

SUNY OLD WESTBURY



## **Curriculum & Academic Planning Committee**

### **Annual Report**

**AY2021-2022**

**October 2022**

#### **[AY2021-2022 CAP Membership]**

Tejas Bouklas, Svetlana Jovic, Yu Lei, Matthew Lippert, Orquidea Morales, Sheyi Oladipo, Dana Sinclair, Kerry Weir, and Ryoko Yamamoto (Chair)

## **I. Five Year Reviews**

The CAP Committee reviewed and approved the Five Year Review for the BS program in Health and Society submitted by the Public Health Department (Approval date: April 29, 2022).

This review offered CAP an opportunity to establish a process to evaluate and utilize an accreditation report for the purpose of Five Year Review. In 2019, Public Health Department composed a Self Study report for Council on Education for Public Health (CEPH) accreditation, which covers most items required by the CAP Guidelines for Five Year Review.

CAP and the Public Health Department agreed that it would be sensible to consolidate the CEPH accreditation and Five Year Review processes to minimize redundancy, while ensuring the report covers all required information and that the document is presented to the committee in a digestible form.

After a series of meetings, the Public Health Department Chair and CAP Chair proposed the CAP Committee to accept the CEPH Self Study as department's Five Year Review with supplemental information including 1) a detailed comparison chart that maps which item in the CAP Guideline is presented on what page in the CEPH report, 2) a separate report that covers items not included in the CEPH report (the contingency faculty section), and 3) a brief summary of key findings in curriculum, faculty, students, and assessment. The CAP members initially approved the proposal by email, and the approval was formally confirmed with unanimous vote in the March 11 meeting.

## II. Program Proposal Reviews

In this academic year, CAP reviewed two new program proposals, one program revision proposal, and two micro-credential proposals.

### A. Bachelor's Degree

Program	Host Unit	Program & Review Type	CAP Approval Date	FS Approval Date
BA in Women's, Gender and Sexuality	Interdisciplinary Faculty	BA/Program Proposal	4/29/2022	5/6/2022
BA in Black Studies	American Studies	BA/Program Proposal	5/13/2022	5/20/2022
BS in Public Health/Health & Society	Public Health	BS/Program Revision & Master Plan Amendment	4/29/2022	5/6/2022

### B. Certificate/Advanced Certificate

No new certificate was proposed in AY2021-2022.

### C. Minor

No new minor was proposed in AY2021-2022.

### D. Micro-Credential/Graduate Micro-Credential

Program	Host Unit	Program & Review Type	CAP Approval Date	FS Approval Date
The Foundations of Creative Writing Micro-Credential	English	Micro-credential/Proposal	4/29/2022	5/6/2022
Foundations in Applied Behavior Change	Psychology	Micro-credential/Proposal	5/27/2022	6/3/2022

### III. Line Request Review

#### A. Procedure

In AY2021-2022, CAP conducted the third Line Request Review since the revival of this practice. The CAP Chair emailed department chairs to solicit line requests for the next academic year hiring on December 13, 2021. By February 4, 2022, the total of 18 line requests were submitted from 11 academic departments.

Following the procedural change implemented in the previous year, the Committee reviewed line requests in the two-step process. In the first meeting (Feb 11), CAP reviewed each request to determine if further information is needed before making recommendations. CAP Chair then solicited additional information from some departments and shared them with the rest of the committee. Prior to the second meeting (March 11), each CAP member individually rated each requested line using a rubric and submitted ratings to the CAP Chair. The rubric is designed to evaluate lines from the following aspects.

1. **Equity in resource distribution across the College**, indicated by the % of sections taught by adjunct instructors, the number of majors per fulltime (FT) faculty and the number of enrolled FTE students per FT faculty.
2. **Curricular needs** within the major (existing and new degree programs) and in college-wide (e.g., LEP) or joint programs, and in relation to accreditation.
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

In the second meeting, the committee collectively reviewed individual ratings and then voted to decide final recommendations. Each line was evaluated in terms of 1) the demonstrated merit/need and 2) urgency of each line request. Line recommendations were submitted to the Provost on March 14, 2022 (the document included in the appendix).

#### B. CAP Recommendations

The CAP committee decided all 18 requested lines have merit and/or need. The committee agreed that 8 of these lines have the urgent need for fulfillment (See the table next page).

#### C. Line Allocation Outcomes

The CAP Committee started tracking outcomes of recommendations this academic year. In June, August and September 2022, the CAP Chair inquired the Provost about hiring decisions made since line recommendations were submitted. Of 18 recommended lines, only one line (Financial Accounting) was approved for search as of September. In addition, the committee was informed that one line that had not gone through the line recommendation process had been approved and filled, for the reason that “the position supports critical infrastructure/specialization within the curriculum and the expansion in curricular programming in this area, and also represents an area of interdisciplinary demand/impact,” as specified by the critical hire criteria.

