



DRAFT Self-Study for Team Chair’s Review

Presented By:

State University of New York at Oswego
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Fast Facts

Mission Statement

SUNY Oswego contributes to the common good by lighting the path to wisdom and empowering every person in the college community to pursue a meaningful life as a productive, responsible member of society.

Vision Statement

Inspired by a shared commitment to excellence and the desire to transcend traditional higher-education boundaries, SUNY Oswego will be a premier institution that provides a transformative experience to a diverse body of students, empowering them to live ethical and meaningful lives and build a better world.

Land Acknowledgement Statement

The State University of New York at Oswego would like to recognize with respect the Onondaga Nation, the “people of the hills,” or central fire keepers of the Haudenosaunee Confederacy, the Indigenous peoples on whose ancestral lands SUNY Oswego now stands. Please join me in acknowledging the Mohawk, Oneida, Onondaga, Cayuga, Seneca, and Tuscarora Nations, their elders both past and present, as well as the future seven generations yet to come.

Consistent with the University’s values of diversity and equity, inclusion and social justice this acknowledgement demonstrates a commitment to cultivating relationships with Native American communities through academic collaborations, partnerships, historical recognitions, and community service in order to dismantle the legacies of conquest and colonization.

Year Founded

1861

Campus (acres and buildings) and Surrounding Region

700+ acres, 58 buildings including 13 campus residence halls

\$850 million invested in modernizing or constructing new buildings and facilities over last 20 years

SUNY Oswego is the largest public employer in Oswego County with 4,011 full-time, part-time and student employees (2020-21). 62% of non-student employees live in Oswego County, contributing to the economic vitality and vibrancy of the region (current as of 7/29/21)

Fall 2021 Enrollment

Preliminary as of 10/4/2021

7090

Geographic Origins

New York State

6633

Oswego and contiguous counties	2146
Other counties in New York	4487
New York City	961
Long Island	938
Other U.S.: 31 states and the District of Columbia	266
Top 3 are DC, New Jersey, and Pennsylvania	
International students from 41 countries	191
Top 3 are India, Canada, and South Korea	

Delivery Options

194 students enrolled in Syracuse Campus courses or programs
688 students majoring in online programs

Three Academic Schools and One College

School of Business
School of Communication, Media and the Arts
School of Education
College of Liberal Arts and Sciences

Academic Divisions and Programs

Undergraduate Programs
Graduate Studies
Extended Learning
Library

60+ Undergraduate majors
70+ Minors
40+ Master's programs

Demographic Profile

54% female, 46% male
31% are culturally diverse (International students and U.S. racial and ethnic minorities)

Undergraduate Academic Profiles (Fall 2021 undergraduates)

Average HS GPA: 89
Average SAT score: 1123
Average Transfer GPA of transfer students: 3.09

Financial Aid (Fall 2020 figures)

% of students receiving aid = 75%
% of undergraduate students receiving aid = 82%

Total amount of aid received by all students \$80,697,400
\$1.5 Million Awarded in Merit-based Scholarships from the Oswego College Foundation
41% of incoming freshmen received a 4-year renewable scholarship
89% of Students Receive Some Form of Student Aid

Student/Faculty Ratio and Class Size

16: 1 student: faculty ratio
24 average class size
600+ faculty and instructors
88% of full-time faculty hold highest degree in their field

Research and Sponsored Programs

\$4.3 Million in federal, state and private support for research and innovative programs (2020-2021)

Study Abroad

80+ Study abroad programs

Student Involvement and College Activities

~800 Students in internships and co-ops annually
24 NCAA Division III Athletic Teams SUNYAC: State University of New York Athletic Conference Members
150+ registered student clubs and organizations

Six Year Graduation Rate, Graduate Outcomes and Alumni

67% six-year graduation rate (2015 Cohort as of 2021)

96% of the Class of 2020 employed and/or continuing education within one year of graduation.
84% of the Class of 2020 work in New York State.**

90,000+ alumni network representing 54 countries and 50 states (as of August 2021)

357 students and alumni participated in our free, award-winning career development program Imagine 2021 in January 2021

254 alumni connected with 3,290+ students through our Alumni Sharing Knowledge mentor program in 2020-2021

**Beyond SUNY Oswego is an initiative of Career Services providing the latest information on SUNY Oswego's Class of 2020 within one year of graduation. All calculations based on 1,096 graduates for whom we have information. These graduates represent 65% of the total 1,680 graduates of the Class of 2020.

Recent Rankings

U.S. News & World Report, 2022

- Top “Regional Universities in the North” (#50)
- Top 10 among Public Colleges and Universities (#10)
- Top Performer for Social Mobility (#35)
- Best Colleges for Veterans (#15)

Nationally Ranked Online MBA

- #1 New York State Public College in “Best Online Degree Programs: MBA”

Princeton Review, 2021

- One of the Nation's Top "Green Colleges"

Washington Monthly, 2021

- Ranked 69th Nationally for “The Public Good” Among Master’s Universities

Abound, 2021

- Top Adult Degree Program

Military Times, 2021

- Best for Vets

Victory Media, 2021

- Military Friendly School

Association for the Advancement of Sustainability in Higher Education

- 2021 STARS Silver rating

Open Doors Report on International Educational Exchange

- Ranked 12th among Master’s level schools in the nation for international opportunities

In January 2020, SUNY Oswego’s commitment to applied learning and service to the greater community was recognized and celebrated as SUNY Oswego was re-named one of 119 U.S. colleges and universities, and only one of four SUNY institutions, to receive the prestigious national *Carnegie Community Engagement Classification*.

Accreditations (next review year)

Middle States Commission on Higher Education (2021-22)

AACSB International — the Association to Advance Collegiate Schools of Business (2022-23)

Art Department — National Association of Schools of Art and Design (2021-22)

Chemistry and Biochemistry programs — American Chemical Society (2021)

Electrical and Computer Engineering and Software Engineering — Engineering Accreditation Commission of ABET (2024-25)

Mental Health Counseling program — Council for Accreditation of Counseling and Related
Educational Programs (2024-25) — Council for Accreditation of Educator Preparation (2021)

Music Department — National Association of Schools of Music (2022-23)

Theatre Department — National Association of Schools of Theatre (2022-23)

Health Services — Accreditation Association for Ambulatory Health Care Accreditation (2021)

Counseling Services Center — International Accreditation of Counseling Services (2027-28)

University Police Department — New York State Law Enforcement Accreditation Council (2022)

Executive Summary (Outline)

(To be written prior to final submission. The below is an outline of content that will be included)

Introduction

- Institutional overview
- Campus renewal
- Learner-centered
- Academic and student profile
- Institutional priorities
- Intended outcomes of the Self-Study and organization of the Self-Study
- Leadership changes and succession planning

Chapter One: For the Common Good (Standard I: Mission and Goals)

- Mission-aligned strategic plan and goals
- Communication of priorities and annual goals
- Infusion of diversity and inclusion throughout all practices
- Resource management: financial, human, facilities aligned with mission and institutional priorities

Chapter Two: Keeping the Public Trust (Standard II: Ethics and Integrity)

- Academic and intellectual freedom & freedom of expression
- Strengthening our inclusive community
- Resource management: financial, human, facilities
- Compliance practices, grievances and conflict of interest reporting, transparency

Chapter Three: Educating to Excite and Ignite (Standard III: Design and Delivery of the Student Learning Experience)

- Process for curriculum & program revision
- Faculty recruitment and development
- Applied learning infusion and access to study abroad
- Externally accredited programs
- Accessible program design: online, hybrid, hyflex, Syracuse Campus

Chapter Four: A Holistic Approach to Our Students' Education (Standard IV: Support of the Student Experience)

- Mental health and Wellbeing
- Investing in student success -- Career Services, Alumni and Development, Counseling, Advisement, Orientation, First-Year Experience, Residence Life & Housing
- Support services for all students: residential, online and Syracuse campus

Chapter Five: Taking the Measure of Student Learning (Standard V: Educational Effectiveness Assessment)

- Program and General Education assessment practices, including Division of Graduate Studies
- Student Affairs assessment practices
- Assessment of student learning outcomes (SLOs)

Chapter Six: Planning for Tomorrow (Standard VI: Planning, Resources, and Institutional Improvement)

- Institutional-wide annual reporting aligned with strategic plan and mission
- Budget Advisory Group
- Campus Concept Committee
- Priorities and Planning Council
- Small Group Planning Council
- Scholarship campaigns
- Capital plans

Chapter Seven: A Shared Vision for Tomorrow (Standard VII: Governance, Leadership and Administration)

- Evolved governance and administrative structures
- Highly qualified, experienced, and cohesive leadership team
- Multiple avenues for participation and dialogue affecting policy

HOLD PAGE FOR Eligibility Certification Statement

(Will be added prior to final submission)

Introduction

Our founder's lasting impact

The State University of New York (SUNY) at Oswego was founded in 1861 as the Oswego Primary Teachers' Training School by Edward Austin Sheldon, a pioneer of the Johann Heinrich Pestalozzi (Switzerland) innovative method of "object learning" in American education. Early Oswego graduates fanned across the nation and internationally to redesign and found colleges and schools in keeping with the Pestalozzi motto of "learning by head, hand, and heart." Today, the college continues to meet the evolving needs of students and society in creating and adapting its broad selection of programs as evidenced by thousands of our students completing internships, co-ops, student teaching placements, service learning, and community service placements each year.

In 1942, New York state legislation elevated the institution from a normal school to the degree-granting Oswego State Teachers College. In 1948, Oswego became one of the State University of New York's charter members. To meet the expanded need for specialized instruction, the institution broadened its academic perspective to become a full-fledged arts and sciences institution in the SUNY system that included a range of liberal and professional studies by 1962. Today SUNY Oswego is one of 13 comprehensive university colleges in the SUNY system. In keeping with our mission, we offer more than 110 undergraduate majors and minors and graduate programs. SUNY Oswego's six academic areas include the College of Liberal Arts and Sciences, the School of Business, School of Communication, Media and the Arts, the School of Education, the Division of Graduate Studies, the Division of Extended Learning, and the Library because librarians hold faculty status. In an average year, approximately 8,000 total students enroll. More than 90,000 alumni live in all fifty states and in 54 countries.

Our sustained investment in campus renewal

SUNY Oswego's main campus currently consists of 58 buildings with classroom, laboratory, residential and athletic facilities in Oswego, New York. The last twenty-five years have included nearly \$1 billion invested in a campus-wide renovation and renewal program, with \$92 million (current as of spring 2021 – will update prior to final submission) in projects completed in the last five years, to keep our campus facilities modern, vibrant and attractive to today's generation of students and scholars.

Since our 2012 MSCHE Self-Study, SUNY Oswego's Waterbury, Scales and Funnelle residence halls; the School of Education's Park and Wilber halls; the School of Communication, Media and the Arts' Tyler Hall, Tyler Hall Art Gallery and Waterman Theater have all been renovated and upgraded to meet the needs of the 21st-century student. In 2013, we opened the \$118 million Shineman Center for Science, Engineering and Innovation. Upgrades have also been made to SUNY Oswego's Syracuse Campus, including the creation of laboratory space for the quickly growing Biomedical and Health Informatics master's degree program.

On October 1, 2021, we held a groundbreaking ceremony to launch the \$80 million renovation of Hewitt Hall, a project that will turn the former Hewitt Union into a nationally competitive hub for its School of Communication, Media and the Arts. The transformed Hewitt Hall — slated to open in fall 2023 — will serve as the new home for the college’s renowned broadcasting; graphic design; and cinema and screen studies programs.

Our Additional Location in Syracuse provides expanded access and opportunity

SUNY Oswego established an extension site in nearby Syracuse, New York in 2008, to better serve place-bound students seeking high-quality certificate programs, baccalaureate and/or master’s degree options from a public institution. Enrollment demand led to subsequent expansion and branch campus designation from the New York State Department of Education in 2015 has enabled us to offer bachelor’s degree completion programs and expanded graduate-level degrees at what is now SUNY Oswego’s Syracuse Campus. SUNY Oswego’s Syracuse campus has retained the Middle States Commission on Higher Education Additional Location designation (rather than “branch campus”) due to having the same main campus president, governance structure and operating budget as the main campus.

SUNY Oswego designed the Syracuse Campus undergraduate programs particularly for transfer and returning students and are available in Business Administration (BS), Criminal Justice (BA), and Human Development (BA). SUNY Oswego designs its graduate programs for the schedules of working professionals and are available in Biomedical and Health Informatics (MS), Childhood Education (MST), Adolescent Education (MST), Educational Leadership (CAS), and Mental Health Counseling (MS). The Syracuse Campus also offers professional development programs for local businesses and non-profits.

Our path forward to provide access and to support student success

To meet the financial needs of our students, the Oswego College Foundation now supports 636 donor-funded scholarships in 2021, up from 320 in 2016, with \$1.5 million awarded in merit-based scholarships each year. The Oswego College Foundation endowment reached a record-high \$57.8 million (as of 8/06/21) including the more than \$2.5 million dollars raised to double the number of need-based scholarships to 440 scholarships through SUNY Oswego’s The Path Forward campaign. In addition, to help offset the economic hardship spurred by the pandemic, more than \$365,000 was raised since March 2020 from SUNY Oswego employees, alumni, community members and partners for our Student Emergency Fund to help students cover unanticipated expenses and remain enrolled in college. In fall 2021, to support the increasing financial need of enrolled first-generation students, SUNY Oswego’s Marano Scholarship provided \$5,000 each to 90 first-generation students.

Fall 2021 Main Programs of Study

Our academic programs demonstrate and reflect the University’s balanced strength as a comprehensive institution. The undergraduate programs with the highest enrollments in fall 2021 are spread across SUNY Oswego’s four schools/colleges. They are: Business Administration (655 students in both traditional and online programs) in the School of Business;

Childhood Education and Adolescence Education (535) in the School of Education; Psychology (445 students including 22 in the 5-year BA/MBA program) and Criminal Justice (343 students in both traditional and online programs) in the College of Liberal Arts and Sciences; and Broadcasting and Mass Communication (336 students including 10 in the 5-year BA/MBA program) in the School of Communication, Media and the Arts. Our rich mix of undergraduate and graduate programs positions us for future success by enabling the institution to be sustained during the ebbs and flows of academic pursuits of students and economic trends. The mix of programs also enables us to reach students with access and completion barriers. Growth in the number of our programs and changes in the composition of our faculty align with mission, strategic plan, and goals. Figure X below of graduates captures the proportion of majors in the respective schools and the college.

SUNY Oswego’s graduate programs are highlighted by international AACSB accreditation for the School of Business, the top ranked public institution MBA program in the state, and as well our School of Education’s longstanding reputation as a leader in the field of teacher preparation. The graduate programs with the highest enrollment for each school in fall 2021 are: Online MBA (162 students) in the School of Business; Educational Leadership (85 students) in the school of Education; Biomedical and Health Information (60) in the College of Liberal Arts and Sciences; and Strategic Communication (42 combined in traditional and online formats) in the School of Communication, Media and the Arts.

