

TO: SUNY University Faculty Senate

FROM: Equity, Inclusion and Diversity Committee

RE: Resolution: To develop support services and best practices within SUNY both at system and on individual campuses for undocumented students

DATE: 178th Plenary, January 18-20, 2018

LOCATION: SUNY Polytechnic Institute at Utica

RESOLUTION #: 178-01-01

VOTE TALLY: 42 For; 4 Against; 1 Abstain

RATIONALE:

WHEREAS the mission of SUNY is “to provide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional and vocational postsecondary programs including such additional activities in pursuit of these objectives as are necessary or customary”; and

WHEREAS SUNY’s commitment to diversity, equity, and inclusion, includes protections against discrimination on the basis of national origin; and

WHEREAS there are approximately 121,000 undocumented young people in the state of New York between the ages of 16-25 alone^[i]; and

WHEREAS there are known to be at least 1555 undocumented students within the SUNY system (less than 2% of the student population) and 6546 undocumented students within the CUNY system (2.8% of the student population)^[ii]; and

WHEREAS on January 12, 2012, SUNY’s Board of Trustees passed the Equitable Financial and Educational Access to Higher Education for New York’s Undocumented Immigrants Resolution to support undocumented students; and

WHEREAS the current political climate has caused heightened levels of anxiety for undocumented students, including those who fear increased enforcement and those who had received Deferred Action for Childhood Arrivals (DACA), which is now being rescinded, and it is unclear whether Congress will take action to pass the DREAM Act or another solution; and

WHEREAS there are steps the SUNY system and campuses can take, and some have taken, to welcome and retain undocumented students, but preliminary policies (such as providing clear

instructions necessary to receive in-state tuition) seem to be unevenly implemented, and frontline staff and leadership alike lack clear directives from the State; and

WHEREAS many undocumented students would benefit from the financial support offered by on-campus scholarships, but miss this opportunity as scholarship applications often require the FAFSA or IRS tax documents, which many undocumented students cannot provide; and

WHEREAS the Chancellor, Chairman, and many University Presidents have shown support for undocumented students currently on our campuses ^[iii], especially those affected by the rescission of DACA^[iv].

RESOLUTION:

THEREFORE, BE IT RESOLVED that UFS recommends to the Chancellor that the SUNY System designate an Undocumented/ DACA advisor who can lead efforts to assess existing practices at SUNY colleges and provide advice to campuses; and

BE IT FURTHER RESOLVED that UFS recommends to the Chancellor that the SUNY-wide Diversity Advisory Council create a subcommittee to address matters relating to undocumented students; and

BE IT FURTHER RESOLVED that UFS recommends to the Chancellor that each SUNY campus identify a contact person by March 16th, 2018, who can serve as a point person guiding campus-wide support services for undocumented students; and

BE IT FURTHER RESOLVED that all advising and additional assistance on campuses and at system level respect the special need for confidentiality for undocumented students; and

BE IT FURTHER RESOLVED that UFS recommends to the Chancellor that ODEI convene a meeting in late Summer or Fall 2018 for campus contacts to discuss best practices and provide training for front-line administrators and faculty members and staff with the goal of at least half of staff completing the training before the end of 2018^[v]; and

BE IT FURTHER RESOLVED that UFS recommends to the Chancellor that the SUNY System support the development of a SUNY Dreamers Student Association by providing a means for campus groups to contact one another and share resources; and

BE IT FURTHER RESOLVED that UFS recommends to the Chancellor that senior leadership in SUNY and on campuses consider the special needs and fears of undocumented students when designing emergency plans that will require additional law enforcement agencies on campuses, and announce to the campus community that these agencies are on campus to assist campus law enforcement and will not lead to indiscriminate arrests or immigration enforcement; and

BE IT FURTHER RESOLVED that UFS Senators work with their campus governance bodies to ensure that campuses develop alternative means (other than IRS or FAFSA filings) for determining scholarship eligibility for undocumented students; and

BE IT FURTHER RESOLVED that UFS recommends to the Chancellor that SUNY System develop and send the SUNY FAQs for undocumented students to administrators at every campus to share with frontline staff (i.e. in admissions, student accounts, registration)^[vi].

