

CURRICULUM AND PEDAGOGY

April 15, 2022

Co-Chairs:

Ann Bisantz, *Dean of Undergraduate Education*

Raechele Pope, *Senior Associate Dean for
Faculty and Student Affairs and Chief Diversity
Officer, Graduate School of Education*

 **University at Buffalo** The State University of New York



Subcommittee members:

- **Ann Bisantz**, Co-Chair, *Dean of Undergraduate Education*
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- **Elizabeth Bartelt**, *Clinical Assistant Professor of Community Health and Health Behavior, School of Public Health and Health Professions*
- **Roseanne Berger**, *Senior Associate Dean for Graduate Medical Education, Jacobs School of Medicine and Biomedical Sciences*
- **Kevin Burke**, *Associate Professor of Teaching, Electrical Engineering, School of Engineering and Applied Sciences*
- **Michael Cowen**, *Professor of Mathematics, College of Arts and Sciences*
- **Filomena Critelli**, *Associate Professor, Undergraduate Studies Coordinator, School of Social Work*

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- **Jeffrey Errington**, *Associate Dean for Undergraduate Education, Professor of Chemical and Biological Engineering, School of Engineering and Applied Sciences*
- **Julie Gorlewski**, *Chair and Professor of Learning and Instruction, Graduate School of Education*
- **Erin Hatton**, *Associate Professor of Sociology, College of Arts and Sciences*
- **Lara Hutson**, *Clinical Associate Professor and Director of Undergraduate Studies, Biological Sciences, College of Arts and Sciences*
- **Vivian Jimenez**, *Director, Tutoring and Academic Support Services, Academic Affairs*
- **Danielle Johnson**, *Senior Advisor, Coordinator, Tutoring and Academic Success*
- **Kenneth Joseph**, *Assistant Professor of Computer Science and Engineering, School of Engineering and Applied Sciences*

Subcommittee members cont'd:

- **Danielle LaMarre-Smith**, *Director of UB Curriculum, Undergraduate Education*
- **Carl Lund**, *Chair of Engineering Education, SUNY Distinguished Teaching Professor of Chemical and Biological Engineering, School of Engineering and Applied Sciences*
- **Catherine Mann**, *Assistant Dean for Undergraduate Studies, Clinical Associate Professor, School of Nursing*
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- **Jennifer Meka**, *Director of the Jacobs School's Medical Education and Educational Research Institute, Associate Dean for Medical Education, Assistant Professor of Medicine, Jacobs School of Medicine and Biomedical Sciences*
- **Heather Orom**, *Associate Dean for Equity, Diversity and Inclusion; Associate Professor of Community Health and Health Behavior; School of Public Health and Health Professions*

Subcommittee members cont'd :

- **Peter Pfordresher**, *Associate Dean for Academic Affairs, Professor and Chair of Psychology, College of Arts and Sciences*
- **Justin Read**, *Associate Professor of Romance Languages and Literatures, College of Arts and Sciences*
- **Chazz Robinson**, *PhD Student in Higher Education, Graduate School of Education; Presidential Fellow*
- **Dorothy Siaw-Asamoah**, *Clinical Assistant Professor / Faculty Director of Global Programs, Organization and Human Resources, School of Management*
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Subcommittee members cont'd :

- **Pedro Sotelo-Peryea**, *Director of Undergraduate Academic Advising Initiatives, School of Public Health and Health Professions*
- **Beth Tauke**, *Associate Professor of Architecture, School of Architecture and Planning*
- **Nicole Thomas**, *Undergraduate Education Librarian, University Libraries*
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CHARGE AND BACKGROUND



Curriculum and Pedagogy Values Statement

Our role as a public university is to provide an education that encourages critical thinking and is both inclusive and expansive in its intent and implementation. Transforming our curricula and pedagogy requires self-awareness and intentional practices that ultimately empower both students and faculty to co-create the learning space. **UB is dedicated to transforming our curricula and pedagogy using innovative and evidenced-based strategies and high impact practices to ensure equitable student outcomes.** By utilizing critical and anti-racist lenses, we can change both what we teach (curriculum) and how we teach (pedagogy) in profound ways that will allow UB to prepare the next generation of intentional and innovative leaders and thinkers who will advance equity, diversity, justice, and inclusion in education and society.