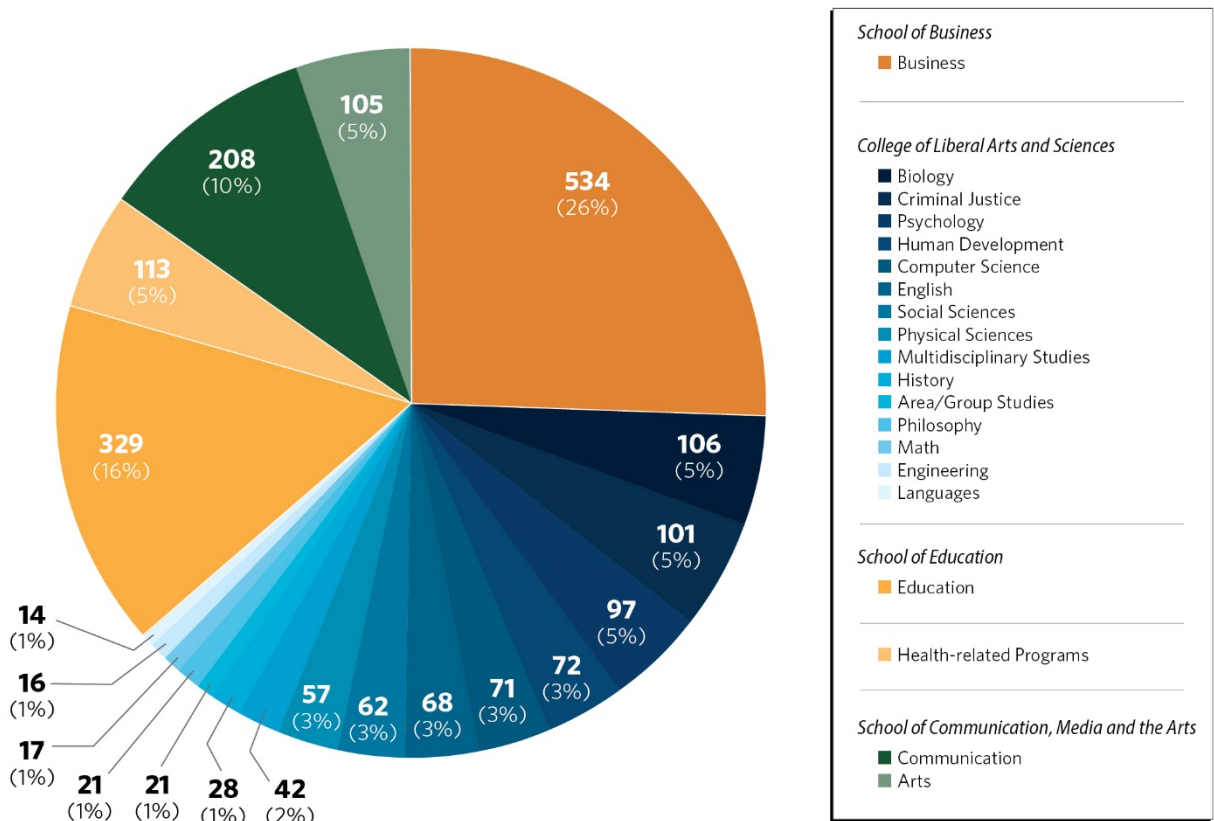
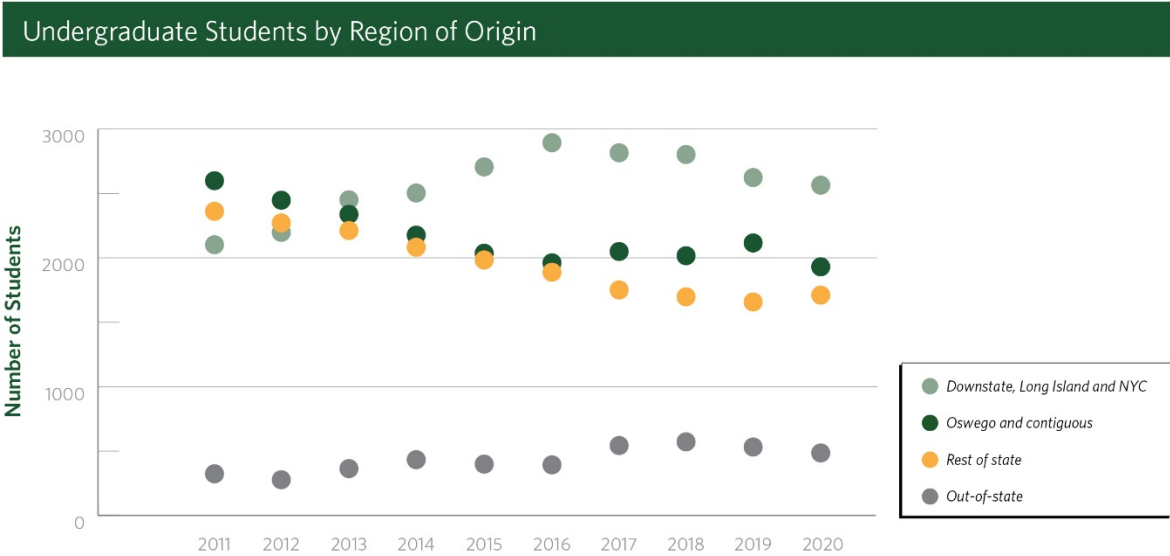


Figure i-1. Mix of undergraduate programs. Annual number of graduates from major programs in the School of Business, the College of Liberal Arts and Sciences, the Schools of Education and Communication, Media and the Arts are shown to document the breadth and vitality of our undergraduate degree programs.

Fall 2021 Student Profile

Students come to SUNY Oswego from throughout New York state and, to a lesser extent, from other states and other countries. Through our enrollment management strategy, we have invested resources to increase out-of-state and international populations and to balance the decline of prospective in-state students in the years ahead.



Despite the continued impact of COVID-19 upon enrollment, SUNY Oswego remains stable due to decades of institutional economic strength and carefully cultivated reserves and its reputation for investing in and fostering success for all of its students. This fall 2021, SUNY Oswego enrolled 7,090 total students, with 6,138 undergraduates and 926 graduate students and 26 exchange students.

The student body includes 1,170 new freshmen and 548 new transfer students. Also 168 degree-seeking international students come from 40 different countries, and the visiting/exchange students add three additional countries to the diverse origins of the student body. Half of all fall 2021 undergraduate students (3,060) live in one of the 13 campus residence halls.

The geographic distribution of total SUNY Oswego students since our 2017 MSCHE Periodic Review Report has shifted to reflect where the population of college-seeking students is greatest and densest. The overall enrollment trends reveal that our student body is growing

more diverse, increasingly more likely to come from large population centers in New York state and elsewhere in the country, and increasingly more likely to need financial aid and scholarships beyond Pell grants to enable them to enroll, persist, and graduate.

Additionally, while still a small percentage of the total student population, SUNY Oswego is enrolling more of our students in online programs than in the past. In fall 2017 413 total students (161 undergraduate and 252 graduate students) were enrolled in online programs while 688 total students (321 undergraduate and 367 graduate students) were enrolled in online programs in fall 2021.

The fall 2021 first-year (first-time, full-time) student class is one of the most culturally diverse ever to enroll at SUNY Oswego, with 39% of the first-year class self-reporting as non-white/Caucasian or non-US citizenship – more than doubling in percentage and headcount in the past decade. The first-year new student enrollment is 52% female and 48% male. The fall 2021 first-year student cohort is highly geographically diverse. Students come from 61 of New York's 62 counties, including 225 from the boroughs of New York City, and from 66 other states, the District of Columbia, and 7 countries. Pell grants were awarded to 40% of the fall 2021 first-year class and 30% self-identified as first-generation college students. (All data are preliminary as of September 27, 2021)

We are committed to providing access to our motivated and deserving students and providing the support services needed to help them complete their degree. Our efforts are proving effective -- over the last decade, our four-year graduation rate has risen from 38% (cohort from 2006) to 53% (cohort from 2016) – demonstrating the impact of the additional resources, supports, and programs implemented to advance student success.

Our mission and strategic plan derived Institutional Priorities

Student Success is at the heart of SUNY Oswego. We focus on all aspects of Student Success and address factors that influence students' ability to succeed. The College acts to promote and ensure Student Success through the allocation of resources to support students' intellectual, mental, social, financial, and physical well-being. Applied learning experiences in all forms (internships, co-ops, service learning, student teaching, civic engagement, undergraduate research, and study abroad) are developed, implemented, and assessed to prepare students for continued success as professionals and/or scholars after they graduate from SUNY Oswego. We also cultivate and maintain study abroad and international student exchange programs to enable students to develop the awareness, understanding, and respect of others necessary to contribute and succeed in today's global society. Interwoven through all of these efforts, trained professional advisors, faculty, and alumni provide advising and mentoring services at critical transition points to help students adjust to their first and following years at the College. These relationships help students reduce their time to degree and access their desired career field and/or admission to an advanced degree program.

Academic and Creative Excellence fuels SUNY Oswego’s learner-centered approach. We believe a diverse, accomplished, caring, inquisitive, committed, earnest, and learner-centered faculty and staff best create the environment needed for Student Success. Academic and Creative Excellence is achieved through the translation of thought into action, then action into practice, and finally practice into culture. Academic and Creative Excellence is cultivated and expanded through a culture of effective and ongoing professional development enabling faculty to share and learn best practices with each other. We also achieve Academic and Creative Excellence through increased collaboration and relationships among faculty – sparking faculty research and creative activity among each other and partnerships with the external community. Faculty’s research becomes more relevant and accessible to existing and potential external partners – allowing the College to maximize our assets for the benefit of student learning and fostering deep learning that infiltrates all senses and carries the student forward with greater understanding. Deep learning occurs in all modalities, across all disciplines, and through the intentional collaborations between faculty and students, faculty and staff, and students and staff. This form of transformational learning occurs through instruction that maximizes the College’s academic programs and facilities developed to complete the acquisition of both discrete and broad knowledge. We recognize and reward creative and scholarly excellence and promote best teaching practices, research, mentoring, and advising. To remain vital, effective, and transformative, we will continue to pursue and invest in academic programs, research opportunities, and interdisciplinary campus centers of thought and collaboration.

A relationship-rich **Inclusive Community** is the ethos of SUNY Oswego’s learner-centered approach. Student Success and Academic and Creative Excellence can only be achieved with the campus community working together across divisions and differences to form mentoring and professional relationships that value, inspire, elevate, and advance all students, faculty, and staff. An Inclusive Community embraces and celebrates all aspects of diversity. We know that including diverse viewpoints and experiences makes the institution stronger. An Inclusive Community is born from each of us reaching out to one another to form meaningful and appropriate relationships that attract and retain new talent to the College each year -- made evident by achieving annual full-time enrollment goals, hiring needed and highly qualified faculty and staff, and increasing the College’s retention and graduation rates. High-impact faculty mentoring practices sustain and nurture our inclusive community. The development of curriculum encourages and/or requires deep learning, and cultural awareness building and learning experiences on and off campus develop greater understanding and knowledge within our campus members and the partners we engage. To achieve an Inclusive Community, our campus community will continue to engage in professional development around teaching and learning specific to an increasingly diverse student population; mentoring and advising; and equity and inclusivity.

A thriving, **Sustainable Institution** is the byproduct of effectively managing, positioning, and cultivating SUNY Oswego’s learner-centered approach. For SUNY Oswego to remain a *Sustainable Institution*, both fiscally and environmentally, we must protect and manage our reserves well; cultivate and obtain new substantial development activities and partners; and

continue to invest in campus-based actions that reduce our carbon footprint and other impacts on the natural environment. With deliberate pace, we will move forward all capital plan projects and advance planned sustainability/conversation goals. We completed our new need-based scholarship campaign, *The Path Forward*, and will continue to raise resources in conjunction with entrepreneurial initiatives and public/private partnerships; and we shall formally study greater efficiencies and effectiveness to build additional financial strength and foster resiliency. To further ensure our fiscal sustainability, we will also consider valuable year-round use of campus assets; effective and innovative modalities of course and program delivery including continued growth in online and hybrid environments; new business and corporate partnerships that enhance and illuminate our faculty research and program curriculum; and enhanced prospective enrollment from new geographic locations.

Mutually beneficial **Partnerships** underscore and elevate SUNY Oswego's learner-centered approach. SUNY Oswego will continue to maintain and seek *Partnerships* near and far that underscore and elevate institutional priorities. We will continue to reach out to and serve our regional community and New York State and we will work with all educational partners. We will maintain and build *Partnerships* with industry, higher education, non-profits, the College's Grand Challenges theme-aligned advocacy groups, and many others to leverage, replenish, and grow our knowledge bank. Reciprocal sharing of knowledge and resources will allow the College and our partners to become individually and collectively stronger. Together with our partners, SUNY Oswego's faculty, staff, and students will advance grant-funded research, service-learning, community service, and economic development in ways that will lead to greater collective prosperity, diversity, equity, inclusion, and understanding of our world's Grand Challenges. Our *Partnerships* will include enhanced seamless transfer programs with SUNY community colleges and faculty partnerships with colleagues at other higher education institutions across the state and globe; and this will help us increase the number of diverse faculty and staff employed by the College.

Our commitment to continuous improvement

Over the last 160 years, SUNY Oswego has made a mark as a higher education institution deeply committed to student success fostered by faculty and staff excellence as demonstrated through innovative teaching methods, global learning environments, and nationally recognized scholarship. We deliver on our mission in all we do. Our decades-long commitment to assessment and continuous improvement practiced through feedback and planning fuel the action we then take to help the college best educate, serve, and advance all our students.

Within each Standard-based chapter of this Self-Study report, we will explain and provide evidence of our institutional-wide practice of conducting annual assessment and reviews to examine our effectiveness and to inform and influence our planning and resource allocation for the year ahead.

Our intended outcomes of the Self-Study

As described in our Self-Study Design, SUNY Oswego sought and achieved the below (bolded) intended outcomes from our Self-Study process.

- ***A Review Process that is Open, Inclusive, Self-Reflective, and Thorough*** — The College's Self-Study process included self-examination, analysis, collection, and documentation of practices, policies, procedures and evidence and the sharing of information with the full campus community to confirm accuracy, understanding, and completeness. The Self-Study helps us to better identify and celebrate our strengths and the effectiveness of our academic programs, student services, financial stability, and external partnerships.
- ***Opportunities to Identify Gaps and Take Action on Areas of Improvement*** — The open, inclusive, and thorough analysis of all of our college's policies, procedures, and practices revealed opportunities for improvement and innovation which are described at the end of each Standards-based chapter of this report. We will continue to take action to pursue these opportunities.
- ***Opportunities to Increase Awareness and Pursue Continuous Improvement*** — We gathered and tracked much of the information and evidence according to its related Institutional Priority, Standard, and Criteria and shared in Google Team Drives and in the AEFIS assessment management platform. This streamlined the cataloging of our evidence and allowed us to connect our institutional-wide, annual strategic planning and assessment activities directly to all relevant MSCHE Standards and Criteria by specific evidence.

Our organizational structure of the Steering Committee and Subcommittees

A representative and diverse (in position, experience, background and identity) group of over 80 faculty members, staff, administrators, and students embarked on a two-year process that has culminated in the institution's Self-Study. Our efforts included the above-described creation of our five Institutional Priorities and the steering committee and subcommittee members' drafting and adoption of Lines of Inquiry generated to illuminate the meaning of each Standard and its criterion in the content of SUNY Oswego's operations.

Steering Committee Members

The Steering Committee includes senior officers and administration of the College and key directors of offices instrumental to addressing the Standards (e.g. Director of Institutional Research and Assessment, Chief Diversity and Inclusion Officer, Chair of Faculty Assembly, Executive Director of Enrollment Management, etc.). There is also a member from each of the two largest unions on our campus: United University Professions (UUP) and Civil Service Employees Association (CSEA). The Steering Committee Co-Chairs are the SUNY Oswego President's Chief of Staff/Executive Director of Strategic Planning and Project Development (and MSCHE accreditation liaison officer) and a tenured Associate Professor of Biological Sciences.

Steering Committee members serve on a number of the university's planning committees including the College's Strategic Planning Advisory Board; the College's Priorities and

Planning Council, the College's Campus Concept Committee, and on the President's Budget Advisory Board.

To help us gather, catalog, and prepare the evidence included in this report, we recruited a member of the library faculty to serve as **Evidence Inventory Curator**, and we appointed her to the Steering Committee. The Evidence Inventory Curator has assisted the Self-Study Co Chairs with populating the Evidence Inventory in a uniform manner. She attended all Steering and Subcommittee meetings throughout 2020-2021 and fall 2021 to help gather, review and organize the evidence needed to support each Standard, Criterion, and Line of Inquiry.

Subcommittee Members

Over 80 individuals served on five subcommittees organized by Standard with some Standards combined as follows: 1) Standards I and II, 2) Standards III and V, 3) Standard IV, 4) Standard VI, and 5) Standard VII. A member of the steering committee chaired each subcommittee to enable all of the subcommittees to remain well informed of the Self Study process, timeline, and progress to date, as well receive appropriate support for evaluation and assessment of the Standards and the aligned Institutional Priorities. We purposefully placed certain individuals on multiple subcommittees to add their expertise and foster cross-fertilization.

The subcommittee chairs represent the three largest divisions of the college (Student Affairs, Academic Affairs, and Administration and Finance), the Office of Diversity and Inclusion, and the faculty governance body. Therefore, the chairs understood the operations of the College and the planning and decision-making that leads to the College's operations. The subcommittee chairs shared their knowledge of institutional policies, procedures, processes, and assessment practices with the members of their subcommittees to ensure that all involved advance together in their understanding. The chairs also facilitated the cross-collaboration of the various subcommittees, steering committee, and other members and offices of the College, as needed, to gather the information and evidence presented in the subcommittees' reports.

A listing of all steering and subcommittee members will be included in the Evidence Bank.