BACKGROUND

- Adelante Student Voices is a Community Based Organization in upstate New York that provides counseling and a support network to undocumented students. Many graduates attend schools within SUNY. Adelante offers support to SUNY System and individual campuses to enact the resolution. adelantestudentvoices.org - adelantestudentvoices@gmail.com
- Some aspects of the resolution are adaptations of suggestions from the United We Dream toolkit for institutions of higher education: http://unitedwedream.org/wp-content/uploads/2015/01/UWDN_InstitutionalToolKit_final-1.pdf
- Many SUNY campuses are already providing support for undocumented students.
 - Examples of campus statement:
http://www.albany.edu/news/81584.php?WT_source=nceed
<http://www.buffalo.edu/president/from-the-president/communications/UB-supports-daca.html>
 - Examples of resource page:
<http://libguides.sunysuffolk.edu/daca-renewal>
<https://www.alfred.edu/students/involvement/resources.cfm>
 - Dutchess Community College has a Consortium that meets monthly to discuss access and retention for undocumented students, and will soon publish a webpage
- Cornell University supports an active student group, the Cornell Dream Team, and is hiring a full-time Assistant Director for Undocumented/DACA Student Support

[i] Migration Policy Institute, U.S. Census 2014 American Community Survey

<https://www.migrationpolicy.org/data/unauthorized-immigrant-population/state/NY>

[ii] New York State Comptroller, The New York State DREAM Act report

<http://www.osc.state.ny.us/osdc/rpt1-2014.pdf>

[iii] Chancellor lobbying in DC for DREAM Act alongside SUNY Presidents and Congressional leaders:

<https://blog.suny.edu/2017/10/stepping-up-to-protect-those-that-dream-of-a-better-life/>

[iv] Chancellor and Chairman joint statement on DACA rescission: <https://www.suny.edu/suny-news/press-releases/september-2017/9-5-17-daca/daca-statement.html>

[v] United We Dream UndocuPeers Liberating Campus Climate Curriculum to train faculty/staff

[vi] SUNY FAQs: <https://www.suny.edu/attend/get-started/undocumented/>

TO: SUNY University Faculty Senate,
SUNY Chancellor and
SUNY Provost

FROM: SUNY University Faculty Senate: Undergraduate Academic
Programs and Policies Committee & Governance Committee jointly

RE: Resolution: Verification of Campus Governance Consultation on
Academic Program Actions

DATE: 178th Plenary, January 18-20, 2018

LOCATION: SUNY Polytechnic Institute at Utica

RESOLUTION #: 178-05-01

VOTE TALLY: 36 For; 6 Against; 2 Abstain

RATIONALE:

WHEREAS a climate of collaboration and consultation among the academic affairs administration and the faculty of a campus is vital to successfully providing a full complement of excellent academic programs; and

WHEREAS the 1966 AAUP, ACE, and AGB joint Statement on Government of Colleges and Universities states that it is “the responsibility primarily of the faculty to determine the appropriate curriculum and procedures of student instruction”; and

WHEREAS Standard III of the Middle States Commission of Higher Education states that, "An accredited institution possesses and demonstrates: student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are rigorous and effective in teaching"; and

WHEREAS the Policies of the SUNY Board of Trustees (Article X, Section 4) stipulate that “the faculty of each college shall have the obligation to participate significantly in the initiation, development, and implementation of the educational program”; and

WHEREAS the campus faculty governance organization is the recognized representative of the faculty for the purpose of shared governance, and the Campus Governance Leader bears ultimate responsibility for ensuring that the procedures of the faculty governance organization are fully and promptly completed; and