**Table. S22 CAP Line Recommendation Outcomes as of Sept 2022**

<b>Dept</b>	<b>Line Requested</b>	<b>CAP Recommendation<sup>1</sup></b>	<b>Status as of 9/1/2022</b>
<b>Accounting</b>	<b>Assistant Professor: Financial Accounting</b>	<b>With Merit</b>	<b>Approved for search</b>
Accounting	Assistant Professor: Taxation	With Merit	No action
Chemistry & Physics	Assistant Professor: Organic Chemistry	With Merit Urgent	No action
Chemistry & Physics	Assistant Professor: Physical Chemistry	With Merit	No action
Chemistry & Physics	Assistant Professor: Inorganic Chemistry	With Merit	No action
English	Assistant Professor: Multicultural/World Literature	With Merit Urgent	No action
Exceptional Ed	Assistant Professor: Childhood Special Ed	With Merit Urgent	No action
History & Philosophy	Assistant Professor: Philosophy/Religion	With Merit Urgent	No action
History & Philosophy	Assistant Professor: South Asian History	With Merit	No action
Math/CIS	Assistant Professor: Statistics	With Merit Urgent	No action
PEL	Assistant Professor: American Politics	With Merit	No action
Psychology	Assistant Professor: Clinical/Counseling Psychology	With Merit Urgent	No action
Psychology	Assistant Professor: Social Psychology	With Merit	No action
Public Health	Assistant Professor: Public Health	With Merit Urgent	No action
Public Health	Lecturer/Field Placement Coordinator	With Merit	No action
Sociology	Assistant Professor: New Graduate Program (MS-ASR #1)	With Merit	No action
Sociology	Assistant Professor: New Graduate Program (MS-ASR #2)	With Merit	No action
Visual Arts	Assistant Professor: Electronic Media	With Merit Urgent	No action

**Other Tenure-Track Lines Approved for Hire between March – Sept 2022**

<b>Department</b>	<b>Line</b>
American Studies	Assistant Professor: Media and Communications

<sup>1</sup> “With merit” = 50+% of CAP members voted to acknowledge the merit/needs of the line. “Urgent” = 50+% of CAP members voted to acknowledge the urgency of the line need. CAP members recused themselves from cases involving their own academic department.

## IV. Curriculum and Academic Planning Policies

In May 2022, CAP submitted two resolutions related to curriculum and academic planning policies. Resolutions and accompanied documents are included in the appendix.

Resolution	CAP Approval Date	FS Approval Date
Resolutions for SPS Faculty Advisory Committee Permanent Structure	5/13/2022	5/20/2022
Resolutions for Guidelines for Academic Assessment Data Management Endorsement (with LEC)	5/13/2022	5/20/2022

## V. Other Activities

During AY21-22, the CAP Committee participated in one task force and two Presidential Committees.

- Faculty Experience: Community and Equity Committee (Represented by Svetlana Jovic)
- Institutional Effectiveness Committee (Jointly represented by Tejas Bouklas, Yu Lei, and Orquidea Morales)
- Full-time Faculty Task Force (Represented by Ryoko Yamamoto)

## VI. Moving Forward

The CAP Committee plans to implement the following initiatives in the next academic year.

- **Five Year Review Data Dashboard.** CAP Guidelines for Five Year Review require a standard set of faculty and student data (*e.g.*, enrollment trends, 6 year graduation trend, time to degree) in Five Year Review Self Study. In the past, academic departments individually approached Office of Institutional Effectiveness (OIE) to obtain data when they began working on Self Study. To streamline the process, CAP started the conversation with OIE to create the Five Year Review Data Dashboard, so that IR data needed to complete Self Study will be readily available to departments on the rolling basis.
- **Early Notification System.** In the past, CAP sometimes had no knowledge of proposals in development until they were submitted for a review. This resulted in a scheduling problem at CAP and the Faculty Senate. In AY2022-2023, CAP is launching the early notification system to improve scheduling.
- **Line Request Tracking.** CAP started tracking the approval outcomes of line recommendations in AY2021-2022. The committee will continue line recommendations and outcome tracking and seek optimal procedure to receive and disseminate updates from the Academic Affairs.

# **Appendix**

**Spring 2022 CAP Line Recommendations**

**Resolutions for Guidelines for Academic Assessment Data Management Endorsement  
(with LEC)**

**Resolutions for SPS Faculty Advisory Committee Permanent Structure**

# SUNY OLD WESTBURY



## Line Recommendations

### Spring 2022

The Curriculum and Academic Planning (CAP) Committee received eighteen (18) line requests from eleven (11) academic departments. After careful review and discussion of each line, the CAP Committee determined that all requests demonstrated clear merit and/or need of the line and, in particular, the urgent need of fulfilling eight (8) of them.

This document provides 1) voting outcomes for the demonstrated merits of requested lines, 2) rationales for line merits, 3) voting outcomes for the demonstrated urgency of requested lines, and 4) rationales for the urgency of line fulfillment.

### PROCEDURE

The CAP Chair emailed department chairs to solicit line requests for the next academic year hiring on December 13, 2021. By February 4, 2022, the total of 18 line requests were submitted from 11 academic departments via online form. These requests were compiled and circulated among CAP members. Committee members discussed requests on Feb 11 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 is designed to evaluate each line request from the following dimensions, each of which is further broken down into multiple indicators:

1. **Equity in resource distribution** across the College, indicated by the % of sections taught by adjunct instructors, the number of majors per fulltime (FT) faculty and the number of enrolled FTE students per FT faculty.
2. **Curricular needs** within the major (existing and new degree programs), college-wide programs, e.g., Lib Ed, and contributions to other degree programs, and in relation to accreditation.
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

The CAP Chair compiled ratings and shared with all members. On March 11, all active committee members 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 line request from their own department in order to avoid the conflict of interest.



## RECOMMENDATIONS

The CAP Committee agree that all 18 line requests demonstrated clear merits and needs and that they deserve to be fulfilled. Of all these lines, 8 line requests made a particularly compelling case for urgency and the Committee believe that their fulfillment should be prioritized.

### A. DEMONSTRATED MERITS AND NEEDS OF REQUESTED LINES

There is a generous consensus over the merit of lines among committee members (See Table A). The deservingness of these lines was repeatedly raised in discussions. A vast majority of these lines were replacements of departed or departing faculty members, or previously approved or promised yet unfulfilled. Some of these programs have been running on an unsustainable deficit.