Our organization of the Self-Study document

SUNY Oswego used the Standards-Based Approach to organize our Self-Study because this approach allowed us to best present and communicate the ways the College meets the Standards for Accreditation and Requirements for Affiliation. In the narrative that follows, we have threaded our Institutional Priorities through each relevant Standard to describe the processes, procedures, and policies we follow and uphold as we continue to work together across all divisions of the institution to deliver on our mission, institutional priorities and goals. In doing so, we meet and exceed the requirements of MSCHE and all of our accrediting bodies. Together, the chapters tell our ever-evolving story of purpose, effectiveness, and impact.

Our succession planning prepares us for new leadership

The story that follows details how our commitment to mission and our attention to sound processes and procedures enable us to deal with change, whether it be regular and predictable, such as the December 2021 retirement of President Deborah Stanley, or unanticipated and unpredictable, such as the COVID-19 pandemic. SUNY Oswego, with President Stanley's leadership over the past 26 years, has grown into the public comprehensive university it is today: an institution of higher education committed to academic and creative excellence, student success, and community, state, and national engagement. We make good on our commitment through carefully crafted and frequently reviewed policies, processes, and procedures enabling us to realize our mission while affording each member of the SUNY Oswego community and indeed the university as a whole, opportunities to grow.

All of which is to say that the Oswego Way, at once both path and process, is fundamental to all we do. Thoughtful, collaborative, innovative, planful, committed to knowledge, to action, to students, and to the common good: all of that remains despite change, including change in leadership.

Chapter One: For the Common Good (Standard I – Mission and Goals)

The institution’s mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution’s stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Standard One Institutional Priority	Line of Inquiry	Standard One Criteria
<ul style="list-style-type: none"> ▲ Student Success ◆ Academic and Creative Excellence ✦ Inclusive Community ● Sustainable Institution ◆ Partnerships 	<p>College implements mission successfully ▲ ◆ ✦ ● 1/2/3/4</p> <p>Each division contributes to leader-centered culture ▲ ◆ ✦ ● 1/2/3/4</p> <p>Mission and vision set compelling direction for college ▲ ◆ ✦ ● 1/2/3/4</p> <p>All the units align their goals with the college’s strategic plan ▲ ◆ ✦ ● 1/2/3/4</p>	<ol style="list-style-type: none"> 1. Clearly-defined mission and goals 2. Realistic goals consistent with mission 3. Goals focused on student learning and institutional improvement 4. Periodic assessment

Figure 1-1. Standard I: Alignment of Institutional Priorities (left panel) with Lines of Inquiry (center panel) and the alignment of those Lines of Inquiry with specific Criteria (right panel). Institutional Priorities are identified with a unique symbol, and Criteria are identified by number in the center panel. For Standard I we consider all Institutional Priorities to be exceptionally aligned.

Institutional Priorities (most applicable ones are bolded)

- **Student Success**
- **Academic and Creative Excellence**
- **Inclusive Community**
- **Sustainable Institution**
- **Partnerships**

Lines of Inquiry

1. In what ways does the College successfully implement its mission?
2. How does each division contribute to the learner-centered culture of the campus?
Provide at least three examples from each division.
3. In what ways does SUNY Oswego’s mission and vision set a clear and compelling direction for the college’s future?
4. How do divisions and departments align their goals with the College’s strategic plan?

Introduction

SUNY Oswego's mission reads as, "SUNY Oswego contributes to the common good by lighting the path to wisdom and empowering every person in the college community to pursue a meaningful life as a productive, responsible member of society." These words serve as the guiding lights that influence and help determine the institutional priorities and annual goals and actions of the College. There is a direct link between SUNY Oswego's annual goals and the College's mission. Leadership clearly communicates these goals to all College constituents each year to describe how SUNY Oswego is taking action and allocating appropriate resources to fulfill its mission.

In 2014, SUNY Oswego President Deborah F. Stanley launched SUNY Oswego's current strategic plan, *"Tomorrow: Greater Impact and Success."* In the introduction of that plan, she wrote, "At Oswego, we have a firm grasp of our purpose and promise and have demonstrated great resilience and optimism. We have doubled down during hard times, scrupulously building responsive new programs, creatively finding new and replacement revenues and nimbly responding to intellectual and social shifts and public mandates. Our record shows that SUNY Oswego is still a rising star, whose radiance guides those seeking a clear direction and heralds an even brighter tomorrow."

Those words could have been written today because they remain just as true and descriptive of SUNY Oswego currently as they were then. Despite the challenges brought forth by the COVID 19 pandemic, SUNY Oswego's faculty and staff members' unwavering commitment to student success, stable and united leadership, and financial reserves and overall fiscal health have enabled SUNY Oswego to remain a stable harbor for its students, employees and the surrounding community.

SUNY Oswego's mission and vision set a clear and compelling direction for the college

As a public comprehensive institution within the SUNY system, SUNY Oswego's purpose is to serve and advance the public good. New York State Education Law, Section 351 states, *"The mission of the state university system shall be to provide to the people of New York educational services of the highest quality, with the broadest possible access, fully representative of all segments of the population in a complete range of academic, professional and vocational postsecondary programs including such additional activities in pursuit of these objectives as are necessary or customary. These services and activities shall be offered through a geographically distributed comprehensive system of diverse campuses, which shall have differentiated and designated missions designed to provide a comprehensive program of higher education, to meet the needs of both traditional and non-traditional students and to address local, regional and state needs and goals."*

SUNY Oswego developed its mission and goals through an inclusive and engaging process

Dating back to its founding as a normal school in 1861, SUNY Oswego continues to be an institution that prides itself on being welcoming and inclusive of all. We uphold this commitment in all operations of the College, and in spring 2019, SUNY Oswego's President approved the President's Council with Deans members' editorial only changes to the College's

mission statement to explicitly state its commitment to inclusion and to recognize all people and orientations present in today's world.

Previous SUNY Oswego Mission Statement:

Our mission is to contribute to the common good by lighting the path to wisdom and empowering women and men to pursue meaningful lives as productive, responsible citizens.

The words highlighted below note the word changes made and help demonstrate SUNY Oswego's intentions to help all people feel seen, welcomed and included at SUNY Oswego. The College reaffirmed its vision statement in spring 2019 with no changes.

Current SUNY Oswego Mission Statement:

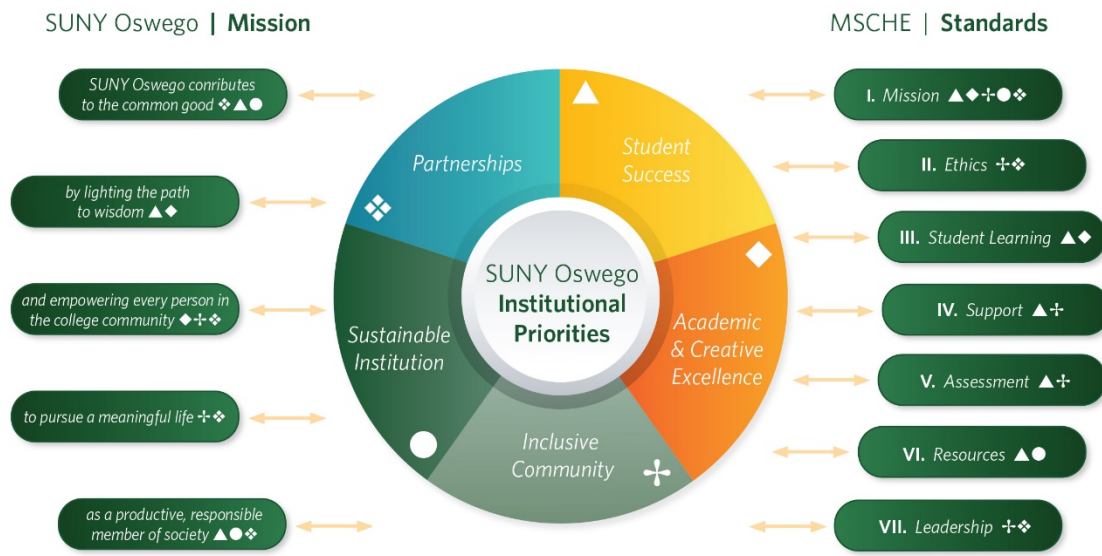
SUNY Oswego contributes to the common good by lighting the path to wisdom and empowering **every person in the college community** to pursue a meaningful life as a productive, responsible **member of society**.

Vision Statement

Inspired by a shared commitment to excellence and the desire to transcend traditional higher education boundaries, SUNY Oswego will be a premier institution that provides a transformative experience to a diverse body of students, empowering them to live ethical and meaningful lives and build a better world.

SUNY Oswego clearly defines its mission and goals and meets all the Middle States criteria and Requirements of Affiliation

SUNY Oswego upholds the mission of the SUNY system in its daily operations and its long-range planning. SUNY Oswego's five Institutional Priorities of ***Student Success, Academic and Creative Excellence, Inclusive Community***, a fiscally and environmentally ***Sustainable Institution*** and mutually beneficial ***Partnerships*** are derived from its mission and founding principles; they are directly aligned with all seven of the Middle States Standards.



For Standard I only, all five Institutional Priorities are emphasized because they are all borne from the College’s mission and previous years’ strategic plans. The institution-wide annual goals then stem from each Priority because SUNY Oswego exists to serve students and its policies, procedures and practices facilitate **student success** for all. SUNY Oswego’s learner-centered approach instills a culture of caring made available to all students through the devoted efforts of its talented, committed and caring faculty and staff. These efforts foster **academic and creative excellence** and a sense of belonging and purpose. SUNY Oswego is committed to ensuring that all students and employees feel like they belong within the SUNY Oswego community and that they feel respected, seen, celebrated and heard. Building an **inclusive community** is an everlasting process that requires conscious choice, resources and attention. An inclusive community is a critical component of a **sustainable institution** which, to be positioned to endure for decades to come, must be committed to the fiscal, environmental, social, intellectual and physical well-being of all whom it touches. **Partnerships** help support the achievement of the four aforementioned Institutional Priorities because, to be most effective and to meet its full mission as a public institution, SUNY Oswego must serve and lead together with its external partners as we work together to prepare the next generation of leaders.

SUNY Oswego develops its Institutional Priorities through a strategic, inclusive and engaging process

We developed our current strategic plan, *Tomorrow--Greater Impact and Success* (2014-present) in 2013 with a Strategic Planning Board with 41 members and staff comprised

representatives of all segments of the college community, including six students, as well as representatives of the Oswego County community.

As themes developed, the board consulted with 21 focus groups that involved more than 250 students, faculty, staff, community and external partners, alumni, College Council members and Oswego College Foundation board members, and in consultation with the Priorities and Planning Council of the Faculty Assembly.

Tomorrow Impacts:

- 1) Our Students and Graduates: Students and graduates thrive through knowledge, experience, perspective and discovery gained here that animate and inform their work, their communities and their personal lives;
- 2) Our Education Ecosystem: Our academic quality is demonstrated, extended, recognized, sought-after and heralded;
- 3) Our Communities and Partnerships: Communities we touch experience increased prosperity, social equity, sustainability, self-sufficiency and greater educational attainment;
- 4) Our Institution: Our proven institutional effectiveness results in increased resources, flexibility, academic capacity and institutional success;
- 5) Our Grand Challenges: Our work contributes to finding solutions for the grand challenges of our time

An Unforeseen Tomorrow

As described in SUNY Oswego’s November 2020 MSCHE accepted Self-Study Design, President Stanley’s fall 2019 opening day remarks described the history and achievements of the College’s last quarter of a century of strategic plans and how each built upon the other to create the current strategic plan: [*Tomorrow: Greater Impact and Success*](#). These remarks launched the College into a year that, prior to anyone’s knowledge of the looming COVID-19 pandemic, was intended to be a year of strategic planning (of “re-imagining *Tomorrow*”) and a time for campus-wide reflection, planning and renewal, culminating in the writing of the next institutional-wide strategic plan.

Therefore, at the fall 2019 Opening Day Breakfast, President Stanley called on the faculty members, staff, students and community members in attendance to submit “moonshot” ideas to share their thoughts on how SUNY Oswego could increase student success, academic excellence and institutional effectiveness in the years ahead. 60 people responded to the call for “moonshots” and submitted 86 unique ideas. President Stanley shared these “moonshots” with the 44-member Strategic Planning Advisory Board that convened at the November 2019 strategic planning advisory board kick-off meeting.

During the meeting, the President illuminated and discussed eight focus areas for the College community to examine through focus groups with the campus community in the months ahead. These areas included: strategic enrollment management, curriculum and course

development, innovation in skills development, centers of thought for research, factors affecting student success and institutional responsiveness, faculty and staff recruitment, institutional recognition and identity, and stakeholder support and increased resources through Grand Challenge endeavors. We held 18 focus groups over January and February 2020 that included a total of 184 students, faculty, staff and alumni attendees and those eight focus areas were dissected, and feedback was gathered from all focus group participants.

On March 3, 2020, there was a second Strategic Planning Advisory Board meeting held to review and discuss the data, information and ideas collected from the focus groups. During the meeting, the Advisory Board identified five institutional priorities, derived from the eight focus areas and all of the inputs gathered from the focus groups described above. These institutional priorities included: *Student Success, Academic and Creative Excellence, Inclusive Community, a Sustainable Institution, and Partnerships*.

However, just days after the Strategic Planning Advisory Board's meeting, the world changed due to the COVID-19 pandemic. On March 11, 2020, SUNY Oswego and all of the other SUNY institutions suspended all face-to-face academic instruction, effective March 19, 2020, and moved all courses to online and distance-learning modalities for the remainder of the spring 2020 semester and for all summer 2020 sessions. A blend of face-to-face, hybrid and online instruction followed for the fall 2020 and spring 2021 semesters before returning to traditional operations in fall 2021. These decisions protected the health and safety of all individuals while ensuring that students maintained the opportunity to remain enrolled in their courses and to continue to make their planned progress toward degree completion.

In August 2020, a new SUNY Chancellor assumed leadership over SUNY and brought new energy, priorities and plans to the SUNY system. President Stanley reconvened the Strategic Planning Advisory Board on Aug. 31, 2020, to revisit the data collected from the January - February 2020 focus groups and to affirm the College's commitment to its current Institutional Priorities of *Student Success, Academic and Creative Excellence, Inclusive Campus, Sustainable Institution and Partnerships*. Each of these institutional priorities intentionally emanate from the *Tomorrow* plan and remain consistent with SUNY Oswego's mission. The five Impacts of *Tomorrow: Greater Impact and Success* directly and completely interrelate with SUNY Oswego's new five Institutional Priorities: *Student Success, Academic and Creative Excellence, Inclusive Community, Sustainable Institution and Partnerships*.

SUNY Oswego's mission and goals are realistic, appropriate to higher education, and aligned with the learner-centered ethos of the campus

Each year, SUNY Oswego successfully operates according to its mission by developing institution-wide annual goals that linked to the strategic plan's institutional priorities/impact areas and to the overarching mission and vision statements of the College. The President and President's Council members create and affirm these goals as a result of the assessment of the previous year's annual reports from all divisions and also directed by the current fiscal, environmental, and social needs of the nation, state and College.

As an example, listed below are SUNY Oswego's 2020-2021 institutional goals, grouped by our five Institutional Priorities. These goals help illustrate the alignment with our Institutional Priorities and mission to best educate, include, and advance all students while contributing in positive ways to the communities we touch. During this 2021-2022 academic year, we remain focused on continuing to carry forward many of the goals described in a world forever changed by the pandemic and ripe with opportunity for greater innovation and sustained excellence by institutions who are prepared to look ahead. We are moving ahead; therefore, SUNY Oswego is moving forward with a renewed commitment to restoring our perspectives and strengths as a premier public higher education institution, to fostering student success, and to re-engaging campus networks and interconnections that will support and propel our students.

Student Success

1. We will continue to pursue efforts to ensure student success taking into consideration equity and inclusivity and develop and deploy a dashboard to display and monitor factors of student success (such as: retention rates, graduation rates, high impact practices, and employment data, service learning activities, destination data, etc.).
2. We completed The Path Forward campaign to double the number of need-based scholarships available to SUNY Oswego students, and will continue to raise resources in connection with entrepreneurial initiatives and public/private partnerships.

Academic and Creative Excellence

3. We will develop online and in-person academic degree and certificate programs that utilize our faculty resources and capacities, and address growing demand to offer compelling new fields of study.
4. We will explore ways to create new, compelling scholarship and research by establishing new campus-based research centers of thought and collaboration.

