

# NEWSLETTER

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**MARK YOUR CALENDARS:**  
The SUNY Online Summit will be virtual: February 28 - March 4, 2022

## Welcome from Dr. John Kane



Welcome to the first edition of the FACT<sup>2</sup> newsletter! We're introducing this newsletter to provide updates on the work of the FACT<sup>2</sup> task groups and to improve information flows between the FACT<sup>2</sup> Council and FACT<sup>2</sup> campus representatives.

Despite the challenges that we all faced during the pandemic, the FACT<sup>2</sup> task groups continued working at a rapid pace throughout the 2020-21 academic year. The *Examining Pedagogy and Learning in Online Domains (EXPLOD)* and *Online Student Engagement and Support Models* task groups completed their work. The *Innovations in Assessment of Student Learning* and the *P-20+ Education Continuum* task groups are continuing in the 2021-22 academic year. A new task group task, focused on Inclusive Teaching, is currently being assembled and is getting started this semester. This task group is co-chaired by Carlos Jones of Buffalo State and Audeliz Matias of Empire State College.

Plans are underway for a return to an in-person SUNY Conference on Instruction and Technology (CIT) at SUNY-Oswego in spring 2022. The FACT<sup>2</sup> Council is also beginning to plan a Symposium based on the work of the *Innovations in Assessment of Student Learning* task group.

The past year has brought tremendous transformation to how we all do our work. One of our tasks this year will be to evaluate what we have learned during this period and decide what we should take forward into a post-pandemic future. As FACT<sup>2</sup> campus reps, you have been identified by your Chief Academic Officer as a campus leader in the use of educational technology on your campus. We're looking forward to working with you this year. We want to hear about the innovations occurring on your campus and we will do our best to share effective practices through the FACT<sup>2</sup> network.

## IN THIS ISSUE

**TASK GROUPS**  
Page 2-5

**ADDITIONAL OPPORTUNITIES**  
Page 6

**HIGHLIGHTS FROM CAMPUS REPS**  
Page 7

**BYLAWS**  
Page 8

**CAMPUS REPS**  
Page 9-13

Visit the FACT<sup>2</sup> website:  
<https://online.suny.edu/fact2/>

# TASK GROUPS

FACT2 Task Groups seek to engage volunteers throughout SUNY with knowledge in specific areas of interest.

## INNOVATIONS IN ASSESSMENT OF STUDENT LEARNING AS TEACHING AND LEARNING TOOLS

**Chilton Reynolds, Co-Chair, SUNY Oneonta**

**Nicole Simon, Co-Chair, Nassau Community College**

Assessment strategies and pedagogy are fertile ground for innovative practices that can reshape how course content is designed and how student learning of the content is assessed. There has been so much attention given to course design that does not include looking at how assignments and activities are graded and what feedback students are given. Assessment practices often define student perceptions of achievement as defined by how they are graded. All too often assessment is seen by students as a process with an underlying threat associated with the grading processes, a perspective that affects how students see themselves as learners and are (or are not) motivated to be achievers. This perception by the student is further exacerbated by the wide variety of approaches students experience from one class to another. Students are deeply impacted by the linkage of grade performance to financial aid, scholarship funds, and employment which may interfere with their learning goals and perceptions of value. This task force will explore the latest pedagogical research on in-course assessment, including the use of technological tools and low-tech tools for assessment, feedback, and grading and make broad recommendations for faculty and for future study within SUNY.

### **Collecting Assessment Examples from Faculty**

Our Task Group is collecting examples of Innovative Assessment from around SUNY to create a repository that can be shared with others. Our goal is to have as many examples as possible so this can be used as a resource when others are working to find new ways to assess student learning in their classrooms. If you have professors on your campus that you feel could share something please share this link with them: **<http://sunnyinnovativeassessments.com/>**.

We have already added some examples to the site, which can be accessed through the navigation at the top right. We have been collecting examples in the following areas: Social Justice Assessments, Real-World Assessments, Assessments supporting multiple pathways through a course, and Self-Assessment. We are also interested in any innovations that don't fall into these categories but that are worth sharing. Our goal is to continue growing this website to create a robust resource for all of SUNY.