WHEREAS recent SUNY initiatives, such as Start-Up NY and Seamless Transfer, have successfully implemented systems which allowed for positive verification of consultation by those who were consulted; and

WHEREAS many SUNY academic forms currently require either the Chief Executive Officer or Chief Academic Officer to affirm that “the proposal has met all applicable ... shared governance procedures for consultation;” and

WHEREAS the individual who can most knowledgeably affirm that all applicable shared governance procedures for consultation with faculty regarding curricular and academic programs is the Campus Governance Leader

RESOLUTION:

THEREFORE BE IT RESOLVED that the University Faculty Senate supports the principle that all academic program actions must be reviewed and acted upon by campus faculty governance prior to submission to SUNY System Administration for approval, and encourages campus faculty governance to establish and publish procedures used for such campus faculty governance review in accordance with that principle if such procedures do not already exist; and

BE IT FURTHER RESOLVED that the University Faculty Senate respectfully requests the SUNY Chancellor to ensure that the academic administrative officers of every SUNY College and University consult closely with the Faculty, through its faculty governance organization(s), regarding any changes in academic programs, policy, or curricula that affect the educational mission of the campus; and

BE IT FURTHER RESOLVED that the University Faculty Senate respectfully requests that the Chancellor require that all system forms for academic program actions be amended to include a line for the Campus Governance Leader, or designee, to indicate by signature whether or not "all applicable campus shared governance procedures for consultation" were duly completed. The forms to be modified should include, but not be limited to, the Academic Program Planning forms listed in the following Appendix; and

BE IT FURTHER RESOLVED that the University Faculty Senate encourages Campus Governance Leaders and Chief Academic Officers to work together as proposals progress through the campus shared governance process to ensure that submission of forms to SUNY is not delayed.

APPENDIX

This resolution applies to the following academic program planning forms, currently available at <http://system.suny.edu/academic-affairs/acaproplan/app/forms/>.

- 1A. Program Announcement: Undergraduate Degree Program
- 1B. Letter of Intent (LI): Graduate Degree Program
- 2A. New Program Proposal: Undergraduate Degree Program
- 2B. New Program Proposal: Graduate Degree Program
- 2C. New Program Proposal: Certificate or Advanced Certificate Program
- 3A. Program Revision Proposal: Changes to an Existing Program
- 3B. Program Revision Proposal: Creating New Program(s) from Existing Program(s)
- 4. Distance Education Format Proposal For A Proposed or Registered Program
- 5. Proposal to Deactivate and/or Discontinue a Program
- 6. Extension Center Proposal

- 7. Letter of Intent/Program Announcement Out-of-State Programs
- 8A. Out-of-State and International Academic Program Proposal Form
- 8B. International Academic Program Proposal *Short Form for Articulation Agreements with Partner Institutions*
- 9. SUNY Seamless Transfer Requirements (STR): Waiver Request
- EPP-A. Teacher Education Program Proposal: Degree, Certificate, Advanced Certificate, Extension/Annotation
- EPP-C. New Program Proposal: Certificate and Advanced Certificate Programs Teacher Education
- EPP-E. Pupil Personnel Services (PPS) Program Proposal: Graduate Degree Programs
- EPP-G. Educator Preparation Programs: Program Announcement/Letter of Intent
- EPP-H. Educator Preparation Programs: Distance Education Format Proposal
- EPP-I. Educator Preparation Programs: Changes to a Registered Program
- EPP-J. Educator Preparation Programs: Creating New Program(s) from Existing Program(s)
- EPP-K. Educator Preparation Programs: Proposal to Deactivate and/or Discontinue a Program
- EPP-L. Educator Preparation Programs: SUNY Waiver Request

JAR 1/26/18



TO: SUNY University Faculty Senate

FROM: UFS Graduate Programs and Research Committee

RE: Resolution: To Institute a SUNY Diversity Postdoctoral Fellowship Program

DATE: 178th Plenary, January 18-20, 2018

LOCATION: SUNY Polytechnic Institute at Utica

RESOLUTION #: 178-06-01

VOTE TALLY: 38 For; 2 Against; 3 Abstain

RATIONALE:

WHEREAS SUNY's 2010 Strategic Plan, *The Power of SUNY*,¹ lists diversity as one of SUNY's core values, stating that diversity "ensures that our campuses mirror the rapidly changing world, creating an environment that prepares our students to be culturally competent so they can succeed anywhere. Our diversity is SUNY's edge"; and

WHEREAS the SUNY Board of Trustees passed the *Diversity, Equity, and Inclusion Policy*² in 2015 that states that "SUNY aspires to be the most inclusive state university system in the country" and "SUNY's approach must employ best practices to attract diverse students, faculty, staff and administrative leaders, including efforts to strengthen the pipeline of diverse individuals with advanced credentials"; and

WHEREAS the 2017 SUNY Provost's Office report *Data Brief: Diversity, Equity, and Inclusion*³ clearly shows that SUNY's percentage of fulltime faculty positions held by under-represented minorities is in the bottom 50% when compared to other public four year institutions across the nation; and

WHEREAS the University Faculty Senate Operations Committee's *Report on the Gender and Ethnic Composition of State University of New York Faculty 1995-2015*⁴ concluded that "despite strong efforts by the SUNY system, the number and percentage of tenured and tenure-track faculty from under-represented groups, especially Blacks and Hispanics, remain stubbornly, frustratingly, and unconscionably low"; and

WHEREAS the SUNY Office of Diversity, Equity & Inclusion strives to "increase public and private resources necessary to sustain new initiatives to augment the numbers of underrepresented faculty, staff, students and administrators at SUNY"; and

WHEREAS SUNY funds several diversity programs administered by the Office of Diversity, Equity & Inclusion that are meant to help recruit and retain faculty and graduate students who can contribute to the diversity of our campuses, but in contrast these programs are not designed to help move underrepresented individuals from graduate programs into the faculty ranks at SUNY; and

WHEREAS postdoctoral associates are important scholars who can make significant contributions to SUNY's research, creative, and scholarly activities; and

WHEREAS postdoctoral associates are frequently training to become the next generation of faculty at institutes of higher education; and

WHEREAS postdoctoral credentials are commonly a preferred or required qualification when hiring for a tenure track faculty position at SUNY institutions; and

WHEREAS funds spent on postdoctoral fellows represent a substantial and important investment in talent that should be retained within SUNY if possible; and

WHEREAS there are successful postdoctoral fellowship programs (see Background) already operating across the nation that are designed to strengthen the pipeline of diverse individuals with advanced credentials into the tenure stream.

RESOLUTION:

THEREFORE, BE IT RESOLVED that the University Faculty Senate recommends to the Chancellor that the SUNY Administration develop and fund a SUNY Diversity Postdoctoral Fellowship program specifically designed to recruit scholars who can significantly contribute to the diversity of SUNY; and

BE IT FURTHER RESOLVED that the University Faculty Senate recommends to the Chancellor that SUNY modify the SUNY Faculty Diversity Program so that it specifically creates incentives to hire SUNY Diversity Postdoctoral Fellowship recipients into tenure-track faculty lines within the SUNY system.

1. https://www.suny.edu/media/suny/content-assets/documents/powerofsuny/SUNY_StrategicPlan.pdf

2. http://www.suny.edu/sunypp/documents.cfm?doc_id=804

3. <http://system.suny.edu/media/suny/content-assets/documents/institutional-research/Diversity-Data-Brief-June2017.pdf>

4. <http://system.suny.edu/media/suny/content-assets/documents/faculty-senate/resources/Composition-of-Faculty-Report-Submitted-to-Operations-Committee-April-12-with-final-revisions.pdf>

BACKGROUND:

List of diversity programs designed to strengthen the pipeline from Ph.D. degree programs to tenure track faculty positions.