Inclusive Community

5. As we advance a hallmark of SUNY Oswego, we will continue to nurture an intentional and vital culture of diversity, equity, and inclusion across all aspects of the SUNY Oswego college community and unceasingly work toward restorative and racial justice.
6. We will work to assess, renew and extend student recruitment and retention activities to ensure stability and predictability in enrollment success for our institution.
7. We will bring to bear best practices, deeper focus and increased financial resources (especially the funding provided by our successful application for ProdiG) to hire, retain and include more diverse faculty.

Sustainable Institution

8. To ensure institutional continuity and effectiveness, we will engage our campus in focused planning and analysis for emergency, catastrophe, and/or exigency to best protect the health and safety of our students, faculty, and staff and the continued strength and viability of our institution during unforeseen and unprecedented events and circumstances.

9. With deliberate pace, we will move forward all capital plan projects and advance planned sustainability/conservation goals.
10. We will formally study greater efficiencies and effectiveness to build additional financial strength and foster resiliency.
11. We will continue to update our efforts in regards to enrollment management and seek to enroll a diverse class across all areas of the campus (undergraduate, graduate, online, Syracuse)

Partnerships

12. We will continue to reach out to and serve our regional community; working with all educational partners.

[MAKE HIGHLIGHT BOX: Grand Challenges

Consistent with mission, strategic plan, and Institutional Priorities, our Grand Challenges Project brings faculty, staff, students, and administrators together to investigate and address large-scale global issues over a three-year period. The first Project (2018-2021) brought disciplinary and interdisciplinary lens on the topic of Fresh Water for All. Following a review of student, faculty, and staff responses to surveys in AY 2020-2021 and in collaboration with the Grand Challenges Oversight Committee, the President announced to the campus community that our second *Grand Challenges* Project is on Race, Racism, and Social Justice.]

[MAKE HIGHLIGHT BOX: SUNY Oswego Institute for Equity, Diversity, Inclusion, and Transformative Practice

At the President's Opening Day Breakfast this fall, on August 18, 2021, SUNY Oswego announced the launch of the Institute for Equity, Diversity, Inclusion, and Transformative Practice ("The Institute"). The *Tomorrow* plan centrally connected and motivated the equity, diversity, inclusion, and transformative practices of the Institute. As such, the Institute will be a resource for the entire campus community to engage in activities that will increase student success, partnerships, and academic and creative excellence as we continue to build an inclusive community and sustainable institution.

At the core of the Institute is its mission to foster critical self-awareness, understanding of the identities and experiences of all community members, investigation of structural inequality, and advocacy for transformative change. Activities of the Institute will include training and programming sessions on topics including, but not limited to, social justice, equality and equity, cultural competence, civil discourse, cultural humility, implicit bias, micro/macroaggressions, conflict de-escalation, intergroup dialogue facilitation, inclusive pedagogy, inclusive curricula, nonviolent communication, and restorative justice.

The Institute will also be a place where the SUNY Oswego community can engage in addressing SUNY Oswego's aforementioned *Grand Challenges* focus of Race, Racism, and Social Justice and propel the community forward. Beginning this fall and for the next three consecutive academic years, the Grand Challenges effort will give SUNY Oswego students, faculty and staff – across all

disciplines, departments and divisions – a unique opportunity to deeply engage with multi-dimensional issues of the social construction of racial identities, complex systems of oppression and privilege, and societal transformation.

“In building upon our community’s collective work and successes, the SUNY Oswego Institute for Equity, Diversity, Inclusion, and Transformative Practice will help to drive our community forward and further demonstrate our relevance and our value for our students and the world,” stressed President Stanley. “SUNY Oswego will live its educational mission to the fullest, and with deep commitment and understanding, we will be unwavering in pursuing justice, equality and peace.”

SUNY Oswego tracks, publicizes and continuously shares its mission, goals and annual performance with all stakeholders and partners

After the institutional goals are determined, the President charges each Vice President from all divisions of the College to meet with their direct reports to examine the goals through the context of their responsibilities and roles at the College. Through this process, they take ownership for the parts of the institution-wide goals that align with their areas of focus and responsibility, and they then develop their own divisional goals and department/unit goals that derive from the institutional goals. All of the goals, from the department/unit level up to the divisional level maintain a direct line to the institution-wide annual goals, the strategic plan’s priorities/impact areas and the overarching mission of the College.

SUNY Oswego tracks the “Tomorrow” plan, like all of the College’s previous strategic plans, annually and documents each year’s performance and outcomes by division. We share this performance in a college-wide annual report to the campus community, the SUNY Oswego College Council, the SUNY Chancellor, the SUNY Board of Trustees, and the public. The annual assessment of our goals, aligned with our performance, contributes to a continuous understanding of the College’s strengths and opportunities for improvement.

Communicating goals and aligned initiatives

SUNY Oswego’s mission, priorities and annual goals are widely and frequently communicated and publicized through multiple channels internal to the campus and also shared with the public and greater community through the College’s website, admissions materials, alumni magazine and through the College’s public annual reports.

Additionally, SUNY Oswego shares the College mission and values with prospective students, current students and family members at recruitment events, in print communications, and during individual counseling sessions. This approach guides strategy, decision-making, and purposeful actions geared toward effectively achieving the institutional priorities and goals with new students and current students in mind.

The President and Vice Presidents formally communicate institution-wide goals throughout the year beginning with the President’s Opening Day Breakfast and the Provost’s Fall Academic

Affairs Retreat. The executive leadership members regularly communicate the college's goals during divisional meetings, in individual performance evaluations and via the year-end annual report submission.

The President also shares the goals and aligned initiatives through her reports at each of the three General Faculty Meetings during the academic year, and also at each of the three or four College Council meetings every year. Additionally, the President and her leadership team discuss the goals and initiatives most aligned with the student experience and with student success when they present to the Student Association and during the bi-monthly meetings SUNY Oswego's President and Vice President of Student Affairs hold with the Student Association President and Vice President.

[MAKE HIGHLIGHT BOX: Student awareness and engagement in achieving our mission-driven efforts

More than merely sharing mission-driven goals and initiatives with students, we actively offer students the opportunity to engage in shaping and realizing them. Students serve on nearly all college committees, including search committees. Student leaders are voting members of Faculty Assembly, serve on Faculty Assembly councils, and are active members of advisory councils/groups within SUNY Oswego's School of Business, School of Communication, Media, and the Arts, School of Education, and the Oswego Alumni Association.

SUNY Oswego's mission-aligned annual goals are also communicated, described and implemented at a grassroots level through the intentional inclusion of student interns in nearly all of the President's Council members' offices. These internship opportunities allow SUNY Oswego students to directly engage with the daily operations of the College and be involved in implementing the objectives of the strategic plan in a real-time manner.

The student interns are frequently included in a variety of meetings attended by the President's Council members so the student interns can be a part of the conversations taking place and understand the goals and intentions of the College while being encouraged to voice their own perspective and to share the broader student perspective. The students play an invaluable role in helping to shape the annual goals each year and in helping the College assess its intended impact versus its achieved impact and adjust course when needed.

The student interns are encouraged to share their internship experience with other students to increase other students' awareness of the college's goals, actions and desired outcomes. To further ensure widespread communication and conversation with the student population, President Stanley frequently holds listening tours with different student groups, one-on-one student drop-in sessions, and an average of two student town hall working group sessions a year. These town hall sessions include all members of the College's leadership team (i.e. President's Council, the Faculty Assembly Chair, all deans, University Police, and many student-facing office directors -- Career Services, Counseling, Residence Life and Housing, Financial Aid, Auxiliary Services, and EXCEL).]

All divisions and departments align their goals with SUNY Oswego’s strategic plan and contribute to SUNY Oswego’s learner-centered culture

Since publishing the *Tomorrow* plan in 2014, divisions and departments across SUNY Oswego have created their own rich, effective and transformative *Tomorrow* aligned strategic plans to help achieve the Impacts and goals of the *Tomorrow* plan and to advance student success. These plans each state their alignment with SUNY Oswego’s mission and *Tomorrow* plan within their introduction (refer to plans in Evidence Inventory). These plans include Campus Technology Services -- *The Digital Campus, Technology for an Enhanced Tomorrow (2015 - 2018)*; the Office of Diversity and Inclusion - *Strategic Diversity and Inclusion Plan (2017-2022)*; the Division of Student Affairs (previously known as Student Affairs and Enrollment Management) -- *Student Affairs and Enrollment Management Strategic Plan (2016-2020)*; and two plans developed under the leadership of the Dean of the Division of Extended Learning -- *Syracuse Campus (“SUNY Oswego Metro Center”) Business Plan (2016 - 2021)* and *Advancing Online Learning for Tomorrow -- Education that is Powerful, Personal and Distinctly Oswego (2019 - 2022)*.

SUNY Oswego conducts an institutional-wide annual assessment of institutional priorities and goals to ensure they are relevant and achievable

Across our institution, we link annual goals to the strategic plan’s impacts, to our institutional priorities, and thus to the mission and vision statements of the College. The President and President’s Council members create and affirm these goals, informed by prior year assessment in all divisions. Current fiscal, environmental, and social needs of the College, region, and state also direct the goals. The President then charges the Vice President for each division of the College to examine the goals in the context of their responsibilities and roles at the College, developing specific divisional goals and department/unit goals linked to the institutional goals. All of the goals, from the department/unit level up to the divisional level maintain a direct line to the institution-wide annual goals, the strategic plan’s priorities/impact areas and the overarching mission of the College.

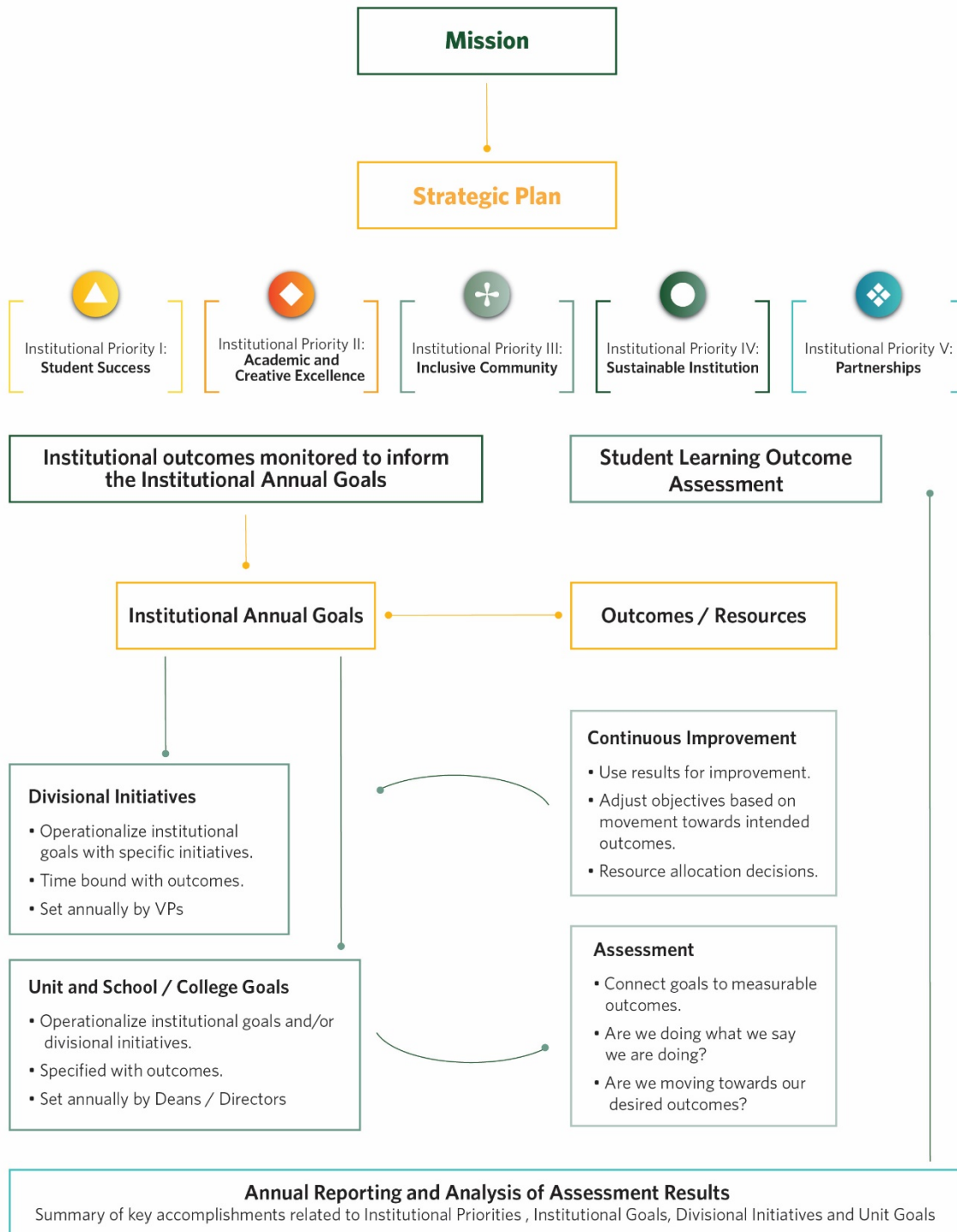


Figure 1-3. Our Mission drives our Strategic Plan. Through the collaborative planning process, we develop our Institutional Priorities which collectively form the foundation of our activities as a College Community. The practice of annual goal setting, and regular assessments across all campus enterprises ensures continuous improvement and innovations, and resource allocations coherent with mission.

At annual assessment retreats and year-end meetings, the appropriate faculty/staff review, discuss and assess the progress of each goal and its continuance into the next academic year. We assess multi-year goals for continuous improvement and re-evaluate them to meet the needs of the upcoming year.

For example, under the leadership of the Provost and Vice President for Academic Affairs, the Division of Academic Affairs develops a statement of goals that aligns closely with the mission of the College and that of the State University of New York. Deans and directors work with their departments, faculty, and staff to identify priorities and recommend strategies for addressing them. Over the course of the year, the Provost monitors progress toward achievement of those goals through weekly Deans' and Provost's Council meetings with all Academic Affairs deans and directors. Faculty and staff conduct assessment using a range of tools and processes depending on the goal.

All members of the President's Council, including the Vice Presidents, the Chief Diversity and Inclusion Officer, the Chief Communication Officer, the Chief of Staff, the Deputy to the President for Economic Development and External Partnerships, the Executive Assistant to the President/Affirmative Action Officer and the Executive Director of Enrollment Management follow a similar process as the Provost leads with the Division of Academic Affairs with their direct reports.

To help manage the institutional annual reporting, SUNY Oswego launched AEFIS, an assessment management platform at the end of the spring 2020 semester, to collect all of the College's annual reports from each division and department. Each director/department head reviews these annual reports followed by the Vice President and the President. We compile this information to create each year's annual report. The Campus publishes and widely distributes the report to all SUNY Oswego community members, external community partners, SUNY Oswego's College Council, the SUNY Board of Trustees and the SUNY Chancellor, and with the public via the College's homepage.

In spring 2021, SUNY Oswego created another reporting form in AEFIS called the SUNY Oswego Continuous Improvement Report to record the current status of 1-3 specific goals submitted from each division and department that align with SUNY Oswego's Institutional Priorities (see evidence bank for example of reporting form). The Continuous Improvement Report from 2020-2021 then feeds into the newly launched 2021-2022 Continuous Improvement Plan to carry forward multiyear goals and add 1-3 new aligned goals. For each goal, units must identify measurable outcomes, proposed actions, and assessment methods.

Findings/Discoveries

- The campus has a robust process in place for developing and revamping its institutional strategic plan. The campus links its strategic plan clearly with the institutional mission and the goals emanate from it. Other campus plans for different areas all link back to the larger institutional strategic plan.

- SUNY Oswego has a clear process for annual reporting that brings information from all parts of the university, aligns with the university's goals, and ultimately to a coherent Annual Report. This process is currently evolving and improving with newer administrators in places and the adoption of the AEFIS tool to facilitate reporting efforts.
- SUNY Oswego works to hear and include the student voice and in how it implements its mission. In addition, it evolves its process of seeking direct student input as evidence by the change in the student town hall meetings.
- SUNY Oswego seeks other ways to include students in decisions and seek their input. Student representatives sit on most Faculty Assembly councils and other university committees. In addition, the campus has actively worked toward increasing on-campus internships around campus, including within the senior administration, as a way to better engage students in campus operations and seek their voices.
- Noting its commitment to diversity, equity, and inclusivity, its connection to the strategic plan, as well as its notable efforts in this area, SUNY Oswego launched its Institute for Equity, Diversity, Inclusion and Transformative Practice in Fall 2021. Its mission is to foster critical self-awareness, understanding of the identities and experiences of all community members, investigation of structural inequality, and advocacy for transformative change.