**Table A-1. Voting Outcomes: Demonstrated Merit of Requested Lines**

Dept	Line Requested	Merit Evident (%)	Merit Evident (Count)	Total <sup>1</sup> Vote
English	Assistant Professor: Multicultural/World Literature	100%	8	8
Visual Arts	Assistant Professor: Electronic Media	100%	8	8
Math/CIS	Assistant Professor: Statistics	100%	8	8
History & Philosophy	Assistant Professor: Philosophy/Religion	100%	8	8
Public Health	Assistant Professor: Public Health	100%	8	8
Psychology	Assistant Professor: Clinical/Counseling Psychology	100%	7	7
Exceptional Ed	Assistant Professor: Childhood Special Ed	100%	7	7
Chemistry & Physics	Assistant Professor: Organic Chemistry	100%	7	7
Sociology	Assistant Professor: New Graduate Program (MS-ASR #1)	100%	7	7
Psychology	Assistant Professor: Social Psychology	100%	7	7
Accounting	Assistant Professor: Financial Accounting	88%	7	8
History & Philosophy	Assistant Professor: South Asian History	88%	7	8
Public Health	Lecturer/Field Placement Coordinator	88%	7	8
Sociology	Assistant Professor: New Graduate Program (MS-ASR #2)	86%	6	7
Chemistry & Physics	Assistant Professor: Physical Chemistry	86%	6	7
Chemistry & Physics	Assistant Professor: Inorganic Chemistry	86%	6	7
Accounting	Assistant Professor: Taxation	75%	6	8
PEL	Assistant Professor: American Politics	71%	5	7

<sup>1</sup> The total vote counts are not consistent because committee members recused themselves from voting for a request from their own department.

## **Rationales for Line Merits: Departments with a Single Line Request**

### **English**

#### **Assistant Professor: Multicultural/World Literature**

The case of the English Department represents a major resource equity issue and the vital importance of supporting a program which provides the foundational academic skills training. According to F20 registration statistics, 67% of undergraduate sections the department offered were taught by adjunct faculty. Department's adjunct ratio is the highest (with Modern Languages) in the College and more than double the benchmark (70% FT faculty) identified by the College's Strategic Plan. According to the Department's own estimate, the number of FTE students served per FT faculty in F20 was 51.4, the largest in College. The English Department indicated that the current adjunct ratio is even higher since Department's two long-term Visiting Instructor were vacated in F21 and have not been filled.

The requested line will fulfill critical curricular needs for English majors and support the Lib Ed Program, the MAT Program, and new academic programs in the making (BA in WGSS, Minor and Micro-credential in Creative Writing).

### **Exceptional Education**

#### **Assistant Professor: Childhood Special Ed**

The Exceptional Education Department established a successful graduate program that has been making unique and mission-critical contributions to the College and the community. This popular and highly regarded program has been running on a substantial deficit and it is reaching the level that is not sustainable. The Department indicated that, without additional resources, they have no choice but limit enrollments. The recent accreditation report also highlights the need of additional resources for this program. Limiting enrollments will not only deprive prospective students of much needed educational opportunities, but will also be a disservice to the community. The US Department of Education identified special education is one of the top ten "teacher shortage" areas in New York; this is the only SUNY program in the region that trains educators in special education at the graduate level.

While the department-level registration statistics is not available for SOE, F20 statistics show that SOE has a high ratio of adjunct-taught undergrad (56%) and graduate (57%) sections. The Department is unable to have enough qualified adjunct instructors to support the growth in enrollment.

Furthermore, the Department has another graduate program which has been approved but not launched because of the lack of resources. This is a regretful missed opportunity, for students, the College, and the community, which is in a dire need of highly qualified special education teachers.

### **Math/CIS**

#### **Assistant Professor: Statistics**

The Math/CIS Department houses three undergraduate programs, a graduate program and a large number of undergraduate courses that contribute to the Lib Ed Program. The requested statistics line will fulfill the critical needs in all of these areas. It should also be noted that the proposal for the MS Data Science Program stated that a statistician would be hired, but the promise has not been fulfilled after three years the program started. The Department has been covering statistics courses with faculty members with another expertise. This temporary arrangement is not sustainable as the MS Data Science program grows. The

demand for lower level Applied Statistics is also increasing particularly among social science departments with large majors (e.g., Psychology, Sociology). The Department needs a specialist to oversee these lower-level courses. In addition, the Department is developing a BS in Data Science program in partnership with MMF, in which a statistician will play a critical role. Data analytics is a rapidly growing field in academia and industry and statistical skills are in high demand from employers.

This line will also help curtailing existing resource inequity. According to F20 statistics, the Department has a very large FTE undergrad students per FT faculty (43.5 per FT faculty, the largest in the official statistics), reflecting a large number of “service” courses the Department offers. In the same semester, more than a half (51%) of undergraduate sections offered by Math/CIS were taught by adjunct instructors.

## **PEL**

### **Assistant Professor: American Politics**

The request from the PEL Department is to replace a recently (Aug 2021) retired faculty member. The Department offers multiple degree programs, which requires different expertise. The Department does not have a faculty member who is able to fulfill a curricular void left by the retired professor. A new hire is needed in order to maintain the interdisciplinary character of the curriculum. In addition to PEL major requirements, the proposed line will contribute to a newly proposed BA in Black Studies.

## **Visual Arts**

### **Assistant Professor: Electronic Media**

The Visual Arts Department is requesting to fulfill a replacement line with a faculty specialized in digital media. The Department has one tenure-streamed vacancy that is yet to be fulfilled. The impact of this deficit is particularly significant when the Department is experiencing a rapid growth in majors. The Department hosts three programs, including the only public BFA in arts program in the area. BFA is a popular program for students who pursue creative careers, and the Department offers a singular cost-effective path to pursue it in the region.

The studio work, which requires intensive faculty-student interactions, is a core to the curriculum. Due to the growth of major students and the need for additional sections, the Department has difficulty offering all required courses with limited staffing.

