

OAA STRATEGIC PLANNING OBJECTIVES AND GOALS
FINAL COMMITTEE DRAFT
JUNE 30, 2023

Executive Summary

In August 2022 the Office of the President formed a Strategic Planning Task Force that led Phase I of the 2022-23 strategic planning process. Phase I resulted in the revised mission, vision, values, and priorities statement articulated in the [Elevate '28 framework](#) released in March 2023.

Provost and Executive Vice President Gonyea hosted a [Phase II kickoff event](#) with the Academic Affairs community during which time the OAA Strategic Planning committee and its charge were introduced. Phase II involved the development of division level objectives and measurable goals over the three-month period between April 1 and July 1, 2023.

The committee's charge states: *The Office of Academic Affairs (OAA) Strategic Planning committee's role is to solicit input from the OAA community on the objectives and goals Academic Affairs should set in alignment with the university's Elevate '28 strategic priorities and draft potential objectives and goals for community input and Provost Council review.*

Through the office of the provost the committee distributed a survey to collect community input on strategic objectives that would align with the four strategic priorities and supporting themes identified in the Elevate '28 framework. The data collected from this survey established the foundation for the committee's iterative approach to drafting objectives and goals. In the ensuing months, the committee administered two additional surveys and hosted two community-wide meetings. The [Strategic Plan Elevate '28 Phase II Academic Affairs website](#) was created to document and share relevant information from the committee's work.

The progression of the committee's work is best represented in the graphic below:



OAA STRATEGIC PLANNING OBJECTIVES AND GOALS
FINAL COMMITTEE DRAFT
JUNE 30, 2023

The outcome of the committee's work is presented in the pages that follow. Strategic objectives and goals are oriented by priority area. Goal language frequently includes the term 'baseline metric' as a means of qualifying that the basis for assessment is not yet available or still needs to be established. Further, the committee developed a glossary to support understanding of concepts and terminology that required further clarification. Terms featured in the glossary are underlined where they initially appear in the document. The committee also provided a companion document of potential tactics as discerned from the array community (survey) inputs.

It is understood that this document is subject to further review and revision as the Provost and President's Cabinet move on to Phase III of strategic planning.

Committee Members: Rick Savior, Dana Brown, Audra Buchanan, and Carl Burkart with Jenny Mincin, Lisa D'Adamo-Weinstein & Eileen McDonnell (co-chairs), Amanda Mickel (committee support), and Ginna Ricci (OAA Liaison)

OAA STRATEGIC PLANNING OBJECTIVES AND GOALS
FINAL COMMITTEE DRAFT
JUNE 30, 2023

Contents

1. STUDENT SUCCESS	4
OAA Strategic Objectives & Goals	4
1. <i>Increase student success by reducing or eliminating barriers to enrollment, retention, and completion</i>	4
2. <i>Improve the student experience</i>	4
3. <i>Reduce or eliminate equity gaps on student success metrics for underrepresented and/or historically underserved students.</i>	4
2. ACADEMIC AND INCLUSIVE EXCELLENCE	5
OAA Strategic Objectives & Goals	5
1. <i>Strengthen the quality, breadth and currency of degrees, certificates, and other learning opportunities to meet the needs of students, employers, and communities</i>	5
2. <i>Expand and scale our approaches to effective, innovative, and inclusive teaching and online learning</i>	5
3. <i>Promote the full range of possibilities for how and where students gain knowledge and provide avenues to evaluate and credential that learning</i>	6
3. ORGANIZATIONAL EFFECTIVENESS	6
OAA Strategic Objectives & Goals	6
1. <i>Advance a teaching and learning environment that fosters mutual respect, clear communication, and engenders a culture of belonging, trust, and inclusivity</i>	6
2. <i>Fully implement robust continuous improvement processes and effectiveness tracking across the division</i>	7
4. RAISING OUR PUBLIC PROFILE	7
OAA Strategic Objectives & Goals	7
1. <i>Position Empire State University as a SUNY leader in effective and innovative applied teaching and learning and student success activities that directly impact communities</i>	7
2. <i>Become a SUNY leader in scholarship and creative activities that directly impact people’s lives and their communities</i>	8
3. <i>Establish and grow centers for distinction of SUNY, state, and national renown</i>	8
Glossary	9

OAA STRATEGIC PLANNING OBJECTIVES AND GOALS
FINAL COMMITTEE DRAFT
JUNE 30, 2023

1. STUDENT SUCCESS

Empire State University provides a positive student experience by valuing our students' diverse perspectives, respecting their goals and priorities, and connecting them to the institution and each other. Our high-quality academic programs, mentoring, and support services enable learners to meet their academic, professional, and personal goals.

Supporting Themes

Every member of the university community is invested in student success. We share responsibility with our students for their success, proactively removing barriers and helping students build connections to the institution and to each other. We value students' knowledge and experience, deliver outstanding academic programs, and provide comprehensive mentoring, advising, and other support to increase retention and ensure timely degree completion.