Areas for Innovation and Improvement

- Enrollments at SUNY Oswego up until the past few years have been robust and included a growing underrepresented student population. The campus has focused its intentional enrollment management activities around traditional undergraduate students including transfer students. Changing demographics in the Northeast corridor, increased competition, and the pandemic dictates a more holistic enrollment management strategy that not only includes traditional students, but also graduate students, online students, and those interested in pursuing studies that the Syracuse Branch campus. SUNY Oswego continues its efforts to be at the forefront in examining its enrollment strategies and continues to evolve as necessary. The creation of a cabinet-level Executive Director of Enrollment Management position will continue this important work.
- SUNY Oswego has the capacity to house approximately 4,000 students, but over the past several years there has been a slight decline in Residence Hall occupancy as students have moved into other off-campus options. In its work in promoting the strong residential experience, the campus continues to work toward best practices in promoting the residential experience, providing the programming necessary to meet student needs, and be able to articulate the value of this experience for student success and learning. In additional, business practices, capital improvements, and student housing contracts are being reviewed to ensure competitiveness with the off campus market.

COVID-19 Through the Lens of Standard I

An extreme event tests existing strengths and highlights challenges in university operations, and this pandemic is no exception. With it came the necessity for major adjustments in operations across all units in the College: facility retrofitting, procurement of PPE and other supplies, COVID testing infrastructure, strategies for reducing campus density, faculty development in instructional technologies and flexible course design, adjusting academic policies and procedures to accommodate remote work, and meeting students' needs for financial, academic, and wellness support.

However, our seasoned leadership and our commitment to regular and careful planning were key to our ability to remain on course and maintain the richest possible educational environment for students, faculty, and staff. To cite just one example, the Information Technology strategic plan that guided the infusion of technology inside the institution prioritized the creation of a flexible and agile technology ecosystem for the institution. This included upgrading infrastructure and support services and greatly expanding the availability of wireless access throughout the campus in the years that unknowingly at the time, would precede the pandemic. The plan also called for added services to the underlying infrastructure to support classroom and virtual teaching and learning and administrative processes. As a result, we were able to move to a completely online teaching and learning environment in March 2020 and to support a mixture of modalities (face-to-face, hybrid, and fully online) throughout academic year 2020-2021.

SUNY Oswego embraced widespread required testing early in the pandemic. SUNY data at <https://www.suny.edu/covid19-tracker/> shows that by early October 2021 the system had administered 2.7 million COVID tests, or just under 7 tests per student (based on fall 2020 headcounts). In comparison, SUNY Oswego has administered over 92,000 of those tests, for an average of just over 12 test per student. Widespread testing enabled the campus to remain largely open throughout 2020-21 and to return to many in-person activities, such as athletics and arts performances, in fall 2021.

Thanks to vision, planning, leadership, and concerted individual and collective effort, we were equipped to keep our commitment to students, teaching, and learning, and give students a well-earned experience: Commencement ceremonies were held in May 2020 and May 2021, the former virtually, and the latter in eight, reduced capacity in-person ceremonies for nearly 1,000 students and their 2,000 guests.

Chapter Two: Keeping the Public Trust (Standard II – Ethics and Integrity)

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Standard Two Institutional Priority	Line of Inquiry	Standard Two Criteria
<ul style="list-style-type: none"> ▲ Student Success ◆ Academic and Creative Excellence ✦ Inclusive Community ● Sustainable Institution ◆ Partnerships 	<p>Review of policies strengthens ethics ✦ 3/4/5/6/7/9</p> <p>Policies communicate high ethical standards ✦ 2/3/4/9</p> <p>Academic freedom promoted and assured ✦ 1/2/6/9</p> <p>Ethical standards result in transparency ✦ 2/6/7/8/9</p> <p>Ethics for human resources ✦ 5/6/9</p>	<ol style="list-style-type: none"> 1. Freedoms 2. Climate of respect 3. Grievance policy 4. Conflict of interest 5. HR practices 6. PR announcements 7. Affordability/cost transparency 8. Compliance 9. Periodic assessment

Figure 2-1. Standard II: Alignment of Institutional Priorities (left panel) with Lines of Inquiry (center panel) and the alignment of those Lines of Inquiry with specific Criteria (right panel). Institutional Priorities are identified with a unique symbol, and Criteria are identified by number in the center panel. Here, the two bolded Institutional Priorities (Inclusive Community and Partnerships) are considered the most aligned with Standard II.

Institutional Priorities (most applicable ones are bolded)

- Student Success
- Academic and Creative Excellence
- **Inclusive Community**
- Sustainable Institution
- **Partnerships**

Lines of Inquiry

1. In what ways have the review and assessment of our institutional practices surrounding ethics and integrity strengthened our policies and procedures?
2. In what ways do our institution’s policies and procedures clearly communicate high ethical standards to students, faculty, staff, and community partners?
3. How does the College demonstrate its commitment to, and responsible practice of, academic freedom and freedom of expression and speech? E.g. What mechanisms ensure intellectual freedom and property rights?

4. In what ways does the College promote a climate of transparency and accountability in its practices and procedures? Provide at least two examples from each division: Academic Affairs, Student Affairs and Enrollment Management, Administration and Finance, and Alumni and Development.
5. How do guidelines for hiring, retention and promotion of faculty align with and advance the college's goals of diversity, equity and inclusion?

Introduction

For a comprehensive public university, ethics and integrity in policy and practices is an essential part of the public trust. Thus, our commitment to ethics and integrity is keen and unwavering, for we recognize that without academic and intellectual freedom, freedom of expression, and respect for both intellectual property rights and, crucially, each other our inclusive community will flounder; the institution would be unsustainable.

SUNY Oswego is committed to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights

Academic Freedom at SUNY Oswego is guaranteed under the SUNY Policies of the Board of Trustees, in Article XI, Title I:

It is the policy of the University to maintain and encourage full freedom, within the law, of inquiry, teaching and research. In the exercise of this freedom faculty members may, without limitation, discuss their own subject in the classroom; they may not, however, claim as their right the privilege of discussing in their classroom controversial matters which have no relation to their subject. The principle of academic freedom shall be accompanied by a corresponding principle of responsibility. In their role as citizens, employees have the same freedoms as other citizens. However, in their extramural utterances employees have an obligation to indicate that they are not institutional spokespersons.

SUNY's Intellectual Property policy incorporates the general academic common law work-for-hire exception (to the effect that faculty own the copyright in work produced in the scope of employment) but retains the ability of the University to specifically order or commission a faculty member per written contract to create work-for-hire. The policy extends to both web-based and classroom materials.

SUNY Oswego fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives

In addition to the Diversity, Equity, and Inclusion efforts and initiatives already noted, we became an institutional member of the National Center for Faculty Development and Diversity (NCFDD) in AY 2020-2021. With that membership, all Oswego faculty, staff, and administrators have access to a wide array of materials and opportunities devoted to development, training, and mentoring.

[open BOX Shining a Light on Free Speech, Civil Discourse, and Peaceful Assembly]

The Faculty Assembly convened a task force focusing on Free Speech, Civil Discourse, and Peaceful Assembly in the 2017-2018 academic year as part of our commitment to academic and intellectual freedom, freedom of expression, the free exchange of ideas, and a relationship-rich Inclusive Community. Following review of existing policy, the Task Force recommended changes both to the policy and to its communication. The Faculty Assembly and the President approved the revised Policy on Free Speech, Civil Discourse, and Peaceful Assembly in spring 2020.

The Policy makes clear at the outset that "A vital academic climate requires, and thus the college protects and promotes, the exchange of ideas and search for truth. SUNY Oswego respects and fulfills the guarantees of free speech under the U.S. Constitution. To that end, we support assembly, debate, and discourse outside of the classroom on all manner of issues. Members of the SUNY Oswego community will have different perspectives and ideas, which may conflict. Our role is not to shield people from ideas and opinions with which they disagree or are potentially offensive." Thereafter, the Policy takes pains to define critical terms, identify designated public forum spaces, and articulate rules pertaining to invited speakers and events and the use of university facilities for free speech by third parties. It also includes suggestions for how to respond to controversial speech. [close BOX]

SUNY Oswego documents and disseminates its grievance policy to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that the campus addresses grievances promptly, appropriately, and equitably

The Student Handbook, Faculty Handbook and various Collective Bargaining Agreements outline grievance policies. These also appear on both the Dean of Students and the Human Resources websites. Oswego employees must follow conflict of interest policies for New York State employees. Human Resources training addresses these rules for all employees, as well as specific training for faculty engaged in research (Pre-Award and Compliance System training through ORSP), or employees who are required to file a Financial Disclosure Statement with the Joint Commission on Public Ethics.

SUNY employees, as employees of the New York State, are bound by a robust set of ethics regulations that apply to all civil service employees and cover areas such as gifts, lobbying, consultancies, honorariums and dual employment. Since 2011, the Joint Commission on Public Ethics (JCOPE) provides oversight and enforcement for policymakers in these areas. For these employees, regular, updated training provides guidance and clarity for acceptable activities and reporting while acting in the public trust. In addition, SUNY Oswego, through Human Resources, requires regular updated training on issues including domestic violence, sexual harassment and internal controls. This training is required periodically for all employees to refresh and update understanding, including current examples.

On a regular basis, policies and procedures surrounding the operation of the college are reviewed and revised based on internal and external requirements. These reviews take place

with transparency and broad input. These reviews and assessments have led to advancements in policy and practice. The assessment process for the Academic Support Units is focused on planning and employing specific measures that directly address outcome-based goals. Units are encouraged to develop goals that are broad and impactful, but also achievable, through use of initiatives and assessment measures that are specific and time-dependent. These goals are mapped to the Impacts and Drivers of the college's strategic plan and to the college's Annual Report.

Based upon a policy review, Committee on Academic Integrity revised policies in 2019 to clarify what constitutes academic dishonesty and to clarify reporting protocols, with respect to offenses. This update particularly focused on issues with intellectual and creative property that have risen with the use of the Internet and digital media.

SUNY Oswego strives to ensure the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents

In 2017, SUNY Oswego transitioned to the use of online modalities for comprehensive research compliance-based training. Through a SUNY-wide license agreement with the Collaborative Institutional Training Initiative (CITI Program), the Office of Research and Sponsored Programs (ORSP) prompts faculty, students, and staff to complete specific training modules related to conflicts of interest (COI), animal research, human subjects research, and Responsible Conduct in Research topics (required for federal grant programs), and tracks training records. Chairpersons and members of the Human Subjects Committee (HSC; SUNY Oswego's Institutional Review Board) and Institutional Animal Care and Use Committee (IACUC) also are required to complete additional training modules to familiarize themselves with the necessary background and federal regulations relating to their central roles in campus research compliance.

State policies also address ethical and conflict of interest issues. The New York State Joint Commission on Public Ethics (JCOPE) was established as part of the Public Integrity Reform Act of 2011, to ensure compliance with the State's ethics and lobbying laws and regulations. Besides JCOPE providing guidance and education regarding ethics and lobbying laws and promoting compliance through audits, investigations, and enforcement proceedings, it also promotes transparency by making required disclosures by those under its jurisdiction available to the public. New York State officers and employees (including those of SUNY) and other filers whose annual salary exceeds a certain threshold (currently CSEA SG-24 or \$101,379) must annually file a Financial Disclosure Statement (FDS) to declare private interests and activities, which could, among other things, help identify potential conflicts of interest.

SUNY Oswego is participating in the Pre-Award and Compliance System (PACS), a multi-year collaborative project led by SUNY-RF to implement an online toolbox to assist principal investigators, students, compliance and research administration staff with administering sponsored programs. Among the modules that comprise this system is the Conflict of Interest (COI) module. The Office of Research and Sponsored Programs (ORSP) prompts new principal

investigators (PIs) preparing external grant applications for the first time and existing PIs, when their training period is approaching expiration, to successfully complete the CITI COI training program. Once training is completed, the CITI training records are automatically transferred to the PACS COI disclosure module to prompt PIs to disclose real and perceived COIs. ORSP assists PIs with access to PACS and with interpretations of potential conflicts. If potential COIs are identified, conflict management or mitigation plans are developed, initiated, and monitored at 3 or 6-month intervals.

SUNY Oswego practices fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees

Our commitment to ethics and integrity means we practice hiring, evaluation, promotion, discipline, and separation policies and procedures with fairness and impartiality. The Human Resources Office has developed a resource guide for faculty and professional staff searches that they update on a regular basis to incorporate evolving best practices for conducting inclusive searches for recruiting a diverse pool. (last update: 2020). Prior to commencing a search, the search committee must first meet with HR and the Affirmative Action Officer to discuss process and conduct. Final search reports also inform these updates and provide transparency on search outcomes.

Revisions to our hiring procedures, including Diversity, Equity, and Inclusion initiatives, as well as open and consistent evaluation of employees ensure fair and impartial treatment. As an example, since our Periodic Review Report (PRR) in 2017, the Faculty Assembly has clarified and standardized procedures for the evaluation of faculty serving multidisciplinary programs. Improved policies and central vetting of information ensure that our internal and external communications are accurate and faithfully represent the character and activities of the college. For example, in the spring of 2021, the Provost directed all departments to update and affirm their written criteria for personnel decisions and to provide the appropriate dean and faculty with a current copy.

Our SUNY Oswego Faculty Bylaws guide the process for annual reviews for retention and promotion of faculty which are based on the SUNY Policies of the Board of Trustees. These bylaws are subject to review for amending on a regular basis. Recent amendments have included guidance for faculty with interdisciplinary appointments and for the personnel committees of smaller departments.

We conduct faculty evaluations, which at Oswego includes librarians, according to written department bylaws that follow five criteria for personnel decisions from the SUNY Policies of the Board of Trustees. The provost, deans, and each department interpret these criteria in writing to reflect the institution's mission and the norms of different academic disciplines. Specific guidance in this process comes from SUNY Oswego's Provost's annual memo interpreting these criteria, as well as guidance from the Personnel Policies Council of the Faculty Assembly. The Provost also hosts an open meeting during the fall semester for faculty and peer committees to provide further support of the process. As part of this meeting, each

Dean meets with their constituents to highlight school-specific particulars. This also allows for discussion of consistency in the communication of expectations across different departments.

SUNY Oswego is honest and truthful in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications

The Office of Communications and Marketing (OCM) oversees a large portion of the college's digital presence. In that capacity, it reviews the university's website throughout the year, working with key stakeholders and subject experts to ensure the information on the website is accurate, up to date, and accessible. Additionally, the OCM team proactively updates areas that deal with cost of attendance, scholarships, program requirements, admissions requirements, and safety information.

The Office of Communications and Marketing staff also work annually and as needed with Institutional Research and relevant offices and departments to develop, approve, and refresh facts and data utilized in our recruitment materials. Key stakeholders have established reporting structures for the review and approval of important annual data. Our web content management system (CMS) records point-in-time revisions.

As a result of those efforts, the SUNY Oswego website makes clear our commitment to present up-to-date information regarding expenses, financial aid, scholarships, grants, loans, repayments, and refunds. Available from the university webpage, the Admissions homepage includes Fast Facts about SUNY Oswego with Tuition and Aid tiles clearly breaking down the cost of attendance by undergraduate and graduate tuition and room and board with links to a full breakdown for both degree levels.

Our News and Media team prioritizes honest, helpful, and timely content that draws on the wide spectrum of members of the SUNY Oswego community. Stories, photos, and videos in *Oswego Today*, for example, aim to keep the campus community, media, and external public informed of useful information, events, and programs. Best practices for stories published in-house and for those sent to external publications include seeking out the best sources, verifying information provided, and fact-checking quotations and key points prior to publication.

The revised and readily available Free Speech, Civil Discourse, and Peaceful Assembly policy is just one example of the institution's commitment to ensuring that policies and procedures are clear, fair, thorough, and readily available. The Human Resources webpage has links to all policies and procedures. Included there, too, is information concerning how to contact our Affirmative Action Officer and Title IX Coordinator when needed, as well as how to contact the New York State Office of Civil Rights. The site also lists pertinent Federal and New York State legislation pertaining to non-discrimination. Respective handbooks incorporate these policies and procedures as well as ethical standards for faculty, staff and students. The institution's website prominently displays these handbooks and addresses them during new student and employee orientation.