The Department also suffers from a resource equity problem. According to F20 statistics, 56% of courses offered by the Visual Arts Department were taught by adjunct instructors, at a substantially higher rate than an average. The number of FTE undergraduate students per FT faculty is as high as 41.4, the second to the Math/CIS in the official statistics.

## **Rationales for Line Merits: Departments with Multiple Line Requests**

### **Accounting**

- 1. Assistant Professor: Financial Accounting**
- 2. Assistant Professor: Taxation**

The Accounting Department has two retiring faculty members; one in Financial Accounting and the other in Taxation. Their request is to fulfill a curricular void in undergraduate and graduate programs created by these requirements. The Department has another faculty line (Taxation) that had recently been vacated and never replaced.

The Department offers one undergrad program and three graduate programs. In order to pursue a CPA, students need to complete 150 credit hours. In the area of accounting, it is difficult to find qualified adjunct instructors during the tax season and the lack of fulltime faculty makes it challenging to satisfy the demand. SOB graduate programs are also net positive from a revenue standpoint.

The failure to fulfill these lines may have a seriously negative impact on accreditation. AACSB regards an institutional commitment to qualified full-time tenure track faculty as one of requirements. While AACSB does not require a specific FT ratio/number, the lack of commitment in retaining full time faculty was one of main reasons why AACSB denied the application in the past.

### **History & Philosophy**

- 1. Assistant Professor: Philosophy/Religion**
- 2. Assistant Professor: South Asian History**

The History and Philosophy Department requests two replacement lines, one for Philosophy/Religion and the other for South Asian History. Their request points to an equity issue, as well as the existential crisis of one of core programs in the liberal arts tradition.

The Department suffers from a disproportionately high adjunct ratio and a large number of FTE students they are serving. According to the Department, the official faculty resource statistics misrepresent the actual situation since they do not accounting for joint appointments and interdisciplinary majors that the Department supports. The Department estimates 64% of undergraduate sections were taught by adjunct instructors in Spring 2022, positioning them among departments that had the highest adjunct ratio. The Department also estimates the number of majors per FT faculty to be 24.01 and FTE undergrads per FT faculty to be 52.8, much higher than official statistics (10.6 and 32.8, respectively). This level of inequity is not justifiable.

The Department offers a Philosophy and Religion major, but does not currently have a fulltime faculty with expertise in this area. In addition to a major, the program also contributes to minors and a Congregational Leadership program in partnership with NY Theological Seminary. Currently faculty members without expertise are advising majors and managing the program. This situation is obviously not sustainable. The requested line is critical for the sustenance of the Philosophy and Religion Program.

South Asian history/Asian Studies is vital to History majors as well as Adolescence Ed Social Studies majors. These courses also contribute to other concentrations and Minors. After the retirement of the current specialist, the Department will have no expert in this area.

Both lines will also make substantial contributions to the Lib Ed Program, particularly in Humanities and Major Cultures domains.

### **Psychology**

- 1. Assistant Professor: Clinical/Counseling Psychology**
- 2. Assistant Professor: Social Psychology**

The Psychology Department is requesting two lines to replace two retiring faculty members (The Department has a large number of majors and two areas of specialty (Clinical/Counseling and Social Psychology) in the request are particularly in high demands. In addition to psychology majors, these two positions also 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 proposed WGSS. The proposed lines are also important for the Department to continue and strengthen the internship program and community partnership.

### **Public Health**

- 1. Assistant Professor: Public Health**
- 2. Lecturer/Field Placement Coordinator**

The Public Health Department is requesting one tenure track line and one Lecturer/Field Placement Coordinator line in order to meet the demand of the growing majors. The tenure track line is expected to fill the curricular need for the expertise in the politics of food and/or the determinants of substance, which are in high demand and one of major areas in the discipline. The need of this line was identified in the last CEPH Self Study and supported by CEPH. The College approved this line in 2019 and the Department completed the hiring process, but the offer was withdrawn in Summer 2020. The lack of administrative commitment to fulfill this line may have a negative consequence on the upcoming CEPH reaccreditation.

The request for a field coordinator position is to establish a more consolidated approach and consistent coordination in the internship requirement. Currently this work is done by multiple faculty on as-needed basis.

While the Department has the lowest adjunct ratio (25% in F20 statistics), the Department has a large number of majors per FT faculty (41.2), supporting a growing number of majors with a small number of faculty.

### **Sociology**

#### **Assistant Professor: MS in Applied Social Research (Two lines)**

The Sociology Department is requesting two lines to support the MS in Applied Social Research, which had been approved in 2018. The addition of two new lines was a part of the proposal. According to F20 statistics, the Sociology Department had the largest number of majors per FT faculty and one of the largest number of FTE students per FT faculty. Without additional lines, it is not feasible for the Department to start a graduate program. The approved graduate program has been “shelved” in the past four years.

### **Chemistry & Physics**

- 1. Assistant Professor: Organic Chemistry**

- 2. Assistant Professor: Physical Chemistry**
- 3. Assistant Professor: Inorganic Chemistry**

The Chemistry Department is requesting three lines (Organic Chemistry, Physical Chemistry, Inorganic Chemistry) to replace retired (in 2021 and 2017) faculty members and a faculty member who serves in the administration. Recent hires of the Department were physicists, resulting in thinning on the side of Chemistry.

While the Department has one of the lowest number of majors per FT faculty and adjunct-taught sections, the Department offers service courses to the Lib Ed Program and Biological Sciences majors, the largest major at the College. Biology majors and Pre-Health students are required to take organic chemistry courses, and these students, as well as their own Chemistry and Biochemistry majors ask for research mentorship. The Department needs a fulltime expert in this field in order to meet the demand.