OAA Strategic Objectives & Goals

1. *Increase student success by reducing or eliminating barriers to enrollment, retention, and completion.*
 - a. *Increase the three-year average of first to second term re-enrollment rates by 3 percentage points in five years.*
 - b. *Increase graduation rates (at undergraduate and graduate levels) for matriculated students by an identified percentage relative to the baseline metric within five years.*
 - c. *Increase reenrollment rates of targeted subpopulations of students who have been inactive for less than three years by 3 percentage points relative to the baseline metric in five years.*

2. *Improve the student experience.*
 - a. *Increase and diversify opportunities for student engagement and university activities by an identified percentage annually, relative to the baseline metric.*
 - b. *Increase student satisfaction with academic offerings, student services, and co-curricular engagement opportunities by designated percentage(s) on identified measure(s) of student satisfaction.*
 - c. *Achieve at least 90% of Academic Affairs units reaching at least 90% adherence to service standards in five-years.*

3. *Reduce or eliminate equity gaps on student success metrics for underrepresented and/or historically underserved students.*
 - a. *Reduce the equity gap in overall course completion rates between white and black, indigenous, people of color and historically underserved students by 5 percentage points relative to the baseline metric in five years.*

OAA STRATEGIC PLANNING OBJECTIVES AND GOALS
FINAL COMMITTEE DRAFT
JUNE 30, 2023

- b. *Reduce the equity gap in first to second term retention rates between white and black, indigenous, people of color and historically underserved students by 3 percentage points relative to the baseline metric in five years.*
- c. *Reduce the equity gap in graduation rates between white and black, indigenous, people of color and historically underserved students relative to the baseline metric by 4 percentage points in five years.*

2. ACADEMIC AND INCLUSIVE EXCELLENCE

As stewards of SUNY's access institution, our students, faculty, staff, professional employees, and administrators must express our commitment to diversity, equity, and inclusion in all aspects of the organization for excellence to be achieved. We deliver on the interconnected priorities of academic and inclusive excellence through high-quality academic programs, student services, and employee support.

Supporting Themes

We are committed to strong academic programs and excellence in teaching, service, research, scholarship, creative activity, and professional development. In support of academic and inclusive excellence, we recruit and develop employees from diverse backgrounds. In turn, by recruiting and educating a diverse student population, we expand educational access, enrich the learning experience, and prepare students to work and live in a global society.

OAA Strategic Objectives & Goals

1. *Strengthen the quality, breadth and currency of degrees, certificates, and other learning opportunities to meet the needs of students, employers, and communities.*
 - a. *Increase the number of academic programs that align with high demand areas by fifteen in five years.*
 - b. *Ensure review and targeted assessment in 100% of academic programs annually, including achievement of learning outcomes, currency, and quality of course content, accuracy, and quality of learning contracts/syllabi.*
 - c. *Seventy percent of academic programs are internally assessed using National Institute of Learning Outcomes Assessment's Transparency Framework within the next five years.*
2. *Expand and scale our approaches to effective, innovative, and inclusive teaching and online learning.*
 - a. *One hundred percent of courses/course sections offered in the Learning Management System meet all course design standards in the established rubric within five years.*

OAA STRATEGIC PLANNING OBJECTIVES AND GOALS
FINAL COMMITTEE DRAFT
JUNE 30, 2023

- b. Ensure at least 75% of line-based faculty and teaching professionals meet annual professional development and pedagogical goals related to teaching and learning in five years.*
- 3. Promote the full range of possibilities for how and where students gain knowledge and provide avenues to evaluate and credential that learning.*
 - a. Increase students' exploration of prior learning into their degree programs by an identified percentage relative to the baseline metric within five years.*
 - b. Reduce any equity gap in prior learning use between white and black, indigenous, people of color and historically underserved students by an identified percentage relative to the baseline metric within five years.*
 - c. Increase the number of students who engage in socially situated learning opportunities by an identified percentage relative to the baseline metric within five years.*

3. ORGANIZATIONAL EFFECTIVENESS

All members of the Empire State University community help improve our organization, climate, and programs so we can best serve our students and each other. We engage in ongoing assessment to improve academically, operationally, fiscally, and organizationally.

Supporting Themes

Hallmarks of our organizational effectiveness include fiscal responsibility, continuous improvement, and an inclusive campus climate. All of us contribute to the strength and effectiveness of the university by fostering a culture of inclusion, civility, communication, and support. We work together to ensure that our academic offerings, student services, operational infrastructure, financial resourcing, and campus climate align with our mission, vision, and values.

OAA Strategic Objectives & Goals

- 1. Advance a teaching and learning environment that fosters mutual respect, clear communication, and engenders a culture of belonging, trust, and inclusivity.¹*
 - a. Increase OAA community satisfaction in each topic area² of SUNY Empire Workplace Climate Surveys by 10 percentage points or more (as applicable) within the next two survey cycles.*

¹ Adapted from the DEI Action Plan

² Topic areas covered in Empire's workplace climate surveys: overall perceptions of the college, college administrators, civility, communication and collaboration, diversity, policies and procedures, professional development and orientation, resources, facilities and organizational effectiveness, and workload and autonomy.

OAA STRATEGIC PLANNING OBJECTIVES AND GOALS
FINAL COMMITTEE DRAFT
JUNE 30, 2023

- b. Reduce or eliminate gaps in satisfaction between demographic groups among OAA community members in each topic area of the SUNY Empire Workplace Climate Surveys within the next two survey cycles.*
 - c. One hundred percent of OAA schools and offices dedicate time annually, beginning in year one, to developing and/or refining strategies focused on improving workplace climate to be implemented throughout the academic year.*
- 2. Fully implement robust continuous improvement processes and effectiveness tracking across the division.*
 - a. Achieve 100% of Academic Affairs' units completing annual continuous improvement processes/reporting that includes closing the loop data in three years following establishment of baseline metric.*
 - b. Increase use of applicable data dashboard(s) to track unit level key performance indicators (KPIs) by 50%, in three years, following establishment of baseline metric KPIs.*
 - c. One hundred percent of performance programs and annual plans include measurable goals or objectives aligned with the strategic plan within the next three years.*

4. RAISING OUR PUBLIC PROFILE

As a leader in online teaching and learning, individualized instruction, and prior learning assessment, Empire State University strives to be recognized as a distinctive institution that offers high-quality, flexible, affordable education to diverse learners. Employees, students, alumni, community leaders, legislators, and supporters all play a role in elevating awareness of the institution.