**Sign up for a task group <https://tinyurl.com/FACT2TaskGroups2021>**

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## P-20+ EDUCATION CONTINUUM

**Nan Travers**, Co-Chair

**Anne Reed**, Co-Chair

The P-20+ Education Continuum Task Group will identify integrative strategies for promoting education as a continuum, starting with preschool (P) through post-graduate and workforce learning (20+). The team will explore existing educational initiatives, both internal and external to SUNY, that provide linkages between higher education, PK-12, and industry. Examples of notable practices will be compiled along with pertinent information regarding the identified programs, including any relevant policies, recruitment strategies, persistence and completion data, and credentialing practices. Special attention will be paid to examples that promote equity, such as integrative curriculum, sequences, and credentials that are designed to address academic success and economic advancement of racial minorities and disadvantaged populations. Based upon the findings the team will make recommendations for SUNY P-20+ practices that serve to benefit SUNY students throughout the continuum of their education.

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## INCLUSIVE TEACHING

**Carlos Jones**, Co-Chair

**Audeliz Matias**, Co-Chair

The practice of embracing student diversity and designing courses to create inclusive learning environments that reach all students is not a new concept. Nonetheless, recent troubling events from the deaths of Mr. George Floyd, Mr. Ahmaud Arbery, and Ms. Breonna Taylor, among others, brought back the need for higher education to consider its role in racial justice and equality. There is no shortage of proposed solutions that involve recruitment of students and faculty from underrepresented backgrounds, first-year programs, expansion of developmental coursework, and focus on diversity in student services and campus life to minimize the disparities. At the other hand of the case for inclusive initiatives is the need to emphasize inclusive pedagogy at the course level and to build a curriculum that helps students gain knowledge to develop an understanding of diversity, equity, inclusion, anti-racism, and social justice.

The incorporation of diversity, equity, and inclusion (DEI) in the curriculum and pedagogical approaches have received considerable attention in higher education as a way to help breaking down systemic barriers. We must regularly ask ourselves: *What biases am I carrying as an instructor, and how do I counteract their effects? How does my teaching approach affect student outcomes? What can faculty do in the classroom to support an inclusive learning environment and minimize systemic barriers? How can curricula decrease racial equity gaps and increase racial literacy? How can faculty systematically threaded cultural and diversity awareness through the curriculum?*

The State University of New York (SUNY) has long been a standard-bearer in promoting diversity, equity, and inclusion. In 2020, Chancellor Jim Malatras took a major step to reaffirm SUNY's commitment to diversity, equity, and inclusion by convening stakeholders from across the system to develop a systemwide action plan. The SUNY Diversity, Equity, and Inclusion (DEI) Action Plan, published February 2021, presents 25-point action plan recommendations "designed to either create a more inclusive, representative SUNY, and to achieve equity in student success outcomes" (p. 15, SUNY Diversity, Equity, and Inclusion Action Plan, 2021). Part C of the action plan focuses on

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recommendations to embed racial equity into the curriculum. Specifically, discussion by the working group focused on “how curricula can decrease racial equity gaps and increase racial literacy” (p. 25, SUNY Diversity, Equity, and Inclusion Action Plan, 2021).

Recommendation C3 calls for a two-parts approach to help SUNY faculty embedding racial equity into curriculum: 1) establishing cross-campus sharing of approaches to curriculum that center of anti-racism; and 2) developing and distributing a framework to be used during the development, implementation, and assessment of policies and practices related to curriculum across SUNY. In alignment with the SUNY Faculty Advisory Council on Teaching and Technology (FACT2) mission to provide a forum for addressing forward-thinking teaching and learning issues, and in recognition of the current events and SUNY’s reaffirmation of education for all, the Inclusive Teaching Task Group aims to move forward the recommendations C3.1 and C3.2 of SUNY’s DEI Action Plan. The Task Group will research, document, and distribute best practices and framework to help SUNY campuses and their faculty to adopt anti-racist curriculum.