1. The University of California President's/Chancellor's Postdoctoral Fellowship Programs (PPFP, CPFP) and the Partnership for Faculty Diversity

<http://ppfp.ucop.edu/info/about-ppfp/partnerships.html>

The PPFP is a system-wide program at UC that supports new scholars interested in faculty and research careers who will contribute to diversity and equal opportunity in higher education through their teaching, research and service. The program is particularly interested in supporting scholars with the potential to bring to their academic and research careers the perspective that comes from their non-traditional educational background or understanding of the experiences of groups historically underrepresented in higher education. The fellowships are awarded for 1 year, renewable for a 2nd year, and are paid at the typical post-doctoral salary rate for the academic field. Additionally, \$5000 are included for supplies and travel.

The CPFP was created in response to the overwhelming number of applicants for the PPFP. The CPFP program is generally exactly the same as the PPFP, drawing from the same pool of applicants, but it is funded by individual campuses in the UC system. Significantly, both of these programs "tag" participating Fellows with hiring incentives for UC campuses.

This PPFP program has expanded to other universities across the country to form the Partnership for Faculty Diversity. The programs at the other schools follow the PPFP model closely, but may have some local differences. The programs benefit by sharing a common application portal and process. Overall, close to 1000 applications are received each year. There are also plans to share the application data among all the partner institutions to help develop diverse applicant pools for faculty positions.

Currently, the following schools participate:

- University of California system
 - Berkeley (also CPFP)
 - Davis (also CPFP)
 - Irvine (also CPFP)
 - Los Angeles (also CPFP)
 - Merced (also CPFP)
 - Riverside (also CPFP)
 - San Diego (also CPFP)
 - San Francisco
 - Santa Barbara
 - Santa Cruz (also CPFP—\$5000 travel/supplies only)
- University of Michigan
- University of Colorado, Boulder

- University of Maryland
- Carnegie Mellon University
- University of Minnesota
- “California Alliance”
 - UC Berkeley
 - UC Los Angeles
 - Stanford
 - Cal Tech
- UC–affiliated National Labs
 - Lawrence Berkeley
 - Lawrence Livermore
 - Los Alamos

2. The Carolina Postdoctoral Program for Faculty Diversity

<http://research.unc.edu/carolina-postdocs/>

The Carolina Postdoctoral Program for Faculty Diversity (CPPFD) fellowship, is one of the oldest diversity fellowship programs in the nation. Program support is offered to postdocs by top level administrators, departments, centers and institutes. Recruiting is carried out on a national basis, historically attracting scholars predominantly from the humanities but with growing exposure to all fields. More than 160 scholars have participated in the program that had its first scholar in 1983.

The purpose of the Program is to develop scholars from underrepresented groups for possible tenure track appointments at the University of North Carolina and other research universities.

3. University of Maryland Baltimore County Faculty Diversity Postdoctoral Fellows Program

<https://facultydiversity.umbc.edu/program-description/>

UMBC’s Postdoctoral Fellowship for Faculty Diversity is a 2-year in-residence fellowship that supports promising scholars who are committed to diversity in the academy and to prepare those scholars for possible tenure track appointments at UMBC. During the two-year appointment, UMBC provides fellows with teaching and research mentors, and professional development opportunities across campus. Fellowship recipients are provided with a stipend, health benefits, and additional funding for conference travel and the preparation of scholarly work, office space with a computer, library and other privileges at the university.

4. National Institutes of Health K99/R00 program

<https://grants.nih.gov/grants/guide/pa-files/PA-16-077.html>

The objective of the NIH Pathway to Independence Award (K99/R00) is to help outstanding postdoctoral researchers with a research and/or clinical doctorate degree complete needed, mentored career development and transition in a timely manner to independent, tenure-track or equivalent faculty positions The K99/R00 award provides up to 5 years of support in two phases.