Supporting Themes

Through high-impact teaching, research, scholarship, creative activity, and public engagement, we support our access-driven mission and differentiate ourselves in an increasingly crowded field. We expand our reach by telling our story, leveraging our expertise, promoting program growth, connecting with students and alumni, and building our philanthropic base.

OAA Strategic Objectives & Goals

- 1. Position Empire State University as a SUNY leader in effective and innovative applied teaching and learning and student success activities that directly impact communities.*
 - a. Increase partnerships with external organizations that include opportunities for students to engage in applied learning with the partner organization by 20% relative to the baseline metric within five years.*

OAA STRATEGIC PLANNING OBJECTIVES AND GOALS
FINAL COMMITTEE DRAFT
JUNE 30, 2023

Glossary

The terms below are intended to support further understanding and the intent of terminology used in the strategic objectives and goals. After each term is defined, parenthetical notations refer to the first instance where the term is underlined in the preceding pages.

Applied learning – “Applied learning refers to an educational approach whereby students learn by engaging in direct application of skills, theories and models. Students apply knowledge and skills gained from traditional classroom learning to hands-on and/or real-world settings, creative projects or independent or directed research, and in turn apply what is gained from the applied experience to academic learning. The applied learning activity can occur outside of the traditional classroom experience and/or be embedded as part of a course. This strategy promotes student success outcomes like increased retention, graduation, engagement, employment, and well-being.” (Source: [SUNY](#)). (Raising the Public Profile, 1a).

Baseline metric – For the purposes of this document, this is a placeholder term intended to qualify that the basis for assessment is not yet available or has yet to be established. (Student Success, 1b)

Course design standards - Course developments and/or revisions should address the course design rubric supplied by the Office of Instructional Design. (Academic and Inclusive Excellence, 2a).

Diversity - Includes all aspects of human difference, including but not limited to, age, ability, race, ethnicity, gender, gender expression and identity, language heritage, national origin, sexual orientation, religion, socio-economic status, status as a veteran, citizen status, and worldview. The focus of diversity at SUNY Empire is the commitment to and embracing of individual and group differences in social identities, lived experiences, and perspectives. [Source: Empire State University Diversity, Equity, and Inclusion Action Plan, adopted April 2023] (Organizational Effectiveness, 1a footnote).

Equity – For the purpose of this objective, equity in higher education refers to fairness and justice that strives to eliminate disparities and levels opportunities for all students, irrespective of their race, ethnicity, socioeconomic status, or other dimensions of identity - particularly areas that have gone underserved or underrepresented. It involves dismantling systemic barriers, providing necessary resources and support, and ensuring that every student has an equitable chance at academic success. Equity is the creation of opportunities to ensure that historically underrepresented populations are provided with the access and resources they need to ensure that all SUNY Empire outcomes reflect justice and fairness. (Academic and Inclusive Excellence).

Equity Gap – For the purpose of this objective and goals, the equity gap in higher education refers to the unequal access, representation, and outcomes experienced by different groups of

OAA STRATEGIC PLANNING OBJECTIVES AND GOALS
FINAL COMMITTEE DRAFT
JUNE 30, 2023

students. It encompasses barriers to access, lower retention and graduation rates, disparities in academic achievement, and underrepresentation of certain demographics. (Academic and Inclusive Excellence, 3b).

Externally facing awards, publications, and presentations – For the purpose of this objective and goal, this refers to recognition of individuals, groups, and/or program/initiative through nationally/international peer reviewed awards, publications, and/or conferences. (Public Profile, 1c).

High demand areas – For the purpose of this objective and goal, this can include academic degree/micro credential programs students are asking us to create/expand; relevant existing workforce demands; innovations; and emerging occupations/employment sectors. (Academic and Inclusive Excellence, 1a).

Inactive student – For the purposes of this objective and goal, we are defining an inactive student as a matriculated student who has not enrolled in courses for two or more consecutive terms but less than three academic years. (Student Success, 1c).

Innovation/Innovative - For the purpose of this objective, we are referring to embracing new technologies, pedagogical strategies, and instructional designs that go beyond traditional teaching methods. This can include approaches that foster critical thinking, problem-solving, collaboration, and active learning within and amongst the university and higher education communities. (Academic and Inclusive Excellence, 2).

Inclusive teaching and online learning – *Inclusive Teaching* - pedagogical strategies and instructional design that foster a sense of belonging and representation in the curriculum/assignments. *Online learning* – “uses the internet as a delivery modality to offer thoughtfully designed, quality, student-focused learning experiences, built on proven best practices that create effective interactions between learners, peers, instructors, and content” (Source: [Online Learning Consortium article](#)). (Academic and Inclusive Excellence, 2).

National Institute for Learning Outcomes Assessment Transparency Framework - The [National Institute for Learning Outcomes Assessment \(NILOA\)](#), is a research and resource-development organization dedicated to documenting, advocating, and facilitating the systematic use of learning outcomes assessment to improve student learning. The [Transparency Framework](#) provides guidance on communicating meaningful information about student learning that will be useful to various audiences in an online format. (Academic and Inclusive Excellence, 1c).