**Sign up for a task group <https://tinyurl.com/FACT2TaskGroups2021>**

# ADDITIONAL OPPORTUNITIES



## Webinars



**Watch for Fall 2021 webinar information from the FACT2 Task Group on Online Student Engagement & Support Models in which they wrap up their work and share their findings.**

## Get Involved

### Join the Abstract Review Team

As a FACT2 Campus representative, we invite you to participate in our program planning for the annual SUNY Conference on Instruction & Technology (CIT) by serving as a CIT abstract reviewer. If you would like to be a CIT abstract reviewer, please contact [nancy.motondo@suny.edu](mailto:nancy.motondo@suny.edu) no later than Friday, December 17, 2021.

- The deadline for CIT abstract submissions is January 2nd at midnight.
- Abstracts will be assigned to each reviewer.
- The timeframe to review will be from January 3-18, 2022. All reviews must be completed by January 18, 2022.
- You will be assigned 20 abstracts or less. The number of abstracts assigned will depend upon the number of reviewers and number of abstracts received.
- Abstracts are 400 words or less and the anticipated time commitment is a total of 2-3 hours.
- Reviews are blind reviews.
- Additional reviewer materials and criteria will be provided.

# HIGHLIGHTS FROM CAMPUS REPS



## Luncheon Highlights

**FACT<sup>2</sup> Representative Luncheon:**  
Join us at CIT in Oswego this May 2022!



## Events

Thank you to everyone who participated in the FACT2 Campus Representative Fall webinar on October 22nd.



**Recording of 10/22/21 FACT2 Campus Rep meeting:** [https://youtu.be/f\\_nQ2a-L1XP8](https://youtu.be/f_nQ2a-L1XP8)



**Slide Presentations from 10/22/21 FACT2 Campus Rep meeting:** <https://drive.google.com/drive/folders/1p-5JC2cNniYoDMvlcTx6hCMNc6rm5Znl-h?usp=sharing>

## Upcoming Events:

### **MARK YOUR CALENDARS**

**The SUNY Online Summit will be virtual:**  
February 28 -  
March 4, 2022

### **SUNY Conference on Instruction and Technology (CIT 2022)**

Hosted by SUNY Oswego  
May 31 - June 3, 2022



The FACT2 Campus Representatives is made up of two representatives from each SUNY campus, one from the teaching faculty and one from professional staff. Large or multiple location campuses have the option of additional members by petitioning the Council. The Council will grant additional representatives at its discretion.

## **Duties**

Campus representatives serve an important grassroots role in communicating campus-based “teaching with technology” concerns between their campuses, the FACT<sup>2</sup> Council and SUNY system resources. Reasonable participation and interaction in FACT<sup>2</sup> initiatives and activities are essential to the role.

*This role includes:*

- a. Monitoring and sharing announcements from SUNY service providers, including the SUNY Center for Professional Development to their campus faculty and instructional staff.
- b. Communicating Council news and information to the faculty and appropriate staff, including – but not limited to – the opportunity to serve on SUNY wide FACT<sup>2</sup> Task Groups, and other FACT<sup>2</sup> initiatives.
- c. Where possible, gathering input from their campus constituents (through surveys, polls, etc.) or campus service and committee work to communicate campus-based issues to the Council.
- d. Representing the concerns and opinions of their constituents at meetings at the annual Conference on Instruction & Technology (CIT) each spring, or at other meetings as called by the Council.

## **Terms**

- a. Terms for appointed representatives are for one year and will be automatically renewed each year unless the campus designates a new representative.
- b. Should the Council’s records reflect that a campus representative has not been present physically or virtually to effectively represent his or her campus, the Council Chair will bring this matter to the attention of the SUNY Provost’s Liaison to the Council to consider how to remedy the deficiency.

## **Voting**

- a. Campus Representatives have the right to vote on any proposed amendments to the FACT<sup>2</sup> Bylaws. Any proposed changes in these Bylaws will be distributed for review at least one week in advance of a vote.