The Chemistry Program is currently certified by the American Chemical Society. The certification requires 5 full-time chemistry faculty in areas of organic, inorganic, physical, analytical and biochemistry. The Department currently has 4 full time chemists, and lacks experts in physical and inorganic chemistry.

## B. 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 <sup>2</sup>.

**Table B. Voting Outcome: Demonstrated Urgency of Requested Lines**

Dept		Urgent (%)	Urgent (Count)	Total Vote <sup>3</sup>
English	Assistant Professor: Multicultural/World Literature	100%	8	8
Psychology	Assistant Professor: Clinical/Counseling Psychology	100%	7	7
Exceptional Ed	Assistant Professor: Childhood Special Ed	86%	6	7
Visual Arts	Assistant Professor: Electronic Media	75%	6	8
Math/CIS	Assistant Professor: Statistics	63%	5	8
Chemistry & Physics	Assistant Professor: Organic Chemistry	57%	4	7
History & Philosophy	Assistant Professor: Philosophy/Religion	50%	4	8
Public Health	Assistant Professor: Public Health	50%	4	8

### **Rationales for Urgency of Line Fulfillment**

#### **English**

##### **Assistant Professor: Multicultural/World Literature**

The English Department suffers from unjustifiable inequity in faculty resource allocation and the Committee considers it urgent to abbreviate the extent of it. According to F20 statistics, two in three sections offered by the English were taught by adjunct instructors and the Department indicated that the actual situation is even worse. The requested line will contribute to existing and upcoming academic programs and college-wide curricular needs and help offsetting the existing inequity.

#### **Psychology**

##### **Assistant Professor: Clinical/Counseling Psychology**

The Committee recognizes the urgent need in fulfilling the curricular void in the most popular specialization in the Department that supports one of the largest majors.

#### **Exceptional Education**

##### **Assistant Professor: Childhood Special Ed**

The Committee sees undeniable urgency in supporting a successful graduate program which has been making mission-critical contributions (despite serious resource deprivation) so that they can continue the operation. The Department made a compelling case that the program may not be able to sustain itself

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<sup>2</sup> At least 50% of CAP member voted to acknowledge the urgency of line fulfillment for these lines.

<sup>3</sup> Total vote counts are not consistent because committee members recused themselves from voting for a request from their own department.

without additional staffing and that the existing gap cannot be filled by adjunct instructors. SOE also suffers from a disproportionately high adjunct ratio and this hiring will help abbreviating existing inequity.

## **Visual Arts**

### **Assistant Professor: Electronic Media**

The Committee acknowledges urgency in this request both from equity and curricular needs standpoints. The Visual Arts has a higher adjunct ratio and larger FTE students per FT faculty compared to the rest of the College. 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.

## **Math/CIS**

### **Assistant Professor: Statistics**

Similar to the Exceptional Education Department, the Math/CIS Department launched a new graduate program with a promise of an additional line, which has been unfulfilled to date. The Department made a compelling case for the need of a statistician, both to satisfy curricular needs within the Department and to oversee college-wide demands for statistical training. The Math/CIS Department also have a larger FTE students per FT faculty and a higher adjunct ratio and this hire will help abbreviating existing inequity.

## **Chemistry & Physics**

### **Organic Chemistry**

Of three lines requested by the Chemistry and Physics Department, the Committee saw more urgency in fulfilling the Organic Chemistry line due to high demand of courses and research mentorship from their own and Biology students.

## **History & Philosophy**

### **Assistant Professor: Philosophy/Religion**

The urgent need of this line for the survival of a Philosophy and Religion Program is undeniable. The Department currently does not have any faculty member with expertise in this field. While faculty members of the Department are making best efforts to support the Program, it is such makeshift arrangement is obviously unsustainable. While the number of Philosophy majors may be small, philosophy is at the core of liberal arts education. The program also makes contributions to other majors.

The History and Philosophy Department also suffers from inequity in resource distribution. According to the Department estimates, almost two thirds of their courses are taught by adjunct instructors. This line will help abbreviating the unjustifiable level of inequity.

## **Public Health**

### **Assistant Professor: Public Health**

The Department made a case for the need of fulfilling this line before the next CEPH accreditation in 2023 and the Committee supports the position. The Committee also considered the fact that the College withdrew an offer for this line in 2020 for a budgetary reason after having completed the hiring process.



## **Resolutions for SPS Faculty Advisory Committee Permanent Structure**

**WHEREAS**, the School of Professional Studies (SPS) was formed without a clear system of faculty oversight of curriculum and integration into the larger faculty community, and

**WHEREAS**, in May 2019, the Faculty Senate approved the Resolution (“the 2019 Resolution”) to form a temporary Faculty Advisory Committee in SPS to oversee curriculum development and academic planning in two academic departments of SPS for the duration of three years, and

**WHEREAS**, the 2019 Resolution required the temporary Faculty Advisory Committee to create a formal description of the permanent Faculty Advisory Committee by July 1, 2022, and

**WHEREAS**, the temporary Faculty Advisory Committee composed a description specifying a permanent structure of the Committee, including membership composition, member selection process, membership term, leadership, charges and responsibilities, and a condition for a transition to a common department faculty system, and

**WHEREAS**, the proposed permanent structure is designed to provide faculty input for curriculum development and academic planning in SPS programs,

**THEREFORE, BE IT RESOLVED** that the Faculty Senate approve **the SPS Faculty Advisory Committee Permanent Structure**.