Prior learning – In addition to traditional transfer credit for courses completed at another institution, Empire State University offers the opportunity for matriculated students to earn credit for their prior work/life knowledge. Our process for evaluation of this knowledge is called Prior Learning Assessment (PLA) which evaluates college-level learning gained outside a traditional classroom, such as: Licensure; Standardized exams; Volunteer work; Military

OAA STRATEGIC PLANNING OBJECTIVES AND GOALS
FINAL COMMITTEE DRAFT
JUNE 30, 2023

training; In-service courses; and/or independent reading and study. (Source: [Empire State University website](#)). (Academic and Inclusive Excellence, 3a).

Scholarship, publications, presentations, and creative activities - For the purpose of this objective and goal, these academic and creative works that are accepted to/featured in formats that are peer reviewed/juried. (Raising Public Profile, 1c).

Service Standards – See official university [policy](#). (Student Success, 2a).

S.M.A.R.T goals or ‘goals’ - As referred to within this document and the strategic planning process, goals are statements concretely measuring progress, including components that are specific, measurable, achievable, relevant, and time-bound, and linked to a corresponding objective and strategic priority. (Executive Summary).

Socially situated learning – For the purpose of this objective and goal, this kind of learning refers to environments where students learn with others in cohorts, internships, online forums, and other networking engagements. (Academic and Inclusive Excellence, 3c).

Strategic Objectives – As referred to within this document and the strategic planning process, strategic objectives are broad statements of direction linked to a strategic priority that create a bridge from the vision to a plan or goals and help advance key components of strategic priorities. (Executive Summary).

Student engagement and university activities – For the purpose of this objective and goal, this refers to students interacting with cocurricular resources including opportunities to connect in-person, virtually, and/or both modes. (Student Success, 2a)

Student experience – For the purposes of this objective, we are referring to the curricular and co-curricular opportunities related to student engagement and university activities as defined above. (Student Success, 3).

Student success metrics – For the purposes of this objective and goals, these are the measures of completion, retention, and graduation as well as other measures that will be identified by offices and schools relevant to the tactics created to meet corresponding goal(s). (Student Success).

SUNY Empire Workplace Climate Surveys – Internally developed surveys to support recurring assessment of faculty and staff workplace climate. One survey is focused on faculty perspectives and another on staff (support staff, professional employees, and management confidential employees). The surveys are administered on a recurring three-year cycle.

Appendix 1 – Potential Tactics Retrieved from Survey Results

The potential tactics listed below were pulled verbatim from community survey results and feedback received to date. Each tactic is listed under the suggested corresponding strategic priority area as it appeared in survey results.

1. STUDENT SUCCESS

1. Embed developmental education/broadly transferrable skills into the courses that students typically take in their first 4 terms with the college.
2. More structured programs. In many cases these are extremely helpful for students. In my opinion, every major should have a structured program, but also offer the option to do individualized instead.
3. Develop student programming for graduate students.
4. Required course(s) in college reading and writing for first year students.
5. Convert to 100% OER course materials to lower the cost of study.
6. Eliminate non-faculty academic advisement to improve the quality and accuracy of student advisement.
7. Develop alumni speaker series to offer insight into potential academic and professional trajectories and facilitate engagement across programs and schools.
8. Improve orientation so student have a better understanding of the University and resources available.
9. Create and fund more experiences outside the classroom for informal active learning.
10. Recruit students who will be successful (everyone is responsible for student success).
11. Find ways that students can fraternize & make friendships.
12. abolish educational planning and make it easier for students to complete.
13. Help students complete their degrees with scholarships and/or awarding associate degrees once proper credit has been earned (completion projects).
14. Develop new metrics and tools to improve student-mentor engagement/relationship management.
15. To better organize the onboarding process and deliver students registration ready to mentors/advisors.
16. Coordination across student support functions, such as library, learning support, ITS, one stop, and accessibility services - and quick interaction between each of those functional areas and the faculty teaching a particular student. It should not be hard or slow to get student, faculty, and staff into a group chat to solve a problem.
17. To investigate ways to bring back/retain and nurture in person mentoring and study groups, fostering inclusion, cohorts, and support networks for our diverse student body.
18. Increase capacity to serve students who require additional supports (i.e. particularly mental health, anxiety, depression, temporary/situational needs, etc.).

19. Rethink the requirement for textbooks. Make all study materials/readings, etc. available to students online, if possible all through the LMS.
20. Better advertisement for offices like career services. These topics don't need to be covered in Ed Planning (a course students have to pay for) when they can use the career services center for free.
21. Incorporating tutoring within the Brightspace platform for easy student access.
22. Point to the variety of students (variety defined in the broadest of ways) who have been served by our institution.
23. Hire more PEs who have experience working with students with Autism and other mental health issues. Frankly, I just don't have time to spend on that.
24. Defined roles and responsibilities of LMS management.
25. Change pedagogical practices to reflect student needs & new ways of learning.
26. Explore what can be improved in terms of customer service when students seek assistance.
27. Offer professional development funds for our staff to pay for their coursework. Most of our staff pursue and get their degrees at our university.
28. Restore the essay or at least some other way to let mentors know what students want to do.
29. "There is something that we can be doing that other colleges do, which is to provide pre-college support for those who need it. For the basic online courses, for example, in behavioral sciences (Intro to Psych and Human Dev: Intro) could we offer some 'catch-up' skills the intro week before the classes begin? Show some samples of good discussions and assignments, and introduce APA style in a practical way? That seems a logical time to do it, although it might require extra work on part of instructor. It might make the difference between success and failure of the student. And it would give a way to identify students up-front who are not likely to succeed. What I don't want is for the level of our online courses to be watered down to meet the needs of low-success students."
30. Eliminating the Admissions essay is a disservice to the student.
31. Clarify policy and procedures for students, simplify processes and platforms for enrollment/procedures for DP, PLA, registration, focus on supporting faculty/examine practices for being more equitable and to retain/reward long-term untenured faculty.
(Student Services Objective 1)
32. For A and B, is this going to be 5% by level? By school? I would suggest level. I would say an increase of 5 percentage points instead of increase by 5%. I think 5 is a good number. Is first to second term retention just fall to spring? Is it spring to summer or spring to fall? Is summer to fall included? For six-year graduation, is it just fall cohorts or all cohorts within 18 terms. For C, let's build in some intelligence and do it in a responsible way. Let's offer an incentive (ESU Scholarship) for students who are close to graduating. Let's not reach out to students with decent GPAs but low course pass rates (i.e., ZWs in multiple terms), especially those who are taking loans or burning through