The Consumer Information: Student Right to Know webpage, maintained by the Office of Institutional Research, includes information on policies and procedures. This page also includes links to academics, cost, financial aid, health and safety, student services, and student achievement, outcomes, and diversity. [add link in evidence inventory]

The Financial Aid homepage provides resources on how to apply for aid, student employment, all scholarships, loans, grants, the CARES Act, forms, school codes for applying for federal student aid through FAFSA and state student aid through the New York Tuition Assistant Program (TAP), links to Policies and Consumer Information, a Net Price Calculator, and Financial Aid Office contact information

SUNY Oswego promotes affordability and accessibility; SUNY Oswego takes action to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt

From the moment a student applies to a SUNY campus, they can access financial literacy tools provided by the SUNY system. SUNY Oswego leverages our membership within the system to make sure our applicants have a clear understanding of a SUNY Oswego education. One such tool is SUNY Smart Track, cited as an aggressive and comprehensive effort to assure financial aid transparency.

To further increase students' understanding of cost and aid available, Admissions, Financial Aid, and Student Accounts launched a student friendly website in spring 2021 that describes what comes after a student has completed course registration, including a Checklist of Next Steps, How to Read Your Tuition Bill, Financial Literacy, and Debt Management. Links from the homepage will take visitors to webpages dedicated to each area and readily accessible to students, parents, and the public.

The figure below shows how the College Foundation has grown and as a result been more active in allocating more financial support to our students, through privately funded, need-based scholarships. With SUNY Oswego's efforts to increase scholarship support, along with other efforts such as New York State's Excelsior Program, we have seen a decrease of the percent of incoming students needing to take out any loans (73% in 2011-2012 to 65% in 2019-2020).

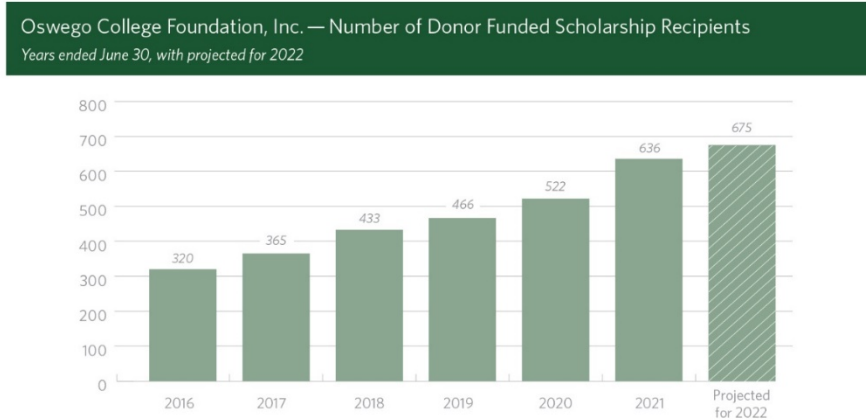


Figure 2-2. The number of Donor Funded Scholarships increased from 320 students to 636 over the period 2016 to 2021, with projection of 675 students for 2022. Such scholarships obviously reduce cost of college for these students, but further represent the mission-centric activities of the Oswego College Foundation in addressing our students’ needs. Scholarship opportunities are routinely advertised to the students and campus community.

SUNY Oswego complies with all applicable federal, state, and Commission reporting policies, regulations, and requirements to include reporting regarding all Consumer Information/Student Right to Know requirements and all MSCHE Commission requirements

NYS guidelines ensure a fair and equitable process for all capital and operating procurement at the institutional level. The University uses the Request for Proposal (RFP) process to solicit business plans for various projects or goods and services procured at the campus level. This transparent advertisement is used to invite a variety of vendors to submit documentation of their ability to perform without bias. The process of competitive bidding not only secures an advantageous price but also protects against favoritism and/or fraud. Procurement at SUNY Oswego follows the NYS procurement hierarchy guidelines of selection by choosing vendors from preferred sources, minority- and women- owned enterprise vendors and small businesses. Our prescriptive process for bid openings and selections ensures that each vendor has the opportunity to bid using the same information and scope and verified by a third party to ensure fairness.

SUNY Oswego periodically assesses its ethics and integrity as evidenced in institutional policies, processes, practices, and their implementation

The appropriate campus officials review and revise policies and procedures surrounding the operation of the college on a regular basis in light of and in response to internal and external requirements. These reviews take place with transparency and broad input. These reviews and assessments have led to advancements in policy and practice.

One recent example of this revision is with our Institutional Review Board (IRB), which we call the Human Subjects Committee. When reviewing research proposals, the institution is guided by the ethical principles expressed in The Belmont Report, codified in the Department of Health and Human Services (HHS) Title 45, part 46 of the Code of Federal Regulations (45 CFR 46). Under the direction of HHS, the Office of Human Research Protections (ORHP) maintains

regulatory oversight and guidance to individuals and institutions engaged in a human subjects research. Guided by Federal Government regulations, the Human Subjects Committee revamped its protocols in compliance with changes to federal oversight in 2019. Additionally, chairpersons and members of the Human Subjects Committee and Institutional Animal Care and Use Committee also are required to complete additional training modules to familiarize themselves with the necessary background and federal regulations relating to their central roles in campus research compliance.

Enhancing Research Support and Regulatory Compliance via Central Coordination of Research Committee Activities

In early 2015, consultation with faculty, staff, and administrators, as well as focused discussions with the SUNY Oswego Scholarly and Creative Activity Committee, concerning perceived unmet needs in support for the research enterprise led to the implementation of a centralized model of research committee coordination. The Office of Research and Sponsored Programs (ORSP) conceptualized and filled a Research Committee Coordinator position to serve as the primary point of contact for multiple research compliance, creative, and scholarly activity committees on the SUNY Oswego campus, namely the Scholarly and Creative Activities Committee (SCAC), Human Subjects Committee, and Institutional Animal Care and Use Committee (IACUC). Administrative assistance and coordination of efforts for these committees did not exist prior to this time. SCAC had relied upon its chairpersons to collate and disseminate meeting and policy information, and understandably, information flow was inconsistent because these chairs concurrently juggled their faculty related responsibilities. Individual faculty members had coordinated IACUC and Human Subjects committee activities, and as the compliance workload increased with increased internal and external grant activity and changes to federal and state guidance, these committees were deemed in significant need of administrative assistance. Bringing these research-related committees under a single unified administrative structure has greatly improved operations and research compliance. This unified structure allowed for consistent messaging to the campus community regarding the purpose of these committees, training requirements, and how these faculty, staff, and students may utilize these committees' services as they pursue their research, scholarly, or creative activities.

[open BOX Shining a Light on Academic Integrity Policy]

Our commitment to ethics, integrity, and thoughtful self-reflection followed by informed actions is evident in the work done by the Committee on Academic Integrity in collaboration with Student Affairs to revise policies clarifying what constitutes academic dishonesty and reporting protocols with respect to various offenses. The Faculty Assembly approved the revised policy in April 2021. The revised policy provides greater guidance on the scope of violations and appropriate penalties, along with due process through academic and student conduct channels. This guidance includes clear language on the responsibility of students to respect copyright and intellectual property ownership. [close BOX]

Ethical approach to our sustainable institution

Simply put, our Institutional Priority of a sustainable institution matters little if we do not also make environmental sustainability a priority. We strive to be a leader in environmental sustainability, improving the environment, and developing a deeper awareness of best strategies for ecological stewardship. Our intention and aspiration are evident in what we do throughout the institution. Many of our buildings are LEED-certified. We provide immersive experiential opportunities at Rice Creek Field Station, rich academic offerings, activities, and programs centered around the Great Lakes. Our recent Grand Challenges efforts centered on clean water for all, and we engage in climate action work spearheaded by institutional standing committees. Student interns actively contribute to the betterment of the campus through their work with the Office of Sustainability, and continual assessment of and introspection into the sustainability progress on campus. The Association for the Advancement of Sustainability in Higher Education granted SUNY Oswego with Silver status in its recent submittal of the Sustainability Tracking, Assessment & Rating System (STARS) report.

Careful and ethical approach to campus finances

SUNY Oswego takes care too regarding financial transactions and transfers on campus. Our annual Internal Control Review process serves as an opportunity to review areas within our campus associated with medium or high risk due to their business processes and related functions. Additionally, every two years we require mandatory training for internal control for all employees and also direct staff to visit our webpage where we provide frequent updates and guidance on how to protect yourself, your assets, and the campus. Employees have access to an anonymous hotline to report any suspicious activity or fraud, which are reviewed and investigated promptly.

The operations of the Oswego College Foundation, a 501(c)(3) corporation overseen and managed by the division of Development and Alumni Engagement, include servicing more than 700 active accounts in support of academic programming, processing and stewarding of all gifts, and managing more than \$60 million in assets. The Foundation hires an independent public accounting firm that audits its financial statements and related records annually, and consistently receives a clean audit with no adjustments or management letter comments.

Findings/Discoveries

- SUNY Oswego has an effective task force model and process that it uses to examine areas of immediate concerns, and examine existing policies, guidelines, etc., and suggest changes when necessary. The campus used this model in its writing and adopting of the Free Speech, Civil Discourse, and Assembly Policy. This task force included participants from faculty, staff, administration and students to clarify and improve existing policies issues around this issue.
- SUNY Oswego recently passed a major revision to its Academic Integrity Policy. The Committee on Intellectual Integrity took the lead in giving this policy a thorough review and submitted the recommended changes to the Faculty Assembly for adoption.

- SUNY Oswego clearly displays and communicates its range of Human Resource policies effectively. This starts as part of new employee orientation and continues through multiple communications in digital and print formats.
- SUNY Oswego's Provost and Vice President of Academic Affairs, along with the college/school dean hold an effective open forum to discuss promotion and tenure guidelines and ensure transparency in this process. The Provost provides general institutional guidelines and the deans discuss these at the college/school level. They also respond to questions from faculty throughout these sessions.

Areas for Innovation and Improvement

- SUNY Oswego is always looking to stay current with the evolving academic profession. These efforts include clear and sometimes changing guidelines from academic departments regarding personnel decisions. As part of this process, departments ensure policies are up to date given the evolution of the academy and the institution (e.g., how are online courses reviewed, etc.). The Provost along with the college/school deans work continuously with departments on this issue to ensure the use of best practices.
- The campus has made strong progress ensuring the accessibility of its academic programs and much of its digital content. Through the efforts of SUNY Oswego's Digital Accessibility Analyst and Accessibility Fellows program (and the training they make available to all College employees), the digital environment for all departments and units will continue to become more accessible.

COVID-19 Through the Lens of Standard II

Our response to the immediate shift to online delivery of courses during the spring semester 2020 included deliberate and transparent modifications to policies and procedures. These adaptations illustrate the ethics of our campus. SUNY Oswego afforded students a pass/fail option for courses and an extended course drop period. Faculty on the tenure-track were given a one-year extension to continuing appointment (tenure). With some modification, the pass-fail option remained for the whole of the 2020-2021 academic year.

Recognizing the financial strain on our students and unwavering in our ethic of care, the College created The Student Emergency Fund to assist our students with sudden income losses or expenses. This funding enabled students to complete 2020-21 with less debt compared to 2019-20. In 2019-20, 65% of new freshmen needed loans and their average loan amount that year was \$5,820. Last year only 57% of the new cohort required loans, and the average loan they needed was \$5,396. (Source: IPEDS Financial Aid report, early review – Oct. 5, 2021)

Prioritizing public health and modelling good citizenship, SUNY Oswego began the fall 2020 semester with the most ambitious and broad-based testing regime. This surveillance testing continued through the 2020-2021 academic year for all students enrolled in courses on-campus and/or living on campus and for all on-campus employees. Weekly testing continues through fall 2021 for all unvaccinated students and employees.

Understanding the importance of timely and complete information in times of uncertainty, the College has maintained a COVID Information Dashboard with up-to-date information on policies, procedures, and reporting data related to faculty, staff, and student testing and infection. The President sent communications related to the pandemic and our response to all community members. The Provost and Dean of Students sent communications directly to faculty and students respectively.

Chapter Three: Educating to Excite and Ignite (Standard III – Design and Delivery of the Student Learning Experience)

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

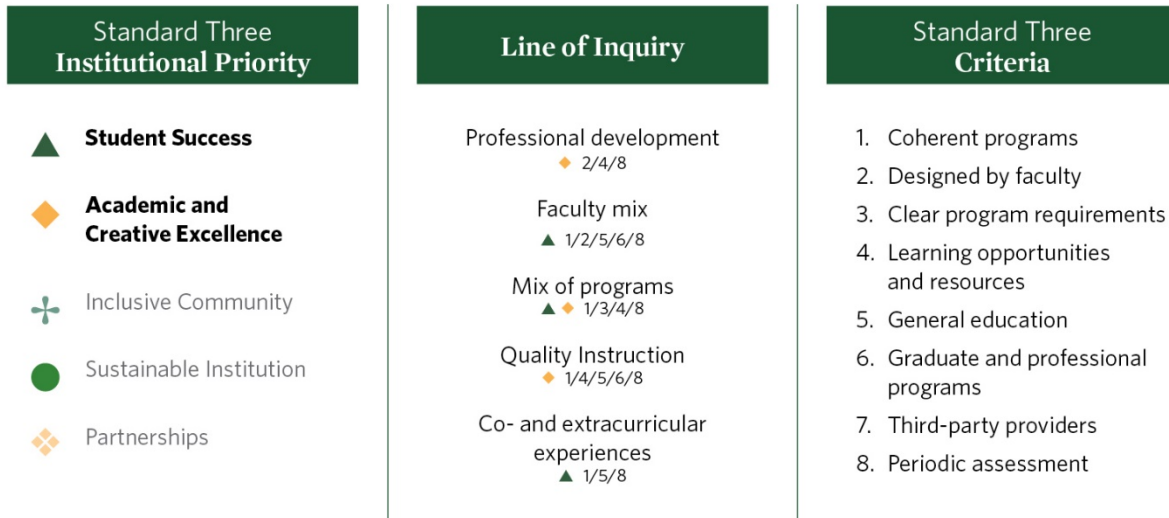


Figure 3-1. Standard III: Alignment of Institutional Priorities (left panel) with Lines of Inquiry (center panel) and the alignment of those Lines of Inquiry with specific Criteria (right panel). Institutional Priorities are identified with a unique symbol, and Criteria are identified by number in the center panel. Here, the two bolded Institutional Priorities (Student Success and Academic and Creative Excellence) are considered the most aligned with Standard III.

Institutional Priorities (most applicable ones are bolded)

- **Student Success**
- **Academic and Creative Excellence**
- Inclusive Community
- Sustainable Institution
- Partnerships

Lines of Inquiry

1. How do our faculty professional development initiatives support our College’s values of inclusivity, learner-centered instruction and engagement?
2. How do the size, mix, and diversity of the faculty at SUNY Oswego address the needs of students and the institution?
3. How does the mix of our undergraduate and graduate programs position us for future success and reflect our mission and goals?

4. As the college continues to offer a broad range of instructional modalities and locations, how do we ensure quality instruction, effective use of resources and meeting workplace needs?
5. What innovative practices has the College deployed to promote and provide access to co-curricular and extracurricular experiences that engage and enrich students?
6. Recognizing the integral part technology plays in delivering quality learning experiences, in what ways have CTS, Extended Learning, and CELT initiatives advanced the College's commitment to a learner-centered culture?
7. How does our general education program advance the mission of the College?
8. How has assessment resulted in program improvements which enhance student learning opportunities? Provide at least two examples from each college/school and at least two examples from the Division of Student Affairs and Enrollment Management.

Introduction

In many ways, Standard III represents the very core of what we want to accomplish at SUNY Oswego. The core of our mission is to promote student success. We do this both by the support and development of our faculty and staff so that they can ignite the curiosity of our students, and by providing support and experiences to our students throughout (and beyond) their time as students at SUNY Oswego.

SUNY Oswego's certificate, undergraduate, graduate, and/or professional programs lead to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning

SUNY Oswego offers a range of baccalaureate programs most of which require 120 credits for completion. All students within these programs must compete a General Education requirement that is described below. All students are required to complete at least 42 upper-level credits.

SUNY Oswego also offers a number of master degree programs. The number of credits for master's programs range from 30-60 depending on the degree program requirements. To successfully complete their program, all graduate students must include a culminating final assessment. Credit and completion requirements for certificates and other awards vary depending on their purpose.