# FACT2

# CAMPUS REPRESENTATIVES

(as of Fall 2021)

NAME	ROLE	CAMPUS	CAMPUS SECTOR
Mr. Paul McLean Dr. Frank Bell	Instructional Support Faculty	Adirondack Community College	Community Colleges
Ms. Trudi E. Jacobson	Faculty	Albany, University at Institutions	Doctoral Degree Granting
Ms. Danyelle O'Brien Mr. Mark Bloxsom	Instructional Support Faculty	Alfred State College	Technology Colleges
TBA Ms. Samantha (Sam) Dannick	Faculty Instructional Support	Alfred University, NYS College of Ceramics at	Doctoral Degree Granting Institutions
Mr. Mark Fowler Ms. Cherie van Putten	Faculty Instructional Support	Binghamton University	Doctoral Degree Granting Institutions
Dr. Mary Jo Orzech Ms. Laura Dumuhosky Mr. John Daly	Instructional Support Instructional Support Faculty	Brockport, State University College at	Comprehensive Colleges
Ms. Susan Woerner Dr. Steven Call	Instructional Support Faculty	Broome Community College	Community Colleges
Mr. Eric Dolph Ms. Meghan Pereira, MED	Faculty Instructional Support	Buffalo State College	Comprehensive Colleges
Dr. Christine Kroll Dr. Bina Ramamurthy	Instructional Support Faculty	Buffalo, University at	Doctoral Degree Granting Institutions
Ms. Marela Fiacco Ms. Antonia (Tonka) Jokelova	Faculty Instructional Support	Canton, College of Technology at	Technology Colleges
Dr. Brandon Davis-Shannon TBD	Instructional Support Faculty	Cayuga Community College	Community Colleges
Dr. Ann Rogan Dr. Jiang Tan	Faculty Instructional Support	Cobleskill, College of Agriculture & Technology at	Technology Colleges
Mr. Joe Scampoli	Faculty	Columbia-Greene Community College	Community Colleges

# FACT2 CAMPUS REPRESENTATIVES

(as of Fall 2021)

NAME	ROLE	CAMPUS	CAMPUS SECTOR
Dr. Rob Vanderlan Ms. Barbara Friedman	Faculty	Cornell University	Doctoral Degree Granting Institutions
Dr. Kris MacDonald Mr. Ryan Hersha	Instructional Support Faculty	Corning Community College	Community Colleges
Ms. Shufang Shi Strause Ms. Hailey Ruoff	Faculty Instructional Support	Cortland, State University College at	Comprehensive Colleges
Dr. Nancy Winters Ms. Shannon Shoemaker	Faculty Faculty	Delhi, College of Technology at	Technology Colleges
Mr. Vikram Pagpatan M.S., OTRL, ATP Mr. Jim Neill	Instructional Support Faculty	Downstate Medical Center	Doctoral Degree Granting Institutions
Dr. Frank Whittle Ms. Chrisie Mitchell	Faculty Instructional Support	Dutchess Community College	Community Colleges
Dr. Audeliz Matias Dr. Diane Gal	Faculty Faculty	Empire State College	Comprehensive Colleges
Dr. Douglas Johnston Mr. Brandon Murphy	Faculty Instructional Support	Environmental Science and Forestry, College of	Doctoral Degree Granting Institutions
Ms. Lisa Palombo Ms. Marguerite Kaczor	Faculty Instructional Support	Erie Community College	Community Colleges
TBD Dr. Maria Anderson	Faculty Instructional Support	Farmingdale State College	Comprehensive Colleges
Mr. Jose Diaz Ms. Christie Shin	Instructional Support Faculty	Fashion Institute of Technology	Community Colleges
Ms. Lori Vail Mr. Ryan McCabe	Faculty Faculty	Finger Lakes Community College	Community Colleges
Dr. Kathleen Gradel Ms. Lisa Melohusky	Faculty Instructional Support	Fredonia, State University College at	Comprehensive Colleges

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(as of Fall 2021)