The initial (K99) phase provides support for up to 2 years of mentored postdoctoral research and career development. The second (R00) phase will provide up to 3 years of independent research support, which is contingent upon satisfactory progress in the K99 phase and the awardee accepting an approved, independent, tenure-track (or equivalent) faculty position. The two award phases are intended to be continuous in time.

5. University of Chicago Provost's Postdoctoral Fellows Program

<http://provostpostdoc.uchicago.edu>

This program provides funding to individual departments to support scholars from underrepresented groups. It is designed to carry out the University's mission of cultivating a diverse intellectual community that is enriched by the expertise and professional contributions of people who can contribute to the diversity and excellence of the academic community through their research, teaching, and service. Provost's Postdoctoral Fellows are appointed as Instructors for up to two years with the intent that they will be promoted to Assistant Professor on the tenure track at the end of the fellowship period. As Fellows, they will expand their research and teaching portfolios while being fully integrated into the academic life of the University of Chicago. Each Fellow will be engaged in mentored research and receive guidance as they create an individualized career plan.

6. National Institutes of Health Institutional Research and Academic Career Development Award (IRACDA)

<https://publications.nigms.nih.gov/multimedia/map/iracda/>

<http://www.stonybrook.edu/commcms/cie/iracda/aboutus/index.html>

The purpose of the NIH IRACDA program is to develop a diverse group of highly trained biomedical and behavioral scientists to address the nation's biomedical, behavioral and clinical research needs. The program promotes consortia between research-intensive institutions and partner that have a historical mission and a demonstrated commitment to providing training, encouragement and assistance to students from groups underrepresented in the biomedical and behavioral research enterprise of the nation. The program is expected to facilitate the progress of postdoctoral candidates toward research and teaching careers in academia.

Stony Brook University's NY-CAPS Program, the New York Consortium for the Advancement of Postdoctoral Scholars, is one of approximately 19 US IRACDA sites. The partner (teaching) institutions are SUNY Old Westbury, CUNY Brooklyn College, and Suffolk County CC.

7. Massachusetts Maritime Academy Postdoctoral Diversity Teaching Fellowships

<https://www.maritime.edu/postdoctoral-diversity-teaching-fellowships>

The program was developed to promote diversity at Massachusetts Maritime Academy in the faculty population by creating a potential pipeline for underrepresented individuals to gain teaching experience and, potentially, full time appointments. These fellowships will enhance the academic careers of scholars who have recently received their Ph.D. degrees and are at the early

stages of their careers. The term of appointment will be for one year with opportunity for extension. Selected candidates will have a three-quarter teaching load and a one-quarter non-teaching assignment. Applicants may bring existing research to campus or be assigned duties relevant to their interest that coincide with the needs of the Academy.

8. Ford Postdoctoral Fellowship.

http://sites.nationalacademies.org/PGA/FordFellowships/PGA_047960

Postdoctoral fellowships are awarded in a national competition administered by the National Academies of Sciences, Engineering, and Medicine on behalf of the Ford Foundation. The awards are made to individuals who, in the judgment of the review panels, have demonstrated superior academic achievement, are committed to a career in teaching and research at the college or university level, show promise of future achievement as scholars and teachers, and are well prepared to use diversity as a resource for enriching the education of all students.

JAR 1/26/18



TO: SUNY University Faculty Senate

FROM: Operations Committee

RE: Resolution: Recommendations for Academic Advisers Related to International Students

DATE: 178th Plenary, January 18-20, 2018

LOCATION: SUNY Polytechnic Institute at Utica

RESOLUTION #: 178-07-01

VOTE TALLY: 37 For; 0 Against; 3 Abstain

RATIONALE:

WHEREAS the federal government has strict academic eligibility requirements for international students on F-1 or J-1 visas that enable them to study in the United States; and

WHEREAS it is critical for students to be fully informed about the impact of registration choices (e.g., number of credits, 100% online study) on visa status; and