All faculty, and indeed all elements of the Division of Academic Affairs, work to ensure that the 60 undergraduate majors and over 70 minors are rigorous, have internal coherence, and align with our mission and academic goals. Our external accreditations demonstrate the rigor of our academic programs:

Program	Accrediting Organization
Art	National Association of Schools of Art and Design (NASAD)
Chemistry and Biochemistry	American Chemical Society (ACS)
Electrical and Computer Engineering	Accreditation Board of Engineering and Technology (ABET)
Software Engineering	
Music	National Association of Schools of Music (NASM)
Theatre	National Association of Schools of Theatre (NAST)
Mental health counseling program	Council for Accreditation of Counseling and Related Educational Programs (CACREP)
Business	Association to Advance Collegiate Schools of Business international (AACSB)E
Education	School of Education the Council for the Accreditation of Educator Preparation (CAEP)

Our non-externally accredited programs are equally rigorous and coherent. Periodic review of all academic programs (typically every five to six years on a rotating schedule) helps to ensure that our programs are strong and improving. All program reviews require a self-study conducted by the faculty, an external review conducted by faculty from similar programs from other institutions, and review and response by the Dean of the college/school.

SUNY Oswego’s student learning experiences are designed, delivered, reviewed and appropriately assessed

We have made a conscious, significant investment in creating more full-time faculty positions to better engage and mentor students. (see Figure X below) Over the past 10-year period (Fall 2010-Fall 2019), the total number of faculty increased by 5%, while our number of full-time faculty increased by 17%. Included in that increase are teaching-focused instructor positions that are of tenure rank. The number of part-time faculty on campus decreased by 12%. During the past 10 years, there has also been an increase in the percentage of faculty with terminal degrees (from 89% to 93%).

F5: Instructional FTE by Full-time and Part-time

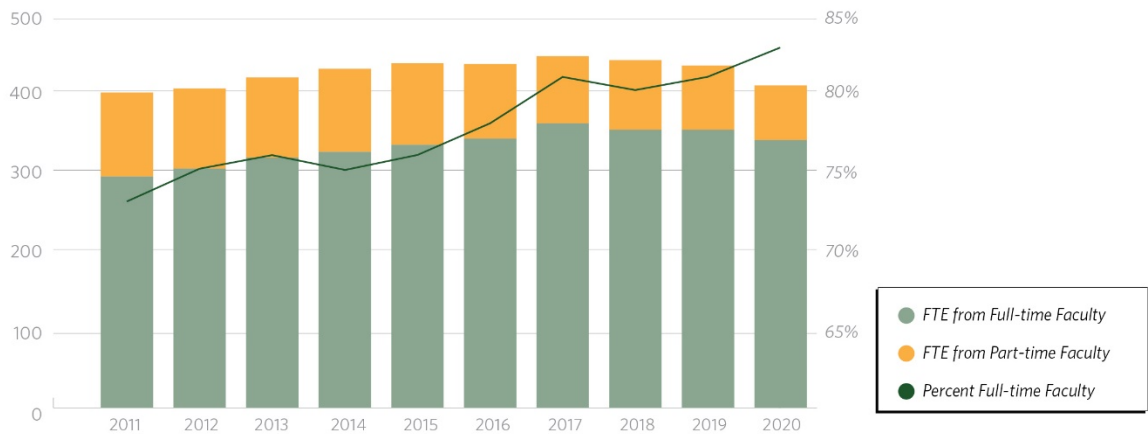


Figure 3-2. Instructional FTE over the period from 2011 to 2020. Stacked bars represent the number (left axis) of full-time and part-time faculty (FTE). The line describes the percent (right axis) of full-time faculty (FTE).

The rural location of Oswego can make it difficult to recruit and retain well-qualified, part-time adjunct faculty. Recruiting and retaining full-time faculty has proven to be a better strategy and allows more flexibility and stability in developing course schedules best designed to meet student and programmatic needs. The increase in the number of full-time faculty versus part-time is due in part to the increase in the number of Visiting Assistant Professors (VAPs) and lecturers (i.e. faculty in qualified ranks), with a 55% increase in the number of full-time faculty in qualified ranks in the past 10 years. Full time VAPs and lecturers provide more stability to the curriculum and greater opportunities for student engagement.

New programs and changes to existing programs follow a process uniting faculty and administration in order to help shepherd new proposals through governance and beyond. In Academic Affairs, the home academic department routes the program to the appropriate academic Dean and the Provost. The proposed change is then considered by the Academic Policies or Graduate Council, Priorities and Planning Council, and, if necessary, the General Education Council. With council approval, these changes go to the Faculty Assembly, which votes on approval. Faculty Assembly forwards their recommendation to the university President. As a state university unit, we must then submit any new program or significant update to the curriculum to SUNY and the State Education Department in New York for final approval.

Dedicating resources to student success and academic and creative excellence

Just as we devote professional development resources in line with our commitment to an inclusive community, so too do we do so in keeping with our commitment to student success and academic and creative excellence. As an example, the Shineman Endowed Fund,

established in 2012 through a generous \$5 million gift from the Richard S. and Barbara P. Shineman Foundation, supports both an endowed chair in the Chemistry Department and serves as a flexible pool of funds awarded to campus members' (faculty, staff or students) proposals on an annual basis.

In addition, we offer long-standing support through research leaves, travel funding, and startup funds. New tenure-track faculty receive a Start-Up Fund grant of \$5,000 to help them produce the proper conditions for their research, scholarship, and creative activity to take root and grow. The Office of Research and Sponsored Programs aids faculty seeking external support for their research, scholarship, and creative activity. Our efforts to hire, nurture, and support high-quality scholar-teachers in their scholarly and creative activities yielded, in AY 2020-2021, the publication of twenty (20) books of various types and more than four hundred instances of other types of scholarly/creative activities: journal articles, book chapters, artistic performances and exhibits, and conference proceedings.

The Center for Excellence in Learning and Teaching (CELT) also offers workshops that are, at times, guided by faculty who participate in these grants, and at other times by those who have operated independently of these grants but provide nuanced insights into the process of curriculum development, social justice awareness, and innovations in technology.

CELT is critical in the support of the educational mission of the college -- CELT offers professional development workshops on effective teaching practices, advocates the adoption of evidence-based teaching practices, provides one-on-one consultations with faculty to support curricular development and revision, recognizes teaching excellence through awards (President's and Provost's Awards for Teaching Excellence), invites excellent teachers to share their strategies and classroom activities, and encourages teaching innovation with Curriculum Innovation Grants. CELT typically offers over 300 sessions throughout the year with overall attendance approaching 3,000 participants (about 400 unique attendees): Winter and Spring breakout periods organized and run by CELT are a time of intensive faculty development. The Committee on Learning and Teaching (COLT) advises CELT, as well as overseeing our Faculty Enhancement Awards for Curriculum and Program Development and the President's Award for Excellence in Teaching

[open BOX Shining a light on Tea for Teaching]

Debuting in 2017 and with over 200 episodes now available, CELT's Tea for Teaching informal podcast was created in order to share knowledge, strategies, and best practices. The podcast series also highlights emerging research on teaching and learning that is occurring nationally as well as within our own institution. As the CELT Director noted in an interview to commemorate the 100th episode in the series, Tea for Teaching provides the Director, Associate Director, and listeners the opportunity to learn from "researchers, innovators, and experts who are exploring ways of more effectively helping students to be successful." The podcast format enables listeners to listen and learn on their time and thus makes for a much wider audience than

would be the case with other formats. It is also widely available to anyone and highly utilized. For example, in 2020, the podcasts were over 58,000 downloads covering every state and 136 countries. [close BOX]

Our new faculty orientation helps welcome faculty new to our community. While mentoring is highlighted there, we have made a conscious decision to decentralized formal mentoring of junior faculty, for we recognize that certain departments, programs, and disciplines are best able to share and help newer faculty with specific points of emphasis and concern critical to their specific circumstances and department/program culture. For more than a decade, we have had an all-campus mentoring group specifically for faculty and staff of color jointly created and supported by governance and the administration. In AY 2019-2020 CELT started a New Faculty Networking Program designed to help facilitate the development of supportive networks for new full-time and adjunct faculty across the campus in order to supplement the mentoring that occurs within departments.

In addition to the ongoing efforts of CELT, beginning in the spring 2019 semester, SUNY Oswego has enrolled three faculty cohorts in the Effective Practice Framework developed by the Association of College and University Educators (ACUE) and facilitated by CELT. This intensive 25-week online professional development program expands participating faculty's knowledge of evidence-based teaching practices. During the course, faculty members implement at least one new evidence-based teaching practice in each model and reflect on their experiences. There were 35 faculty in the initial cohort, 29 faculty in the second cohort and approximately 30 in the third.

According to an assessment conducted by ACUE at the completion of the first cohort, 100% of the participants found the program was helpful in refining their teaching practices and that the content was relevant to their work. The cohort also reported that they had implemented 30 new practices (and planned 68 more). There were also large increases in faculty confidence in using evidence-based practices. For example, after completing the course, more than 90% of the cohort reported confidence in "using active learning techniques" compared to less than 40% at the start of the course.

Additional faculty development opportunities include semester-long reading groups where faculty read and engage in dialogue as they explore ways in which ideas generated within the reading group can be applied to their individual teaching practice. Past readings have included *Minds Online*, *Make it Stick*, *Small Teaching*, *Race Talk and the Conspiracy of Silence*, and *Teach Students How to Learn*. We invite the featured authors to serve as keynote speakers for the College's Academic Affairs Retreat and they have facilitated on-campus workshops during their visits.

SUNY Oswego’s academic programs of study are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion

All academic programs reflect our mission and goals. SUNY Oswego intentionally designs programs with curriculum that encourages interdisciplinary mindsets, experiential learning opportunities, accessible delivery options, and a cross-collaborative approach to engage institutional and industry partners.

Both the undergraduate and graduate catalogs clearly articulate degree requirements, including all college requirements, general education requirements, or requirements for specific programs of study. Degree Works, our online degree management and audit system, gives students a clear picture of progress toward degree (see chapter 4 (Standard IV) for additional information). These tools and our commitment to advising students regarding requirements and opportunities for expanding their knowledge within and beyond their chosen areas of studies all combine to help students persist, thrive while with us, and earn their degree.

Sufficient learning opportunities and resources support both SUNY Oswego’s programs of study and students’ academic progress

In addition to academic programs marked by rigor and coherence, as Standard III requires, we add the word dynamic, for in order that an institution remains vital, its academic programs must not become static, must be willing and able to change in the face of disciplinary changes, institutional conditions, and emerging needs and opportunities. The development of our online offerings and online programs, guided by our OLSP plan, is one example of this kind of change. Since the plan's start in AY 2019-2020, we have launched three SUNY Online Programs and online baccalaureate completion programs. We have seen an increase in overall online enrollment. We have also focused on other campus-wide inclusion efforts including the use of Prior Learning Assessments (PLA); implementing micro-credentials; and increasing efforts to offer additional programs at our Syracuse campus. As a result, we saw an increase of 52% in the number of students enrolled in online, evening degrees, and completion programs at the Syracuse branch campus in fall 2020 versus fall 2019 and an increase of 35% in students enrolled in spring 2021 over spring 2020.

[BOX Shining a light on Program Development: Engineering comes to Oswego]

Responding to Central New York engineering leaders about a lack of a state comprehensive program and how that affected the local pool of engineering talent, SUNY Oswego developed engineering programs in software and electrical and computer engineering that were approved in 2008 and 2012, respectively.

In the years that followed, partnerships externally and across divisions contributed to earning accreditation from the Accreditation Board for Engineering and Technology (ABET) in 2019 and securing external support. Our Engineering Advisory Board, consisting of industry leaders, alumni, and college administrators, supported these programs at each step, with advice on

curriculum, facilities, and external financial support. Members offered key perspectives in meeting ABET expectations for ethics, project experience, and developing engineers who are effective and socially responsible. SRC Inc. provided a 2019 gift of \$1 million dedicated to an endowed professorship in engineering.

Across Academic Affairs, the department of Electrical and Computer Engineering collaborated with other departments, such as computer science, mathematics, and physics. Mathematics developed custom courses to align with ABET expectations, while the library worked with ECE to assure their collections and journal databases were up to standards. Across all divisions of the College, collaboration ensured that ABET expectations were met: Institutional Research and Assessment, along with the Registrar's Office, conducted full transcript reviews. Finance documented a sustained resource commitment to the programs, and Facilities designed physical spaces to meet program needs. [close BOX]

SUNY Oswego also marshals resources for student use in order to excite and ignite their imaginations. The campus supports over 200 learning spaces on the Oswego and Syracuse campuses. Our Advanced Technology Classrooms (ATCs) include teaching podiums with computers, projection, document cameras, and CD/DVD players. The campus also equips selected locations with Smart Technology, Blu-ray players, wireless lapel mics, dual projection, and lecture capture service. An interactive transaction panel allows users to plug in and select their own device (laptops, tablets, iPhones, USB devices, etc.). All learning spaces allow both teachers and students to connect to the outside world via our extensive Oswego-Secure wireless network. Campus Technology Services (CTS) oversees and supports our computing resources, network, and all its users via its Help Desk support, instructional support, administrative services, and student life and learning and administrative support.

Technology Initiative Project (TIP) grants are annual funding opportunities provided by the campus to fund academic initiatives that relate to instruction, student usage, improving student use, and/or improving student learning through the use of technology. Priority is given to new and innovative or trial initiatives that can possibly later expand across campus (equipment replacement and expansion of existing equipment requests are also considered). A subcommittee of the College's Campus Technology Advisory Board reviews TIP Grants.

Penfield Library serves students, faculty, and staff as a site dedicated to learning, academic and creative excellence, and student success, supporting curriculum, teaching, and research, providing information literacy instruction, specialized reference help, and collection development. Librarians are available to help students both in one-to-one meetings and in scheduled class sessions. Additionally, customized research guides are available to help students and reference assistance is available 24/7. Resources relating to all programs of study can be found throughout the existing physical and electronic collections of the library's and an interlibrary loan service is provided so students and faculty can access materials not part of our holdings.

Librarians work with instructional faculty to build the collection in each subject area. When a faculty/staff/student identifies a need connected to a new course, the library purchases the needed resources, provided sufficient funds are available. In keeping with our commitment to access and inclusion, the Library purchases in electronic format whenever possible to make them most readily available to the widest possible audience of users.

Moved recently to Penfield Library, the Office of Learning Services (OLS) provides students with tutoring support in all subjects and with dedicated support in mathematics and related STEM disciplines and writing. It also promotes and helps to sustain our commitment to academic and intellectual integrity. Relocating OLS both consolidated support for students with all that the library and its staff have to offer and physically placed our support of student learning and success at the heart of the campus.

Co-curricular and extracurricular opportunities geared toward student success

Co-curricular and extracurricular opportunities provide clinical, international and community- and research-based experiences that immerse students in their fields of interest, build hands-on skills, and provide access to career contacts. Examples of these opportunities include:

Faculty-Led Experiences:

- Faculty in the School of Business (SOB), for example, guide students in offering tax assistance to low- and moderate-income households through the **Volunteer Income Tax Assistance program** run by Beta Alpha Psi, the accounting and finance student honor society. In 2019, students helped taxpayers receive a total of \$555,941 in federal refunds and \$102,340 in state refunds. For the 2020 tax year, students prepared over 300 federal and state tax returns.
- In the School of Communication, Media and the Arts, the Communication Studies program's annual **Hollywood P.O.V. program** connects students with entertainment industry professionals in Los Angeles, providing a behind-the-scenes look at television, graphic design, movie and other production studios. A faculty member in Broadcasting brought together students from different programs across campus to produce "The SUNY Oswego Holiday TV Special," a one-hour sketch-comedy show.
- Science, technology, engineering, and mathematics students taking part in the **Global Laboratory** spend two to ten weeks abroad conducting community-based research with leading scientists of SUNY Oswego partner universities and institutions to discover solutions to pressing global problems. Projects and locations have included biological research on bats in Costa Rica and France; chemistry research in Taiwan; astrophysics research in Germany, Hungary, and India; and multiple STEM research projects in Brazil.
- The undergraduate-staffed digital publication **Subnivean**, linked to an upper-division creative writing course and launched in fall 2020, offers students valuable exposure to and experience in online publishing. The journal's editorial mission "is to curate and produce bone-deep, high-caliber literary art that speaks urgently to an ever more connected international audience" and can count as its contributors U.S. Poet Laureate Emeritus Juan Felipe Herrera among other well-established literary artists.