financial aid. Decision Support can identify students who are likely to be successful if they re-enroll. Let's limit our efforts and goals to that population. **(Student Services Objective 1)**

33. In order for the above goals to happen, we need to work harder at welcoming our students, having them connect the University. This is not all on the Recruit and Student Service Teams. It is imperative that faculty mentors and instructors respond to their students rather than the student getting frustrated with the lack of response. Mentor Services needs to have the student reach out to the faculty member. The email sent by Mentor Services leads to expectations not being met for the student. This happens prior to enrollment and gives the student a bad taste and already a negative perception prior to the term even starting. Accountability needs to be put in place. **(Student Services Objective 1)**
34. Need early intervention for students who fall behind the first 4 weeks of the course. A great example is our Disability Services who are very proactive with their students. Wish I can say that for mentors. **(Student Services Objective 1)**
35. We need to find out what the underlying issues are that prevent students from reaching these milestones in the first place. Once we are aware of the "why," then we can fix any issues over which we have control. **(Student Services Objective 1)**
36. Don't abandon independent study/F2F modes/study groups and recognize value of tangible learning methods for students to utilize locations and gain community presence. **(Student Services Objective 2)**
37. We are in the midst of a writing crisis. Graduate students are struggling with writing either b/c they missed a lot of feedback in college during COVID or they have been out of school and are out of practice. We lose a lot of grad students due to the intensity of writing. we have been trying to build some relationships with academic support to help with grad. But there are limits on how many times students can access---this is a long term process for many that would be better integrated into programs. We should be able to see reach out to "person x" and they should be available to grad students for writing assistance. Like a writing center in a regular college---there are not limits on assistance. **(Student Services Objective 3)**

2. ACADEMIC AND INCLUSIVE EXCELLENCE

1. Encourage collaboration among faculty to foster an environment of shared knowledge and expertise. Provide opportunities for faculty to be unburdened from administrative.
2. Conduct a review of the curriculum with a lens on updating it into the twenty-first century, including a comparative analysis of similar programs throughout SUNY and specialized programs.
3. Develop a robust onboarding process and curriculum for employees in OAA - beyond the online orientation through the HR portal.
4. Enhance instructional development resources to improve the currency of existing degree programs while increasing the development of new high-demand programs to improve institutional competitiveness.
5. Thoughtful and targeted program development and evaluation.
6. Anti racist syllabi training.
7. Equip instructors and faculty with inclusive teaching skills (e.g., social justice pedagogy) to promote diversity, equity, inclusion and justice in their curriculum, scholarship and service.
8. Retain students by helping them understand their path to degree completion clearly and timely with specific courses and semester plans.
9. Review (and revise) content and curricula to ensure that we offer high quality/state of the art programs, and that they promote inclusiveness and are relevant to all our constituencies.
10. Affordability as a priority for decision making - no matter what sort of marginalization a person deals with, it is likely to make them more economically strapped, and we will serve them by keeping costs down - for example, by avoiding bells and whistles that require a great computer and internet connection, and by finding free/affordable alternatives to textbooks.
11. When using terms like "decolonize", be sure to include an explanation of what that means, as it is off putting to some sectors and leads to defensiveness that hinders the process.
12. Develop a plan for intentional and systematic professional development to meet the needs of colleagues who are new, mid-career, and beyond mid-career; to contribute in ways unique and important to their career goals and trajectory.
13. Identify new quality of pedagogy metrics and align those to annual faculty development plans to enhance student learning.
14. Increase professional developments for faculty to unlink informal assessments from White Mainstream English (academic language) to allow for learning through diverse linguistic repertoires.
15. Employ recruiting and hiring practices that ensure the diversity of the applicant pool and minimize the impact of explicit and implicit biases on hiring decisions.
16. Create more equity between the types of services mentors offer and student experience through required mentor trainings.