We believe that inclusive curricula and pedagogy are central to the success of a university. Such practices create classrooms where students feel seen and valued and ensure that faculty critically examine what and how they teach. Incorporating the work of scholars of color and other minoritized/marginalized groups and critical analysis is necessary if higher education is going to remain relevant. There is not a single course or faculty member on the UB campus who would not benefit from closely and critically evaluating how their course is designed, what readings and assignments they require, and whose voices and perspectives are centered. **This transformational effort will require intentional culture change across UB along with the infrastructure to provide resources and support to buttress the innovation and leadership necessary for change. Such efforts benefit all members of our community and contribute to a campus that prizes equity, diversity, justice, and inclusion.**

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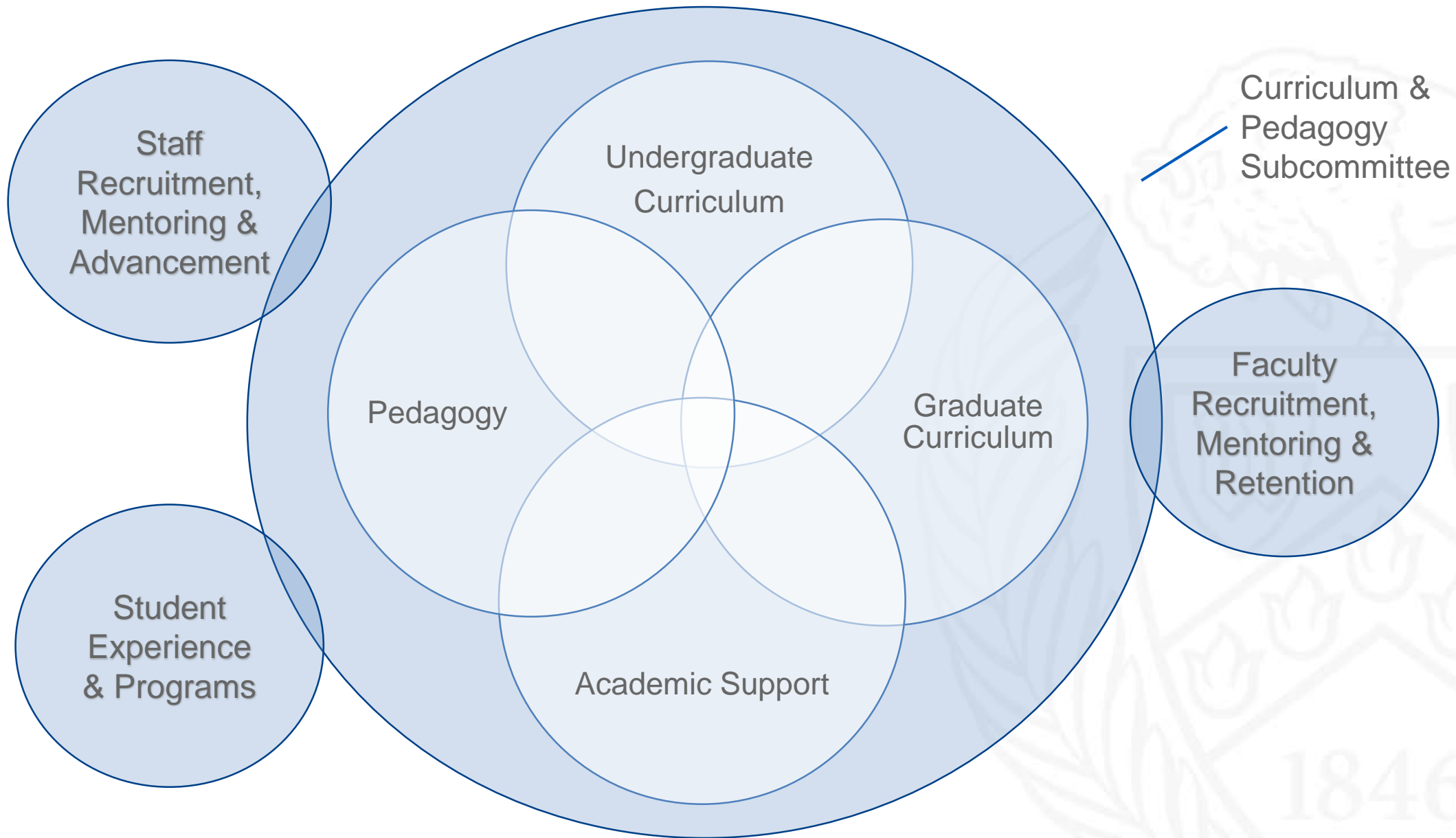
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Categories	Action Items	Academic Support	Pedagogy	Undergraduate Curriculum	Graduate Curriculum	
Overall Goal	Address curriculum, pedagogy, academic support, and co-curricular experiences at the undergraduate, graduate, as well as professional education-level.	●	●	●	●	
General Considerations	Identify and consult with appropriate governance bodies (e.g., Faculty Senate, UB Curriculum Committees, Graduate School Executive Committee).	●	●	●	●	
	Identify resources required for successful implementation, including those related to professional development and instructional support.	●	●	●	●	
	Develop specific recommendations that would have widespread support across the university and could begin to be implemented immediately.	●	●	●	●	
	Recommend roles and responsibilities for each strategy.	●	●	●	●	
Group-specific Considerations	Identify and consult with appropriate units on campus providing inclusive student support (e.g., Cora P Maloney College; Honors) and provide recommendations related to inclusive academic support (e.g., advising practices)	●				
	Provide recommendations related to student teaching evaluations.		●			
	Provide recommendations regarding inclusive pedagogy, including best practices, and roles and responsibilities of campus units and offices in supporting these efforts.		●			
	Provide recommendations regarding assessment of student learning and continuous improvement processes.		●			
	Provide recommendations regarding general (university-wide) learning outcomes and requirements as well as those which could be considered within majors or programs.				●	●
	Frame recommendations within requirements stemming from applicable curriculum, state, SUNY, accreditation, and similar policies and guidelines.				●	●