Submitted by the Curriculum and Academic Planning Committee (CAP), May 13, 2022

The original proposal approved by CAP on April 29, 2022

Revisions approved by CAP on May 13, 2022

The resolution approved by Faculty Senate on May 20, 2022

### **[CAP Membership]**

Tejas Bouklas, Svetlana Jovic, Yu Lei, Matthew Lippert, Orquidea Morales, Sheyi Oladipo, Dana Sinclair, Kerry Weir, and Ryoko Yamamoto (Chair)

# **SPS Faculty Advisory Committee**

## **Permanent Structure**

**5/4/2022**

- I. **Preamble:** The final responsibility assigned by the Faculty Senate to the provisional School of Professional Studies Advisory Committee formed in May, 2019 was to create “a formal description of the permanent SPS Advisory Committee” that would take its place on July 1, 2022. This document describes that permanent Committee, to be named the School of Professional Studies Faculty Advisory Committee.
- II. **Membership**
  - a. Composition: The Committee shall consist of:
    - i. 4 faculty from the School of Arts and Sciences
    - ii. 2 faculty from the School of Business
    - iii. 1 faculty from the School of Education
    - iv. All full-time faculty in the SPS
    - v. The Director and Assistant Director of the SPS
  - b. Selection: Faculty from the SAS, SOB, and SOE will be
    1. Appointed by the Faculty Senate Chair in consultation with the Director of the SPS, the permanent faculty of the SPS, and the Faculty Senate Executive Committee.
    2. Replacement of members from the SAS, SOB, and SOE who leave the Committee before their term is finished will additionally involve consultation with existing members of the Committee.
  - c. Term: Faculty from the SAS, SOB, and SOE will serve for 3 year terms
    - i. Continuity with the temporary Advisory Committee:
      1. Members of the Provisional FAC who are willing to serve an additional one, two, or three years on the Permanent committee will be able to do so
    - ii. Selection cycles: additional members of the Committee will be selected annually to bring the membership up to the stipulated levels

## SPS FAC Permanent Structure

### d. Leadership

1. The Committee Chair will be elected from the full-time SPS faculty members by the full committee membership

### III. Charges

- a. Approve program proposals: the Committee will review and approve program proposals in accordance with the “Origination of Programs” policy adopted by the Provisional FAC.
- b. Approve any changes to the SPS Mission Statement or policies governing Oversight of Adjuncts, Assessment, and Advising of Students.
- c. Provide advice to the SPS on strategic expansion of the School’s programs
- d. Approve changes to the committee: the Committee will review and approve any changes to the structure or functioning of the Committee

### IV. Responsibilities

- a. To submit an annual report to the Senate: The Committee will submit a report to the Faculty Senate Executive Committee by June 15 on the Committee’s activities during the previous year.

### V. **Duration:** The Permanent Faculty Advisory Committee will cease to function if there are two or more tenured faculty in the SPS

This would include a Fall term meeting agenda item to move forward with such strategic direction discussion.

# **SPS Faculty Advisory Committee**

## **Permanent Structure**

**5/4/2022**

- I. **Preamble:** The final responsibility assigned by the Faculty Senate to the provisional School of Professional Studies Advisory Committee formed in May, 2019 was to create “a formal description of the permanent SPS Advisory Committee” that would take its place on July 1, 2022. This document describes that permanent Committee, to be named the School of Professional Studies Faculty Advisory Committee.
- II. **Membership**
  - a. Composition: The Committee shall consist of:
    - i. 4 faculty from the School of Arts and Sciences
    - ii. 2 faculty from the School of Business
    - iii. 1 faculty from the School of Education
    - iv. All full-time faculty in the SPS
    - v. The Director and Assistant Director of the SPS
  - b. Selection: Faculty from the SAS, SOB, and SOE will be
    1. Appointed by the Faculty Senate Chair in consultation with the Director of the SPS, the permanent faculty of the SPS, and the Faculty Senate Executive Committee.
    2. Replacement of members from the SAS, SOB, and SOE who leave the Committee before their term is finished will additionally involve consultation with existing members of the Committee.
  - c. Term: Faculty from the SAS, SOB, and SOE will serve for 3 year terms
    - i. Continuity with the temporary Advisory Committee:
      1. Members of the Provisional FAC who are willing to serve an additional one, two, or three years on the Permanent committee will be able to do so
    - ii. Selection cycles: additional members of the Committee will be selected annually to bring the membership up to the stipulated levels

## SPS FAC Permanent Structure

### d. Leadership

1. The Committee Chair will be elected from the full-time SPS faculty members by the full committee membership

### III. Charges

- a. Approve program proposals: the Committee will review and approve program proposals in accordance with the “Origination of Programs” policy adopted by the Provisional FAC.
- b. Approve any changes to the SPS Mission Statement or policies governing Oversight of Adjuncts, Assessment, and Advising of Students.
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- d. Approve changes to the committee: the Committee will review and approve any changes to the structure or functioning of the Committee

### IV. Responsibilities

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### V. **Duration:** The Permanent Faculty Advisory Committee will cease to function if there are two or more tenured faculty in the SPS

This would include a Fall term meeting agenda item to move forward with such strategic direction discussion.

## **Resolutions for Guidelines for Academic Assessment Data Management Endorsement**

**WHEREAS**, there have been elevated expectations for gathering, sharing and maintaining academic assessment data, and

**WHEREAS**, the College implemented a college-wide repository system for assessment data storage and sharing, and

**WHEREAS**, Co-Directors of Academic Assessment, Director of Institutional Research & Assessment, and Assessment Data Specialist composed **the Guidelines for Academic Assessment Data Management (“the Guidelines”)** that outline expectations for academic assessment data access and storage, and

**WHEREAS**, the College currently has no other policy document for academic assessment data management, and

**WHEREAS**, academic assessment should be a faculty-centered process, and

**WHEREAS**, the risk of abuse and misuse of assessment data have been a concern among the faculty, and

**WHEREAS**, the Guidelines allow the College to collectively utilize aggregated assessment findings and thus satisfy Middle States expectations, while safeguarding granular assessment data by limiting access to departmental faculty or equivalent faculty body, and