WHEREAS incomplete and incorrect information related to the impact of a student's registration on current or future visa status has the potential to cause students to be immediately expelled from the United States and prevent them from completing their degree; and

WHEREAS understanding the academic requirements for student visas and access to student information requires a time commitment and access to records that is unreasonable to expect of academic advisors, whose primary purpose is to provide academic, major, and career guidance within the scope of their expertise rather than visa counsel:

RESOLUTION:

THEREFORE BE IT RESOLVED that UFS Senators work with their campus governance bodies to make it clear to academic advisers that international students' registration impacts their visa status. As such, academic advisers should refer students to the international education officers on their campus for information on how registration and registration changes may impact visa status; and

BE IT FURTHER RESOLVED that UFS Senators work with their campus governance bodies to ensure all campuses provide a means for academic advisers to equitably and inclusively identify international students on their advising caseloads to assist advisers in delivering appropriate academic advisement information to international students.

TO: SUNY University Faculty Senate

FROM: Undergraduate Committee

RE: Resolution: Re-examining the Definition of Liberal Arts Courses

DATE: 178th Plenary, January 18-20, 2018

LOCATION: SUNY Polytechnic Institute at Utica

RESOLUTION #: 178-08-01

VOTE TALLY: 39 For; 1 Against; 1 Abstain

RATIONALE:

WHEREAS the New York State Education Department Policy Statement on Liberal Arts and Sciences (<http://www.highered.nysed.gov/ocue/lrp/liberalarts.htm>) on the required Liberal Arts core of an academic program indicates that "*The required liberal arts core shall not be directed toward specific occupational or professional objectives*"; and

WHEREAS characteristics NYSED identifies as "generally considered to be within the liberal arts and sciences" include creative writing, literature, history, appreciation, theory, comparative philosophy and comparative religion, dramatic interpretation, natural sciences, mathematics, communication, public speaking and subjects of a similar nature; and

WHEREAS many of the course types identified by NYSED as "generally not considered within the liberal arts and sciences" actually meet many or all of the criteria listed above as "generally considered to be within the liberal arts and sciences"; and

WHEREAS many studio and other courses, generally considered by NYSED to be "not within the liberal arts and sciences" are not directed toward specific occupational or professional objectives;

RESOLUTION:

THEREFORE, BE IT RESOLVED that the University Faculty Senate ask the SUNY Chancellor to request a re-examination and update of NYSED criteria for the liberal arts designation, and that such re-examination and update be undertaken by a team including members of NYSED,

SUNY System Administration and SUNY faculty governance of two-year and four-year institutions.

Some suggested guidelines for liberal arts courses:

1. The course is open to the entire college or school and is not designed to provide specialized professional training.
2. A significant proportion of the students in the class do not intend to become professionals in that field. Courses in the arts, including studio courses, whose primary goals do not include preparing students to become professionals should, by definition, be considered liberal arts courses. (The National Association of Schools of Music clearly identifies the Bachelor of Music degree as the "Professional degree" and the Bachelor of Arts as a liberal arts, non-professional degree).
3. In liberal arts classes, course descriptions and learning outcomes—including those of studio courses—are not created specifically to help the student become a professional in that field. Course descriptions may, however, include examination of form and content in historical or cultural context, while learning outcomes may include use of historical and contemporary examples, familiarity with the history of the field and the scholarly canon, exploration of the relationship between the work of the field (music, dramatic performance, visual art, computer program, business model, legal case study, etc.) and society, and development of the art of listening, seeing, and thinking intelligently and perceptively.
4. A course that meets the criteria to be classified as a liberal arts course should retain that classification even if the course is required in more than one major or is available as an elective.
5. Courses that included the study of subject areas through the lens of a cultural, historical, ethical, or General Education interdisciplinary framework should be considered liberal arts courses. Learning outcomes that include appreciation, history, theory, critical thinking, or the function of the arts in societal change and growth should be considered liberal arts courses by definition.