

**Faculty Council of Community Colleges**

**Resolution in Response to the February 5, 2019 draft
White Paper on SUNY Online**

**G2:2018-2019**

**Passed Unanimously on Saturday, March 30, 2019**

**Whereas** on Feb. 5, 2019, the SUNY Provost released a draft White Paper on the SUNY Online Initiative, which calls for massive system-wide expansion of online offerings, and invited broad input on this major initiative by Feb. 28, 2019; and

**Whereas** the SUNY Online Working Group was composed of 35 members with constituents from across the SUNY system in Fall of 2018, yet only 5.5% of those members were community college teaching faculty who had limited opportunity to shape the white paper; and

**Whereas**, according to SUNY’s information, *Open SUNY (Online) Enrollment\* (Fall 2018),* of the total 25,489 SUNY students enrolled in fully online programs of all levels, 11,570 (45%) of those students are SUNY community college students; and

**Whereas**, according to the SUNY Online Dashboard, 49.6% of fully online course sections during the 2017-18 academic year were offered at community colleges, and community colleges have offered 317 fully online programs, more than all other sectors combined; and

**Whereas**, community college students exemplify the adult learning population referenced in the Working Group’s report; and

**Whereas,** the timing of the working group, period of feedback on the draft white paper, and announcement, selection, and schedule of Informational Webinars were not sensitive to faculty responsibilities or to the academic calendar, thereby limiting input from and hindering thoughtful deliberations of the teaching faculty, who bear the primary responsibility for pedagogy, curriculum, and academic standards, and did not include meaningful consultation with the FCCC and UFS; and

**Whereas**, the FCCC’s ***Guidelines for Faculty Governance Inclusion in Educational and Grant-Funded Initiatives*** directs that “whenever new teaching technologies, pedagogies, techniques, programs, products, or delivery systems are under consideration . . . all new courses and programs must be developed within established shared governance processes requiring approval of the faculty;” and

**Whereas** the concerns expressed by the FCCC in its Feb. 28, 2019 response included the failure of the white paper to present “an academic strategic plan developed in collaboration with faculty governance” as opposed to a business model, the failure to address academic freedom and intellectual property rights, the failure to address support for online learners, and the efficacy of online delivery for discipline-specific programs; and

**Whereas** the FCCC has not received any response specifically addressing those comments or seen them incorporated into the SUNY Online white paper;

**Therefore be it resolved**, that the FCCC requests a written response to its expressed concerns and input provided to the working group;

 **Be it further resolved** that the FCCC recommends that the SUNY Provost, in consultation with the FCCC and UFS, include in the white paper fundamental guiding principles relating to intellectual property rights, academic freedom, academic integrity, support services for online learners, and the role of OERs in online learning;

**Be it further resolved** that the FCCC recommends that the Provost convene a taskforce that includes significant FCCC, UFS, and SA representation that is charged with creating, communicating, and following a clear process and criteria, approved by the FCCC and the UFS, for selection of programs, implementation, and assessment of the SUNY Online initiative with timelines respectful of academic calendars and faculty responsibilities;

**Be it further resolved** that the FCCC recommends that the SUNY Provost follow shared governance processes and procedures for adopting and implementing all future academic initiatives.