**WHEREAS**, the accurate understanding by the faculty of how assessment data are managed at the College is essential to establishing faculty-centered academic assessment,

**THEREFORE, BE IT RESOLVED** that the Faculty Senate **endorse the Guidelines for Academic Assessment Data Management**

Jointly Submitted by the Liberal Education Committee (LEC) and Curriculum and Academic Planning Committee (CAP), May 13, 2022

Approved by the Faculty Senate, May 20, 2022

### **[LEC Faculty Membership]**

Maria Zulema Cabail, Anahi Douglas, Frederick Fleisher, Angel Lara, Danielle Lee (Chair), Orquidea Morales, Edislav Manetovic, Do Young Park, Chelsea Shields-Mas, and Erin Toolis

### **[CAP Faculty Membership]**

Tejas Bouklas, Svetlana Jovic, Yu Lei, Matthew Lippert, Orquidea Morales, Sheyi Oladipo, Dana Sinclair, Kerry Weir, and Ryoko Yamamoto (Chair)

# **Guidelines for Academic Assessment Data Management (May 12, 2022)**

Prepared by

Ryoko Yamamoto, Co-Director of Academic Assessment – PSLO Emphasis  
Ashlee Lien, Co-Director of Academic Assessment – ISLO Emphasis  
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## **Outline**

- I. Purpose and Scope
- II. Glossaries
- III. Academic Assessment Plans
  - A. Overall Principles
  - B. Assessment Plans for Degree Programs
  - C. Assessment Plans for the Liberal Education Program
  - D. Assessment Plans for Other Academic Programs
- IV. Academic Assessment Data and Reports
  - A. Data Access: Overall Principles
  - B. Data Usage: Overall Principles
  - C. PSLO Assessment: Data and Reports
  - D. LEP Assessment: Data and Reports

## I. Purpose and Scope

1. The purpose of *the Guidelines for Academic Assessment Data Management* (“the Guidelines”) is to articulate institutional expectations for storing, sharing and managing documentation related to academic assessment at SUNY Old Westbury.
2. The Guidelines cover the college-wide assessment data management practices. Academic programs which are subject to discipline-specific accreditation or certification are responsible for ensuring their practice satisfies accreditor’s requirements. If discipline-specific accreditation requirements are incompatible with the Guidelines, those who are responsible for the accreditation should consult with the Office of Institutional Effectiveness.

## II. Glossaries

1. **Academic Assessment.** Academic assessment refers to assessment of student learning, typically vis-à-vis learning outcomes. Academic assessment does not include administrative assessment of academic units or student support programs.
2. **Academic Programs.** In this document, academic programs refer to curricular programs designed to grant external (*e.g.*, degrees, certificates) and internal (*e.g.*, minors, micro-credentials) credentials.
3. **Program Student Learning Outcomes (PSLOs).** PSLOs are statements of knowledge, skills and perspectives which students are expected to achieve during the course of study in the academic program. In this document, PSLOs refer to learning outcomes created for articulating learning goals of academic programs. Academic assessment at Old Westbury primarily consist of PSLO assessment and Liberal Education Program (LEP) assessment.
4. **Academic assessment reports.** Academic assessment reports at SUNY Old Westbury may be classified into the following four ideal types. Some reports could be a combination of two or more.
  - 1) **Individual assessment report.** A report documenting the process and findings of an assessment activity (*e.g.*, a PSLO assessment report analyzing data from one set of student work). Individual assessment reports typically include detailed descriptions of a data collection procedure, findings and analysis. Individual assessment reports are typically used for internal analysis by academic departments and equivalents.
  - 2) **Aggregated assessment report.** A report that only includes overall, crude assessment findings (*e.g.*, % of students meeting a threshold/success criteria). Aggregated assessment reports provide a summary version of individual assessment report(s) and are typically shared with broader audience.
  - 3) **Assessment status report.** A report that provides status updates of assessment practices and assessment-related activities.
  - 4) **Comprehensive assessment report.** A report that includes aggregated analysis, detailed findings and discussions of assessment process.
5. **Assessment Instruments.** In this document, assessment instruments refer to the broad range of tools we use to conduct academic assessment, including Student learning outcomes (SLOs), curriculum maps, evaluation rubrics, and assessment report templates.
6. **Assessment Raw Data.** In this document, assessment raw data refers to student work (*e.g.*, exams, assignments, portfolio), completed surveys or any data form used as the basis of assessment.



### **III. Academic Assessment Plans**

#### **A. Overall Principles**

1. All academic programs at SUNY Old Westbury must have a multi-year assessment plan designed to evaluate students' learning in the program. Assessment of degree programs and the Liberal Education Program are priorities.
2. All academic programs at SUNY Old Westbury must identify a body of faculty responsible for the development, periodic review, and update of assessment plans. This body should consist of faculty directly responsible for the curricular content of the program.
3. SLOs and curriculum maps are uploaded to a college-wide repository system and are shared with stakeholders including faculty, current and prospective students, staff and administrators. These documents may be included in internal and external reports (*e.g.*, accreditation reports)
4. Instruments for measurement, detailed schedules for data collection, analysis and utilization are to be shared within the body of faculty directly responsible for the curricular content of the program. These documents may be requested for analysis for internal and external reporting.
5. Assessment status reports are shared with the campus community and may be utilized for internal and external analysis and reporting.