17. Open positions that allow remote work, which will widen our search area to include more diverse sections of the country.
18. Increase the number of faculty with terminal degrees to strengthen academic rigor and delivery.
19. Develop new programs based on the future needs of the workforce of New York State.
20. Simplifying student resources including streamlining the website, portal, orientation, etc. to give students the right information at the right time instead of too much information all of the time.
21. Conduct a pay equity study to correct for any pay disparities that might be affecting certain ethnic/race, gender, age, religious, or other groups.
22. decolonize ESU curriculum.
23. Help us understand the word "excellence" so it becomes a meaningful one to which we can refer and use as a touchstone for our work.
24. Begin to model out current high-quality academic programs to other lesser-performing programs.
25. Do something to respond to the larger unresolved issues from the Climate Survey, etc.
26. integrate critical thinking and information literacy into key classes that are assessed.
27. Increase opportunities for undergraduate and graduate students to participate in intercultural/intracultural learning.
28. Develop real standards for what counts as scholarly publication.
29. Also help us understand the word "inclusive;" what does it mean? How are we using it? How can it be a working term to help us think about and evaluate our work.
30. Align program offerings with market research.
31. Multimodal assessments.
32. map the college learning goals to program curricula.
33. Explore new academic programs that broaden existing portfolio and meet emerging markets and societal needs.
34. Redesign courses so that coursework cannot be completed by ChatGPT alone. There are no reliable tools that catch AI-written papers and discussion posts. Most courses, actually, need to be reworked to coexist with the new AI landscape. Make sure instructors are engaging with students. There are too many 'barely-present' instructors at Empire State
35. Some of these many objectives seem to overlap, and focusing on rapidly changing workforce needs by developing specific programs to train students narrowly seems shortsighted--focus on the liberal arts education that teaches students to be critical thinkers, adaptive learners, 'lifelong learners' seems more important than a narrow particular job-related training. My number "one" relates to strengthen the breadth and of our current offerings by hiring more faculty!
36. I'm not sure that I would put 'academic' and 'inclusive' excellence together. I understand why this is done, but I think that in conflating them, there are ways in which each set of goals is marginalized. I don't see anything here that highlights the college need for

excellent faculty. Even the opening statement says 'professional, administrative, and faculty' showing how the college views its faculty. ... Not highly... There is so little support for faculty. I think our current efforts to create a sustained focus on research (faculty-driven) will help. There is no recognition - nor clear expectation - for scholarship in our workloads - only countable mentees and course enrollments. This gap in support for scholarship will become even more apparent as we take on the mantle of 'university'. The expectations must be matched with support. It appears that this problem is one that faculty must address because appeals to administration to offer solutions have not led to success.

37. Top priorities should be to align programs with workforce/student needs and create a supportive and diverse learning environment (#4 and #13). #1 is an important goal (can be turned into a smart goal) for this area but is not an objective in and of itself. #7, #9, and #10 are tactics and should be embedded in the entire strategic planning process; I hope we don't have to have objectives around using data and assessment because then it means we don't have a sound strategic planning strategy. #2, #3, and #8 are all redundant with #4 – simpler language is better for an objective. #5 is a vision statement so would need to be operationalized. #11 – PLA, etc. is either a tactic or could be developed into a smart goal, but I don't think it's a top-level objective. #12 is too broad and #6 is too specific and off-base.
38. The university could well begin to address gaps in faculty diversity by offering a bridge to full-time faculty appointments for part-time BIPOC and female mentors. Just do it!
(Academic and Inclusive Excellence Objective 1)
39. A. cannot be accomplished without evaluating what should NOT be done anymore. We can't add and add without taking away and re-prioritizing - we have finite resources. We should be assessing existing programs anyway! B. is this like aligning to specialized accreditation standards even though we aren't pursuing program-level specialized accreditation? This seems a bit vague. C. It doesn't seem fair or possible for all of these things to be done 100% every year. The School of Human Services was highlighted for Middle States for their pilot assessment program in which they reviewed two guidelines in one year. Perhaps it would make sense to accomplish all these things on a 3 year cycle. ***(Academic and Inclusive Excellence Objective 1)***
40. Please provide adequate release time for faculty to upgrade courses to do so. In fact this is a no brainer that time on task needs to be factored in to faculty workload. ***(Academic and Inclusive Excellence Objective 2)***
41. For A and B, I would put something in there about all of those courses being reviewed from an equity perspective. That's never happened in the past and students of color are at a distinct disadvantage in certain courses. ***(Academic and Inclusive Excellence Objective 2)***
42. We need more faculty so they have time to do this. ***(Academic and Inclusive Excellence Objective 2)***

43. hire more designers who can actually make the LMS work for us instead of us having to work harder to get our courses where we feel they need to be. It's very frustrating.
(Academic and Inclusive Excellence Objective 2)

3. ORGANIZATIONAL EFFECTIVENESS

1. Decrease the number of non-instructional, non-revenue generating staff to improve efficiency and operating costs.
2. Streamlined hiring process for adjuncts each term.
3. Concretize stakeholder engagement with DEI in annual review process.
4. Increase climate by valuing the work of PEs and SS through promotion, filling vacancies, and public recognition.
5. Keep track of the people you appoint to task forces and planning groups. REDACTED is known for wanting no changes to anything! REDACTED openly admitted to putting a plant on the REDACTED to ensure there were no changes made. We need open minds willing to listen.
6. clarify communication and workflow.
7. Hire additional qualified people in critical functional areas where work is slipping due to overload.
8. Develop an organizational structure at the leadership level that is inclusive of different roles and levels for input from those on the ground.
9. Leverage the recent changes in the academic dean/department chair/academic coordinator roles by consolidating the number of schools.
10. Develop structures to represent professional mentors in governance.
11. Provide true informed advising to students where mentors/advisors are using data to provide recommendations to students to increase their chances of success (e.g., recommended credits per term based on remaining financial aid).
12. Create and maintain robust accountability and self-assessment systems and techniques for conflict identification and resolution (including discrimination, bias, harassment, inequity).
13. Requiring mentors to attend trainings about basic systems, policy, and processes so that student questions can be answered without reliance on PEs and SS.
14. Eliminate the current All College conference and further rationalize locations to the minimum number necessary for effective institutional administration to reduce operating costs.
15. Streamline travel form authorizations.
16. Travel forms are unnecessarily complicated.
17. Provide school leaders with the authority they need to administer their budget and run their schools.
18. Develop systems that support mentors and consider the unusual nature of this institution.
19. Do a full program review of new programs before making any major changes.
20. Increase transparency of ongoing assessments.
21. Survey of faculty and staff prior to making impactful organizational/role changes.
22. consolidate areas to streamline efficiencies - hire people who are experts in their fields.
23. We need a serious look at our climate and employee morale. We need an OMBUDS.