KEY RECOMMENDATIONS



Recommendations were identified by each working group and synthesized across groups.

Twenty-seven recommendations aligned with the committee charge action items were categorized into six broad themes:



INFRASTRUCTURE



PROFESSIONAL
DEVELOPMENT



CO-CURRICULAR
PROGRAMS AND
STUDENT SUPPORT



CURRICULAR
MISSION AND GOALS



CURRICULAR
REQUIREMENTS



COURSE AND
CURRICULUM
PROCESSES



INFRASTRUCTURE

- Create Inclusive Curriculum and Pedagogy Steering Committees to provide university wide and decanal unit prioritization and oversight
- Foster and support inclusive pedagogy expertise at the unit level
- Implement a Student Academic Support Equity, Advocacy, and Concerns committee; and an Academic Support Service Coalition (for collaboration and training across staff)
- Create a task force to address issues of DEI and anti-racism in course evaluation



PROFESSIONAL
DEVELOPMENT

- Provide workshops, training, and resources in support of inclusive pedagogy & curriculum which address instructional faculty (at all levels); doctoral students and teaching assistants
- Provide training on inclusive mentoring of students
- Require annual anti-racist/diversity training for faculty and staff



CO-CURRICULAR
PROGRAMS AND
STUDENT SUPPORT

- Develop internship programs for graduate students to engage in DEI work at the decanal level
- Assess; enhance; and expand capacity, resources and access to programs such as Schomburg, iSEED
- Expand mentoring programs to reach more BIPOC and First-Generation students, including graduate students
- Establish graduate student forums for information exchange across programs and campuses



CURRICULAR
MISSION AND GOALS

- Revise the UB-wide learning outcomes, undergraduate General Education diversity learning outcomes, and the Graduate School mission statement, in collaboration with appropriate governance, to explicitly address development of anti-racism competencies



CURRICULAR
REQUIREMENTS

- Require a series of co-curricular modules for all undergraduate students that cover core knowledge and skills related to anti-racism, integrated within general education and at other critical points (e.g., orientation, first-year seminar, diversity learning requirement)
- Review and modify Responsible Conduct of Research requirements to ensure content and assessment addressing diversity, equity, inclusion, and anti-racism



COURSE AND
CURRICULUM
PROCESSES

- Develop and implement program processes which evaluate DEI and anti-racism in objectives, learning outcomes, curriculum, and assessment of student learning
- Develop recommendations regarding inclusive and anti-racist syllabi, in concert with shared governance
- Modify course and curriculum review processes to support intentional consideration of diversity, equity, inclusion, and anti-racism

IMPLEMENTATION



Considerations and Next Steps

- Establishing sufficient infrastructure including building competencies and processes across campus is necessary to effect sustainable change
- Oversight committees (university-wide, and in units) should be established to prioritize recommendations and understand resource needs
- Some recommendations (revising graduate school and general education learning outcomes; curricular approval processes) can begin sooner while others require infrastructure and development of unit faculty & staff expertise