Original Resolution

Submitted by Dr. Horvath 11/04/14
Resolution to Implement a new Undergraduate General Education Program

Please consider the following resolution to implement a new program of Undergraduate General Education at the University at Buffalo to better serve all undergraduates across all units.
Whereas:

1. General Education is an essential component of an undergraduate student’s academic program and experience at UB, mandated by SUNY,

2. and the UB General Education program has not been revised for nearly 20 years, resulting in a curriculum that no longer adheres to its founding principles,

3. and the current General Education program does not encompass integrated learning, and has been eroded by expansive waivers, exemptions, and inconsistent requirements,

4. and for over 5 years the university has been engaged in an effort to design a new program of General Education involving over 140 faculty, staff, and students who have strived to provide the elements and framework capable of delivering a significant improvement in the provision of General Education,

5. and the proposal has been approved by the undergraduate Associate Deans Council, and endorsed by multiple UB groups including (but not limited to), the Foreign Language Instruction Coordinating Council, the Council on International Studies and Programs, the Department of History, School of Management Undergraduate Committee, Academic Advising Leadership, and the University at Buffalo Student Association.
Therefore be it resolved that:

1. The Faculty Senate approves the new General Education program as described in the “Final Recommendations” submitted to the Faculty Senate on October 3, 2014, and available at the following website: www.buffalo.edu/gened

2. The Dean of Undergraduate Education, in collaboration with the Faculty Senate, will name a faculty advisory committee, and appropriate working committees that will be charged with overseeing the implementation of the new program. The faculty advisory committee will delineate a process for review of new courses as required, define appropriate policies, and develop an assessment plan. The Dean of Undergraduate Education will ensure other responsibilities are appropriately assigned as needed to successfully implement this new program, and will report regularly to the appropriate committees of the Faculty Senate.
Amendment One

Domestic Diversity by Dr. Durand
Domestic Diversity

WHEREAS, The vast majority of UB undergraduates tend to stay, live and work in the State of New York; and

WHEREAS, The University at Buffalo as the flagship public institution in New York State must prepare its graduates with the cultural competencies necessary to live, work and recreate with domestically diverse groups that characterize New York State and increasingly the U.S. as a whole; and

WHEREAS, We currently live in a nation where the largest states either already are, or will soon become “Majority minority” states, and by 2050 projections are that the country as a whole will be majority minority; and

WHEREAS, Cultural competence with regard to domestic diversity (including race, class, gender, indigenous people, sexual orientation, disability) is a core competency that every UB student should be able to demonstrate; therefore be it
**RESOLVED** That among the courses students complete, there shall be at least one course in domestic diversity, designed to ensure that UB graduates are able to demonstrate some measure of “cultural competency” within the diverse communities of the U.S. and particularly New York State; and, be it further

**RESOLVED** That students may select from courses so designated that have been approved by a committee of faculty, and noted as such in the course catalog.

Replaced Resolutions

**RESOLVED** That all UB undergraduates must take a required course from a list of “approved courses” focused on domestic diversity issues, designed to develop domestic multicultural competency and sufficient to ensure that UB graduates are able to demonstrate some measure of “cultural competency” within the diverse communities of the U.S. and particularly New York State; and, be it further

**RESOLVED** that such courses would have to be reviewed by a faculty committee for content and diversity learning outcomes before they could be listed as “approved” courses, satisfying the domestic multicultural competency requirement.
Amendment Two

Breadth of Knowledge Cluster
by Dr. Dauber
Breadth of Knowledge Cluster

In order to insure that students receive as wide as possible an experience with the various domains of knowledge, the proposed “Thematic Integrative Cluster” shall be replaced with a “Breadth of Knowledge Cluster,” as follows:

Students are required to complete three courses of at least 3 credits each, selected for their breadth in exposing a student to a field, one course from each of three of the following: Art History, Music, Literature, Social Sciences.

This is to replace the following, from the current proposal: “Thematic Integrative Cluster: Students are required to complete three courses of at least 3 credits each within one institutional theme of Health, Humanity, Justice, Innovation and Environment.”
Amendment Three

Staffing with Tenure-Track
written by Dr. Holstun
submitted by Dr. McCluskey
Staff Gen. Ed. with new Tenure-track Faculty

Gen. Ed. should be staffed with faculty whose job status and security reflect the importance of this curriculum to the University. The longstanding policy of the American Association of University Professors (AAUP), endorsed by dozens of leading national higher education and scholarly organizations, identifies tenure as the foundation of academic excellence, academic freedom, and shared governance. Relying on contingent employment for new programming violates this fundamental principle.

The current Gen Ed plan to hire “44 new non-tenure-track faculty” compared to only 9 new ladder faculty therefore is replaced with the following requirement: "All growth in faculty to staff the Gen. Ed. curriculum should consist of tenure-track positions."
Amendment Three
point two (3.2)

Staffing with Tenure-Track
by Dr. Zarembka
"The current Gen Ed plan to hire, into full-time positions, '9 new ladder faculty, 44 new non-tenure-track faculty' be replaced with:

"The growth in full-time faculty to staff the Gen. Ed. curriculum should consist of tenure-track positions, with current part-time faculty being actively considered for these positions, when qualified".
Amendment Four

Math & Quantitative Reasoning
by Dr. Cowen
Add Math into Quantitative Reasoning

The proposed Mathematics and Quantitative Reasoning requirement provides a basis for students to develop skills in mathematical and quantitative thinking that are necessary to function in modern society. This requirement assumes three full years of college preparatory mathematics, including problem solving skills, as the basis for exploring data and its use in the media, business, and daily life. Example topics might include the challenges of ‘Big Data’ and data science, the mathematics of voting, cryptography, or issues drawn from current affairs, targeting questions such as: financing bank loans, credit card debt and personal finance; risk in environmental or health issues; and claims in advertisements.

This course is required of every student unless able to demonstrate that they meet its learning outcomes elsewhere in their curriculum, subject to approval by the Office of General Education.

Note: ‘Mathematics’ is a mandatory subject in the SUNY-GER.
Aims and Objectives

Math and Quantitative Reasoning aims to:
• Develop **the mathematical and** quantitative reasoning skills required by students to navigate their college years and prepare them to be twenty-first century citizens.
Learning Outcomes
Having completed the Math and Quantitative Reasoning course, students will be able to:

• Analyze data and apply empirical or theoretical methods to guide decision-making.
• Interpret mathematical models such as formulas, graphs, and tables, and draw inferences from them.
• Choose appropriate models for a given problem, using information from observed or deduced data
• Employ quantitative methods, mathematical modeling and/or statistics to develop well-reasoned arguments to identify and solve real world problems beyond the level of basic algebra, while also learning to recognize the limitations of mathematics and statistics.
• Distinguish between causal and correlational evidence, as well as recognize when the available evidence is too weak to decide a matter.
• Recognize common mistakes in empirical and deductive reasoning and quantitative problem solving.
• Choose appropriate models for a given problem, using information from observed data and/or knowledge of the system being studied.
Amendment Five

Freshman/Transfer Seminars & Reallocation of those Funds by Dr. Sikora
Freshman/Transfer Seminar & Reallocation of Seminar Funds

(1) The requirement of students enrolling in Freshman or Transfer Seminars be eliminated from the proposed General Education plan.

(2) The Faculty Senate requests that the Provost divert funds promised for running these seminars to across-the-board faculty hires and other instructional needs of academic departments, as decided by those departments in coordination with their respective deans.