#### **B. Assessment Plans for Degree Programs**

1. Academic departments are responsible for developing and implementing an assessment plan for each degree program they house, with assistance from the Office of Institutional Effectiveness.
2. When a degree program is not hosted by an academic department, a body of faculty directly responsible for developing the curriculum (*e.g.*, faculty council) is responsible for developing and implementing an assessment plan.
3. A typical academic assessment plan for a degree program includes 1) a unique set of program-level student learning outcomes (PSLOs), 2) a curriculum map, 3) a schedule for a full-cycle (*i.e.*, covers an entire set of SLOs) of data collection, 4) instruments for measurement (*e.g.*, rating rubric, exam questions), and 5) plans for data analysis and utilization.
4. When an assessment plan involves data collection in courses offered by another academic departments, all involved departments shall be consulted before finalizing the assessment plan.
5. PSLOs, curriculum maps and a broad assessment schedule are uploaded to a college-wide repository system and are shared with stakeholders including faculty, current and prospective students, staff and administrators. These documents may be included in internal and external reports.
6. Academic departments (and equivalent faculty bodies) are expected to store instruments for measurement, detailed schedules for data collection, analysis and utilization in a departmental repository.
7. Academic departments (and equivalent faculty bodies) will report updates in assessment plans in a Year-End Program Assessment Report to the Academic Affairs.

#### **C. Assessment Plans for the Liberal Education Program**

The Liberal Education Committee (LEC) takes charge in developing assessment plans for the Liberal Education Program (LEP), with assistance from the Office of Institutional Effectiveness. Details of LEP Assessment Plans are specified in the Liberal Education Assessment Guidelines.

## **D. Assessment Plans for Other Academic Programs**

The College will make an implementation plan for Certificate, Minor and Micro-credential programs by May 31, 2024.

## **IV. Academic Assessment Data and Reports**

### **A. Data Access: Overall Principles**

1. Aggregated findings of academic assessment (*e.g.*, % of cases meeting standard, exceeding standard, approaching standard, not meeting standard) shall be uploaded to the college-wide repository system. Instructor names, individual ratings of student work or any information that would possibly lead to identification of students whose work was included in the analysis should not be uploaded to the repository system.
2. Items included in the college-wide repository system are determined by the Office of Institutional Effectiveness, in consultation with relevant faculty bodies.
3. Aggregated findings in the college repository system are maintained by the Office of Institutional Effectiveness.
4. The Office of Institutional Effectiveness announces target dates for aggregated findings upload at the beginning of an academic year.
5. Starting from May 31, 2023, the Office of Institutional Effectiveness will generate aggregated assessment reports from the college repository system and share them with college stakeholders. Aggregated assessment reports may be utilized for internal and external analysis and reports, including accreditation-related reports.
6. Any substantive changes to assessment data access should be reviewed by related bodies of Faculty Governance and formally approved by the Faculty Senate.

### **B. Data Usage: Overall Principles**

1. Findings from academic assessment should be actively utilized to inform curricular improvement, pedagogical development and academic planning.
2. Findings from academic assessment shall *never* be utilized as the basis of appointment, reappointment or promotion of instructors. Academic assessment is not designed to evaluate individual students or instructors and shall not be misused for individual evaluation.
3. The purpose of academic assessment is to promote constructive reflections and evidence-based planning. The use of assessment findings as the basis of a punitive measure would be counterproductive and shall not be permitted.

### **C. PSLO Assessment: Data and Reports**

1. Academic departments (and equivalent faculty bodies) are responsible for regular and systematic gathering and analyzing PSLO assessment data for their academic programs.
2. Academic departments (and equivalent faculty bodies) are responsible for implementing a departmental system of reviewing individual assessment reports and generating action plans.
3. Academic departments (and equivalent faculty bodies) are responsible for uploading aggregated PSLO assessment findings to a college repository system by the date specified by the Office of Institutional Effectiveness.
4. Starting from May 31, 2023, the Office of Institutional Effectiveness will generate aggregated assessment reports from the college repository system and share them with college stakeholders, including Academic

Affairs, Heads of Schools, Chairs of Academic Departments, and the Curriculum and Academic Planning Committee. Aggregated reports may be utilized for internal and external analysis and reports. Until this date, aggregated findings from PSLO assessment may not be utilized without explicit permission from the relevant academic department or equivalent faculty body.

5. Access to PSLO assessment data in the college repository system is limited to the departmental Assessment Coordinator(s) and delegates, Assessment Data Specialist, and members of the Office of Institutional Effectiveness who are directly involved in PSLO assessment. Access of Assessment Coordinators and delegates are limited to assessment data generated from their own department or equivalent faculty body.
6. Academic departments (and equivalent faculty bodies) shall create a collective repository to store individual assessment reports and other relevant documents for record keeping purposes. Individual assessment reports shall be kept for a minimum of ten years. A collective repository may be created and maintained at a School level, if appropriate.

#### **D. LEP Assessment: Data and Reports**

1. All LEP assessment data will be reported by LEC in aggregated form. LEP assessment reports will include a description of the domain outcomes at the Department level, course level (*e.g.*, 2000 vs 4000), and instructional modality. Aggregated reports must exclude instructor names, course names, student names or student identifiers, and raw data.
2. Aggregated findings for LEP assessment should be uploaded by the LEC Chair to the college-wide repository system by the date specified by the Office of Institutional Effectiveness.
3. The Office of Institutional Effectiveness shares aggregated reports for LEP assessment generated from the college repository system with college stakeholders, including LEC domain representatives, academic departments, contributing instructors, Heads of Schools and Academic Affairs. Contents of aggregated reports may be included in internal and external reports.
4. Access to PSLO assessment data in the college repository system is limited to the Assessment Data Specialist, and members of the Office of Institutional Effectiveness who are directly involved in LEP assessment.
5. LEP assessment data requests should be made to the LEC Chair and the Office of Institutional Effectiveness.
6. The LEC Chair, in collaboration with the Office of Institutional Effectiveness, is responsible for storing individual assessment reports and other relevant documentation in a shared repository for record keeping purposes. This data shall be kept for a minimum of ten years. LEC determines who has access to the shared repository.