<b>NAME</b>	<b>ROLE</b>	<b>CAMPUS</b>	<b>CAMPUS SECTOR</b>
Mr. Frank Yunker Mr. Daniel Towne	Faculty Instructional Support	Fulton-Montgomery Community College	Community Colleges
Ms. Judith Littlejohn Ms. JoNelle Toriseva	Instructional Support Faculty	Genesee Community College	Community Colleges
Ms. Susan Chichester Dr. Katie Rommel-Esham	Instructional Support Faculty	Geneseo, State University College at	Comprehensive Colleges
Ms. Tabitha Carter Dr. Mark Polkosnik	Instructional Support Faculty	Herkimer County Community College	Community Colleges
Ronalyn Wilson Mr. Michael Shea	Instructional Support Faculty	Hudson Valley Community College	Community Colleges
Dr. Stan Skrabut, Ed.D. Ms. Renee Funke Ms. Monica Papagni Ms. Leah Deasy	Instructional Support Faculty Instructional Support Faculty	Jamestown Community College	Community Colleges
Ms. Adele Merlino Dr. John Rocco	Instructional Support Faculty	Maritime College	Community Colleges
Ms. Norma Chrisman Mr. David Nackley	Instructional Support Faculty	Mohawk Valley Community College	Community Colleges
Ms. Kathleen Borbee Ms. Katie DeRusso	Faculty Instructional Support	Monroe Community College	Community Colleges
Mr. Stephen Klingaman	Faculty	Morrisville State College	Technology Colleges
Dr. Deborah Spiro Prof. JoAnne Thacker	Instructional Support Faculty	Nassau Community College	Community Colleges
Ms. Kathryn Bohan Mr. Jason Wrench	Instructional Support Faculty	New Paltz, State University College at	Comprehensive Colleges

# FACT2

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(as of Fall 2021)

NAME	ROLE	CAMPUS	CAMPUS SECTOR
Mr. Derek Martin Ms. Lisa Dubuc	Faculty Instructional Support	Niagara County Community College	Community Colleges
Ms. Lynne Fisher Kemp Mr. Scott Harwood	Faculty Instructional Support	North Country Community College	Community Colleges
Mr. Raul Zevallos Dr. Ed Bever	Instructional Support Faculty	Old Westbury, State University College at	Comprehensive Colleges
Mr. Chilton Reynolds Dr. Jacqueline Bennett	Instructional Support Faculty	Oneonta, State University College at	Comprehensive Colleges
Ms. Lisa Hoff Ms. Kimberly A. Blanchet	Faculty Instructional Support	Onondaga Community College	Community Colleges
Dr. Rochelle Mozlin		Optometry, College of	Comprehensive Colleges
Ms. Dena Whipple Mr. Raheem T. Maxwell	Instructional Support Faculty	Orange County Community College	Community Colleges
Dr. John Kane Mr. Sean Moriarty	Faculty Instructional Support	Oswego, State University College at	Comprehensive Colleges
Mr. John Locke, MALS, ABD Dr. Bill Pfaff	Instructional Support Faculty	Plattsburgh, State University College at	Comprehensive Colleges
Mr. Seon Levius Mr. James Hubbard	Faculty Instructional Support	Potsdam, State University College at	Comprehensive Colleges
Dr. Keith Landa Ms. Marie Sciangula	Instructional Support Faculty	Purchase, State University College at	Comprehensive Colleges
Mr. Mike Salem Ms. Lynn Aaron	Instructional Support Faculty	Rockland Community College	Community Colleges
Ms. Jessica Gilbert Mr. Matthew Goodell	Instructional Support Faculty	Schenectady County Community College	Community Colleges



# FACT2

# CAMPUS REPRESENTATIVES

(as of Fall 2021)

NAME	ROLE	CAMPUS	CAMPUS SECTOR
Ms. Diana Voss Ms. Margaret Schedel	Instructional Support Faculty	Stony Brook University	Doctoral Degree Granting Institutions
Ms. Helen Wittmann Mr. Carl Struck Mr. Paul Basileo	Instructional Support Faculty	Suffolk County Community College	Community Colleges
Ms. Shirley Sinacore	Instructional Support	Sullivan County Community College	Community Colleges
Mr. Kevin Volo Dr. Ibrahim Yucel	Instructional Support Faculty	SUNY Polytechnic Institute	Technology Colleges
Mr. Tony DeFranco Mr. Kenneth Whitener	Instructional Support Faculty	Tompkins Cortland Community College	Community Colleges
Ms. Sheryl Chisamore Ms. Keri McArdle	Instructional Support Faculty	Ulster County Community College	Community Colleges
Ms. Susan Graham Ms. Pamela Youngs-Maher	Faculty Instructional Support	Upstate Medical University	Doctoral Degree Granting Institutions
Mr. Kent Trickel Mr. Hector Graciano	Faculty Instructional Support	Westchester Community College	Community Colleges

