



## **Emerging Trends in Higher Education and Campus Governance Resolution ASA5: 2014-2015**

Passed Unanimously on April 11, 2015

WHEREAS according to 8 NYCRR Part 606, the Faculty Council of Community Colleges is the official agency through which the SUNY community college faculty engages in the governance of the University and therefore has the responsibility to provide opportunity and structure for the faculties of the community colleges to formulate positions on policy matters of common interest to the community colleges; and

WHEREAS faculty purview over curriculum is essential in maintaining the integrity and standards of higher education at all levels; and

WHEREAS new initiatives and mandates are emerging from all levels of government, regulatory bodies, and private foundations and corporations; and

WHEREAS faculty and campus governance structures must be in place to review these initiatives, analyze their potential impact on curricula, and operationalize them in a way that is most beneficial to students; and

WHEREAS a governance committee whose primary charge is to research and make recommendations about emerging trends and issues in higher education can enhance academic planning for the campus, therefore be it

RESOLVED that the Faculty Council of Community Colleges urges campuses to create or charge an existing governance body or committee with the purpose of researching and addressing emerging educational issues proactively; and be it further

RESOLVED that this body or committee should communicate with similar groups on other campuses; and be it further

RESOLVED that this body or committee will serve to inform its institutional policy-making process, and be it further

RESOLVED that the Faculty Council of Community Colleges will work with campuses to facilitate the formation of these groups as well as provide the communication infrastructure necessary for collaboration and sharing of best practices among campuses.

**BACKGROUND:** We are seeing a paradigm shift in higher education, in which the expectations for student outcomes and the context for meeting those outcomes are changing. Furthermore, the processes by which curricula and courses are developed, implemented and assessed are also changing. Recent examples include a greater emphasis on prior learning assessment, competency-based learning, applied learning, and seamless transfer, none of which emerged from faculty-driven processes or organizations, but rather from external bodies. The Faculty Council of Community Colleges has created a standing committee (the Education Initiatives Committee) to analyze and respond to emerging issues. Because we have found this proactive structure useful in our ability to contribute to the governance of SUNY, we believe our constituent faculty groups may benefit similarly if they were to implement a comparable model on their campuses.