24. #2 is my priority item. Cross sharing, more opportunities for employees to know one another, share ideas, be together -- our work climate underscores the way we treat our students. Balanced, happy employees retain longer and offer better service. The strength of our teams/department together and in broader context will be the foundation for future growth.
25. hmmm... It appears that organizational effectiveness is being confused with instantiating new applications. The number of new tools we are now using appears to be unnecessary. There is not a clear path for how the tools fit together. Could someone create an 'organizational chart' for how tools fit together for different roles for different purposes? It appears to be a bit of a maze to me. Granted, I am not reaching out to explore how these tools work together because I want to use them - not be experts about them. Is someone paying attention to when/how new tools are introduced? Can the planners (Registrar?) please provide a roadmap for which new tools will be implemented across a two year plan with justification for the tool, and for the timing of its introduction? It appears to me that there is a lack of respect for the users and arrogance on the part of the tool initiators that their decisions are best. It appears to be very 'top-down'. I'm OK with top-down and understand and appreciate both good leadership and forward direction. I am not as happy with pushing employees to adjust to change which does not appear to be introduced smoothly and is not justified as necessary.
26. The processes by which faculty are reimbursed for professional development is abysmal. The accounting department needs to be held to a standard of service delivery. Emails about end of fiscal year requirements being sent out on a Friday before a holiday weekend does not provide adequate notice to close accounts. Especially when some reimbursements are lingering for 2-3 months. Totally unacceptable! **(Organizational Effectiveness Objective 1)**
27. Fill the DEI coordinator position! **(Organizational Effectiveness Objective 1)**
28. There needs to be goals around the professional development of faculty and staff. The university must show commitment to advancing a teaching and learning environment through ensuring all members are well informed and have the skills needed to move the plan forward. **(Organizational Effectiveness Objective 1)**
29. I believe that an addition to point c is making clear, at the beginning of each academic year, which professional development experiences are required of employees AND when those programs are due by. Currently, we receive notifications throughout the year, and that drives a lot of faculty frustration and certainly diminishes participation in the programs. **(Organizational Effectiveness Objective 1)**
30. There should be a needs analysis for all jobs, not just AA. **(Organizational Effectiveness Objective 2)**
31. We need someone to figure out WHY our systems are not compatible with each other. Get to the root of why systems are crashing so often and why certain parts of the system are off line regularly. There is absolutely a reason this is happening. It needs to be fixed.

Include the people who actually do the work in identifying what the needs are and what the barriers are. Don't just ask the people at the supervisory level. They aren't doing the same work as the people who report to them and they don't necessarily know what the barriers are. ***(Organizational Effectiveness Objective 2)***

32. I think there is too much focus on "using data" without a robust discussion of what this data is and how it will be used. You have faculty with statistics and measurement expertise, you should bring them into these discussions. ***(Organizational Effectiveness Objective 3)***
33. dashboard development must be supported as some dashboard requests are deemed unimportant. ***(Organizational Effectiveness Objective 3)***
34. I'm not quite sure what is meant by Goal A. Goal B--the way this college reports out data is the most bizarre thing I've ever seen. The reports that come out don't really mean anything. Let us create a report in the dashboards of our choice (the ones that contain the date we each need) that actually gives us the details/data that we want to see and that will help us do our daily work. ***(Organizational Effectiveness Objective 3)***

4. RAISING OUR PUBLIC PROFILE

1. To create a consistent access point for faculty to share their and their students' work, including visual images, for internal and external posting.
2. Establish a research center that facilitates multimodal research and consultation around prior learning assessment.
3. Increase scholarship requirements. Publishing in internal outlets (i.e., all about mentoring) does not raise our public profile.
4. Start a radio station, traditional or online version. Let students, staff, and alumnus, share their music. Advertise Empire, and sell time to advertisers.
5. Hold public events (virtual or in-person) such as panels, conferences, or forums on current ("hot") topics.
6. Increase our presence in the NY community colleges, so that students finishing up their associates are aware of the affordable and flexible way to complete their four years and potentially their graduate degree, that we offer.
7. To create public events that don't just feature horse races, elite members of the community, and so forth, along the lines of the Black Male Initiative.
8. Identify leaders, legislators, grant funders, etc. to sponsor particular disciplines, certificates, degree programs, etc. to build capacity in an area of their interest that is mutually beneficial for all.
9. Improve our job ads to increase the quality of faculty applicants.
10. Cultivate reciprocal relationships with industry partners and deliver high-quality programs aligned to regional needs.
11. Have dynamic press. For example: Instead of inviting press to hear president speak in 111, have a community tree planting day to celebrate the launch of xxx.
12. Open ESU space to external events. During track season rent out the lawn at 2 Union for charity or track related events. Allow local ASPCA's and shelters to host adoption events on site added benefit of employee stress reduction.
13. Build a list of subject matter experts who can talk to the media.
14. To create a more robust presence of art and cultural events featuring, students, faculty, and alum, to replace and or update our earlier Student Activities events that have been diminished, for whatever reason.
15. Identify strong leadership in our alumni that have made important contributions in their communities, workplace, etc., and build upon that to raise the profile of the university more broadly.
16. Focus 100% of marketing budget on digital channels to improve advertising return on investment.
17. More involvement with community colleges. Joint e-sports with the campuses we are on or near. Joint volunteer days in those communities.
18. Jim Malatras did this almost single handedly when he was here. Lisa V has the personality for it. Start developing more partnerships and programs that can be announced to the press.

19. Promote public engagement of the university in issues relevant to NYS communities. This can be through research, technical assistance, forum organizing.
20. Market and recruit to help grow enrollments.
21. Creating a balanced workload that includes ample time for faculty scholarship.
22. Faculty should be freed from doing support staff and PE work so we can get our research out there without working 24/7.
23. Participate in community events, especially those with media coverage.
24. There should be a portal where we can all find each other online. I only found out how many of my colleagues were active on Twitter when it became untenable to keep posting there.
25. Create internship programs in state companies (for school credit).
26. Creating a website that highlights faculty scholarship in real time.
27. More advertising of what we can actually offer.
28. 1/7 are the priority items. We should own our state and local communities. Everyone from every corner of NY State should know who we are, what we do, who our alumni are, and how great an opportunity SUNY Empire is for them, if they have ongoing academic needs/goals. We should brand ourselves as the one SUNY resource for "stop outs" -- if you don't finish at a SUNY, come here. We can help and are the best option to get you to the finish line. Period.
29. Start getting involved in our communities by offering our space for event use. Our events typically don't go over well, but let other orgs use our space for their events. Farmers Markets, adoption events etc.
30. B - why only "applied"? This greatly limits the opportunities. I think the University should be thrilled for any grants, not only applied grants. Additionally, if you want faculty to apply for grants, there need to be larger incentives. Because faculty are 100% FTE, there is not much they can personally receive from getting a grant. We should consider moving to a more traditional model where faculty are 9.5 months and grant money is used to support summer work. If you want faculty to increase conference presentations by 30% you need to also increase conference funding by 30%. **(Raising Our Public Profile Objective 1)**
31. Yes, but putting up barriers for distinguished faculty to conduct research and attend conferences undermines this goal. The lack of faculty profiles of all ranks is inexcusable and lacking in marketing foresight of why students want to attend the university. Adjunct faculty at most other SUNY schools have way more presence than any SUNY Empire State faculty. Fix this! **(Raising Our Public Profile Objective 1)**
32. Recognize opportunities in locations to become cultural "hubs" for communities, encourage/recognize faculty and staff connections to external institutions and programs for potential partnerships/collaborative events. **(Raising Our Public Profile Objective 1)**
33. Again, if you want faculty to be pursuing and making meaningful contributions to the community they need time and they need financial support. I can't go to a conference in CA with the increase in airfare and hotel on what we offer. We also have to value

publications and presentations as a community and celebrate these in a meaningful way as an institution. This involves better communication about what faculty and staff at ESU are doing. ***(Raising Our Public Profile Objective 1)***

34. there needs to be a goal that findings from the grants are incorporated within academic processes and practices. There are no mechanisms in place to bring the knowledge back into the institution, which only helps us get even better. ***(Raising Our Public Profile Objective 1)***
35. We always should have been celebrating our faculty, professional, and staff contributions to the academic world as part of C. If we don't include that as part of this plan to increase our externally-facing publications and presentations, we will have failed here, I think. ***(Raising Our Public Profile Objective 1)***
36. These are all great ideas. C can and should be done more quickly. Our website is awful. And the search function is HORRIBLE. It doesn't bring up anything related to what you type in. and most of the time it brings up items only related to the grad school. Guess what? The grad programs don't pay the bills, the undergrad programs do. So get someone to fix it, ASAP. Students should be able to find out what faculty research areas are. It might help a student decide to enroll if they find someone here whose research interests are similar to theirs. We want to be a relevant university--then we need to start thinking and acting like one. and a big step in that direction is to spend some money to get this website on track. ***(Raising Our Public Profile Objective 1)***
37. Again, much of these expectations fall on faculty. Initiatives will need to be developed to support these goals - grant support, professional development, sabbaticals, reassignments, etc. ***(Raising Our Public Profile Objective 2)***
38. Give greater recognition, reward, and support for creative scholarship among faculty and staff and provide revenue/opportunity for collaborative programs and projects with students/community members to engage public. ***(Raising Our Public Profile Objective 2)***
39. We will need structured incentivization for faculty to go after additional grants and contracts. ***(Raising Our Public Profile Objective 2)***
40. This can only happen with increased and continued support for professional development. ***(Raising Our Public Profile Objective 2)***
41. This should be reflected in release time and more money to pursue these activities. Grants are great but we are on a 12 month contract so it is almost impossible to do this. We (As faculty) are given so many administrative tasks it is almost impossible to do meaningful research or scholarship without working way over 40 hours a week. ***(Raising Our Public Profile Objective 2)***
42. a. will only happen if the university re-evaluates their method for applying and receiving travel funds which is currently too convoluted and disorganized to properly follow. I also worry that an increase in c. will result in more faculty taking sabbaticals which affects the level and satisfaction of mentoring and student satisfaction. ***(Raising Our Public Profile Objective 2)***