- An alumnus currently with IBM recently recruited colleagues to collaborate with one of our **software design classes** to give students a real-world challenge that comes from IBM, uses specific learning software and meets specific requirements. This partnership resulted in students learning about Open Liberty, JWT, Microservices and a potential employer, IBM. The students learned how IBM handles software development and picked up pointers about project management and IBM products, and IBM learned a few things to improve its Open Liberty offering and developer outreach programs. Additionally, IBM is considering using the student-built app for its automated testing.
- The **Vote Oswego** program dedicated to voter registration and voting offers students another co-curricular activity, one in keeping with our mission and priorities. In AY 2020-2021 student interns helped run the Vote Oswego campaign. Additionally, students from Art and Political Science collaborated as part of the Vote Oswego efforts, creating print media and social media graphics and working with campus marketing and communication in the creation of short videos and regular e-mails for the campus community.

Mutually-Beneficial Partnerships:

- Our **Environmental Research Center (ERC)** is dedicated to faculty and student research, providing analytical services for multidisciplinary environmental, human health, and Great Lakes research projects. The ERC recently completed several long-term trend studies in the Great Lakes, Lake Champlain, and Cayuga Lake that describe a continuous and sustained reduction of legacy and emerging contaminants. Partnering with other institutions of higher education, both U.S. and Canadian federal agencies, and others, the work of the ERC provides the opportunity for students to gain hands-on experience and reflects our commitment to working collaboratively with partners in the service of the common good.
- **ARTSwego** has as its mission bringing visiting performing artists to our students, faculty, administration, and staff each year to enrich our cultural environment and to augment academic programs. Audiences for these events include those from outside our campus community, of course, and thus help to reinforce connections with the surrounding region. SUNY Oswego also works with local partners such as the Oswego Music Hall, the Arts Association of Oswego, and CNY Arts.
- The School of Education (SOE) partners with more than 200 schools in over 100 school districts across the state of New York, and its Field Placement Office works each semester to identify rich and diverse clinical experiences in those sites. Each year, the SOE recruits 15-20 new undergraduate student teacher candidates to participate in the **Leighton-Fitzhugh Learning Community**, part of the Oswego City Schools professional development school. Each candidate spends more than 100 hours during the semester actively participating in the school community and culture.
- The Office of Community Services offers week-long **Alternative Breaks** where students travel nationally or internationally to serve with a nonprofit organization that focuses on a specific social issue. Students learn active citizenship, engage in critical reflection

about their service and critique the root causes of social issues. Between programs of the Office of Community Services and other recorded service hours, SUNY Oswego students provided over 22,802 hours of service to the community in 2018-2019.

Programs in community service, civic engagement, service-learning courses, student teaching practica, research projects, entrepreneurship courses, internships, and co-ops create a pathway to higher-level learning. Formally linking the efforts of Community Services, Career Services, EXCEL: Experiential Courses and Engaged Learning, Academic Departments, and Alumni and Development helps us track and coordinate the great variety of programs and enables students to find and formalize experiential opportunities. We established a Professional Development Fund in 2019 to financially assist students in pursuing internships, conferences, professional exams and certifications. This fund was created using donations from the Feinberg family and in partnership with Career Services and Alumni and Development.

The Academic and Creative Excellence of the College students is supported through The Office of Research and Sponsored Programs (ORSP), Experiential Courses and Engaging Learning (EXCEL) and Research and Individualized Experiences (RISE). These programs provide funds and direction for students seeking to supplement traditional classroom learning. Research and experience-based learning opportunities are available to all students regardless of campus location or learning modality. In the 2018-2019 academic year (example of a typical year not impacted by COVID-19) \$58,000 in student research grants was awarded across several disciplines. These grants allow students to define their interests, take ownership of their learning, and grow as academics.

The College has established a strong culture of undergraduate research which is showcased annually at Quest – a symposium created to share the scholarly and creative activities of students, faculty and staff that is sponsored by the Division of Graduate Studies, the Office of the Provost, the Scholarly and Creative Activities Committee and the Center for Excellence in Learning and Teaching. Quest is a celebratory, student-center event with presentations, thesis contests and poster sessions filling the day. Scheduling Quest as a non-instructional day allows all students to participate and demonstrates the College’s commitment to academic and creative excellence.

SUNY Oswego also provides funds through the RISE (Research and Individualized Student Experiences) to support student travel to present at conferences. With the Newman Civic Fellows program and its fellowships honoring Campus Compact co-founder Frank Newman and his vision to provide resources making undergraduate education more accessible for economically disadvantaged and underrepresented students and concomitant commitment to citizenry, we are able to provide funds and recognize students with a passion for service to the greater good.

Similar funds exist for many academic programs, as well as some career-related student organizations, such as the on-campus, student-run television station WTOP10-TV. Through

private support, our students also have been able to conduct research with a high-powered confocal microscope. The Zeiss LSM700 Imaging Fund also helps cover conference registration, travel, and publication costs. Another signature experience, the Festa Graduate Leadership Fellows program, provides support to underwrite unique, professional leadership experiences in graduate students' fields of interest.

Additionally, among the 700 funds the College Foundation manages are program-specific funds, including the Cutler Public Justice Excellence Fund, created in 2004 and now stands at over \$1 million. Alumnus David Cutler '74 created the fund to help educate the next generation of leaders in corrections and law enforcement. The fund covers the cost of field trips for public justice students to correctional facilities and law enforcement agencies, as well as fees, travel, and expenses for students to attend and present at regional and national professional conferences. The fund also brings in high-profile speakers that attract students, faculty, staff and administrators, and regional community members.

We have long recognized the value to our students of studying abroad. The Office of International Education and Programs (OIEP) works to connect interested students with international education opportunities both led by our faculty and available through other SUNY units. As a result, for example, in academic year 2019-20 (OIEP) successfully enrolled 129 SUNY Oswego students in 15 distinct Oswego faculty-led study abroad programs, each of which included short-term travel components as part of the academic course. These longstanding programs have taken faculty, staff, and students to a variety of locations in Africa, Asia, Europe, and Latin America. Other academic and non-academic departments have helped students realize their desire to explore and learn beyond our nation's borders. The university makes available significant scholarship funding to help alleviate the costs of these international opportunities.

[open BOX] Shining a Light on Launch It: cross-divisional collaboration and innovation

AY 2020-2021 included the Launch It business idea competition, the culmination of several months of ideation, exploration, and mentorship by alumni with students from a range of majors. Inspired by the charge from PwC Global Chair Bob Moritz '85 to students in spring 2020 to take advantage of the time and opportunities afforded them to upskill during the COVID-19 pandemic, the School of Business Dean developed the Innovation Challenge. The Innovation Challenge is a virtual workspace where students, faculty, staff, and alumni collaboratively brainstormed ideas to solve business or social programs while building entrepreneurial skills. The program began with the ideation stage in July, followed by the venture stage in August and the "pitch" stage in September, and culminated in the virtual Launch It competition in October, 2020. At the competition 13 student teams each had exactly 5 minutes to pitch their ideas before a panel of judges and more than 100 attendees, who were then invited to vote for the "crowd favorite." Prizes were awarded to winners to help their business ideas to fruition. [close BOX]

SUNY Oswego's General Education Program — A commitment to a liberal arts education for the present and the future

Our general education requirements, offered across multiple department and programs, complement all undergraduate major and minor degree programs. SUNY Oswego designed its general education program (GE21) to foster liberal education in preparing SUNY Oswego graduates to engage in the world through a combination of required categories while allowing for a high degree of individual student choice (GE Homepage). GE21 serves our mission to contribute to the common good while preparing students and graduates to be productive, responsible members of society by ensuring each has communication and mathematical skills, scientific literacy, world awareness, and other area explorations.

SUNY prescribes the categories available to students in our GE21. While the SUNY General Education requirement (SUN-GER) currently requires two categories, basic communication: writing and mathematics, with the 2013 revision to our general education program we signaled the importance of natural sciences, foreign language, and global awareness not centered on Europe and the United States.

As we draft this document, there are changes working through central administration as part of a revision to the SUNY-GER that was first proposed with a 2018 white paper from System. Perceiving additional information and a revised SUNY-GER was imminent; we felt it wise to put on hold discussions we had begun about adding an Oswego general education requirement focusing on diversity, equity, and inclusion in the United States. By late May 2020, we could wait no longer.

Therefore, the General Education Council worked through summer 2020 gathering information from our campus community and across the country, discussing, and shaping what would become the new required category titled Diversity, Identity, and Social Justice in the United States. The Faculty Assembly approved the category and its learning outcomes, and the President signed it in December 2020.

The category was born of our mission to contribute to the common good, connects to our student success and inclusive community institutional priorities, and links to the recognition of the critical importance of the awareness, understanding, and study of diversity in the United States as well as abroad if SUNY Oswego is to fulfill its mission, for, "We are our strongest, most innovative and lasting when we recognize and celebrate our individual uniqueness and unite in our collective diversity. Together, guided by this plan, we move forward toward a more equitable and inclusive tomorrow for all" ("Strategic Diversity and Inclusion Plan"). In an effort to deliver courses in this category as soon as possible in response to student interest while allowing the necessary time for the development of additional courses, we will offer the category as a "student choice" in the general education program during 2021-2022. It becomes a required category for all students entering Oswego beginning in fall 2022.

Academic programs committed to diversity, equity, and inclusion

We work collaboratively to ensure that diversity, equity, and inclusion will be important touchstones in all academic programs. Beyond the Diversity, Identity, and Social Justice in the United States general education category, the Provost has asked that each academic department and program develop DEI goals. This work will continue during AY 2021-2022. DEI efforts run throughout the institution. With regard to the Division of Academic Affairs, DEI committees in each of the schools and the college are helping departments and programs to continue to make necessary strides in this area.

We recognize that delivering on our commitment to diversity, equity, and inclusion in the names of student success and our inclusive community requires perseverance, communication, and resources. In order to have what are often difficult conversations in and out of the classroom, we have marshalled resources and devoted energies in addition to those offered by the Office of Diversity, Equity, and Inclusion and the DEI committees in the schools and college. For example, during both the fall 2019 and spring 2020 semesters, two cohorts (n=45) of Oswego faculty participated in Cornell University's "Teaching and Learning in the Diverse Classroom" Massive Open Online Course (MOOC). These groups met weekly during each MOOC offering to discuss ways in which we could work to build a more inclusive educational culture. CELT has also worked with our Chief Diversity and Inclusion Officer to offer workshops on "Inclusive Pedagogy and Practice," "Defense Against the Dark Arts," and "Out of the Frying Pan and Into...a Context that Creates New Levels of Mutual Understanding and Communication: Preparation for and Facilitation of Difficult Conversations."

The Division of Academic Affairs will continue efforts to instill diversity, equity, and inclusion (DEI) topics into all major programs, while providing support for faculty developing courses to meet the requirements of the new general education category. In addition, each school's DEI committee will collaborate with the Institute for Equity, Diversity, Inclusion, and Transformative Practice and CELT on training and other professional development opportunities. The Institute for Equity, Diversity, Inclusion, and Transformative Practice will provide expanded DEI training to Educational Opportunities Program (EOP) peer mentors and DEI sessions for EOP students during their summer program.

We continue to prioritize finding, hiring, and nurturing the strongest possible faculty committed to teaching and learning, student success, and academic and creative excellence, a faculty that mirrors our diverse student body and in so doing provides under-represented minority students with additional models and mentors. Toward that end, we continue to refine our hiring processes so that diversity, equity, and inclusion are centrally located throughout the process. We have revised our hiring process, and now require hiring managers to reference specific diversity, equity, and inclusion goals. To support these efforts, the Affirmative Action Officer and the Human Resources Associate convened search committee education sessions that inculcate best practices in the work of these committees. Additionally, the Human Resources Associate attended several recruitment events including the Southern Regional Education Board Institute on Teaching and Mentoring Conference, the American Indian Science and

Engineering Society Annual Conference, and the Diversity, Equity, and Inclusion Recruitment Workshop (Academic Network).

SUNY Oswego is part of a SUNY-wide initiative to increase faculty diversity among the comprehensive colleges and to cultivate future leaders. The PRODiG (Promoting Recruitment, Opportunity, Diversity, Inclusion and Growth) Faculty program provides support to campuses for hires meeting qualifications for the program. The PRODiG Fellows program is a two-year position for post-doc or all-but-dissertation candidates that provides enhanced travel support, summer research stipends, moving expenses, and reduced teaching load. Campuses pair Fellows with a campus senior faculty member to help facilitate integration and support. SUNY Oswego hired its first Fellow for the 2020-21 academic year and another for the 2021-22 academic year.

Graduate-level offerings with rigor and meaning

SUNY Oswego, while primarily an undergraduate institution, offers over 50 programs across all the colleges and schools, unique leadership opportunities, over 120 graduate assistantships, and personalized support structures to ensure graduate student success. Most of our graduate programs accept students from any academic background and with a mix of students who may be moving directly from their undergraduate experience to career shifters/changers. Our portfolio of graduate offerings includes, microcredentials, post-baccalaureate graduate certificates, over 50 master's degrees, and advanced post-master's certificates. We also have 5 year programs and newly established 4+1 pathways enabling students to save and time and money by earning both an undergraduate and graduate degree within 5 years. These students benefit from streamlined admission process, application waivers and guided advisement. Graduate enrollment has grown steadily from 855 (2016) to 963 (2020). A Graduate enrollment proposal identifies specific areas of growth between 2021-2025.

While we have delivered graduate education for over 70 years, we continue to diversify our mix of programs based on student interest and market assessments. Our most recent approved programs include interdisciplinary STEM programs in Biomedical and Health Informatics and Human Computer Interaction. We also recently approved a face-to-face and online program in Strategic Communication. Our faculty are currently seeking approval for two additional masters programs, including Higher Education Leadership and Behavioral Health and Wellness. Our newer programs are leveraging online delivery and thinking through how to support both full and part time students equitably.

SUNY Oswego conducts periodic assessment of the effectiveness of programs providing student learning opportunities

Changes made since our spring 2017 MSCHE Periodic Review Report show our careful and thoughtful responses to changes in fields and circumstances. These include: at the undergraduate level nine (9) new majors or tracks and five (5) new minors created with revisions to seventy-five (75) existing majors and programs; at the graduate level one new program and eight programs revised, one new micro-credential and one new advanced

certificate. In a number of instances, external reviewer recommendations and/or responding to student needs spurred the changes.

In Anthropology, for example, external review led to an expansion of the theory sequence in the major in order to better ground students in the discipline. Changes in the Theatre BA brought the program in line with other Theatre programs in SUNY and the merging of major tracks gave students a broader degree that complements other fields of study. Departments also made program changes to Software Engineering and Computer Science connected to ABET accreditation (both AY2018-2019), Theatre connected to its accreditation by the National Association of Schools of Theatre, and Geology responded to a recently passed New York State law necessitating professional licensure (AY 2019-2020). Faculty across the university worked together to create the new Integrative Professional Studies major (AY 2020-2021) in order to better meet the interest of students, including a population of students in need of degree completion to enhance job and career possibilities. This program will meet the interest of students, including a population of students in need of degree completion to enhance job and career possibilities. New minors in Business Analytics and Entrepreneurship are equally multi-disciplinary (both AY 2018-2019).

[BOX Shining a light on Cinema and Screen Studies self-study and program realignment]

[III.9] A recent self-study for the Cinema and Screen Studies program, previously part of the English and Creative Writing department and the College of Liberal Arts and Sciences, led to an important program realignment. Program faculty realized that students and the institution would benefit if the program became its own department and relocated to the School of Communication, Media, and the Arts. Such a move will increase the possibility of synergies developing between students and faculty in Cinema and Screen Studies, Art, Communication Studies, Music, and Theatre. It would afford faculty the opportunity to build on collaborative efforts previously undertaken. The transformation and realignment to SCMA also had in mind the benefit to having programs committed to collaboration together in the purpose-renovated Hewitt building. [close BOX]

Findings/Discoveries

- SUNY Oswego has an extremely robust set of faculty (and staff) development opportunities that support the learning and teaching mission of the university. These efforts are primarily run and supported by the Center for Excellence in Learning and Teaching that provides hundreds of events a year, and also facilitates the ACUE Effective Teaching Practices program.
- SUNY Oswego pursues a range of activities in its attempts to diversify its faculty. This includes its efforts and participation in the PRODiG program. We successfully have received SUNY support for our participation in PRODiG and also are active in the PRODiG Fellows program.
- The University foundation provides significant resources to support student learning. This includes monetary support such as scholarships and funds to support student

learning and high impact experiences (e.g., Hollywood POV program, internships, etc.). It also includes funds to support our student emergency fund to ensure student can meet certain basic needs.

- SUNY Oswego, recognizing a need within its general education program, passed a diversity, equity, and inclusivity requirement that all students will need to take starting in Fall 2022. The SUNY Oswego learning outcomes for this requirement informed a new SUNY-wide requirement that will start in Fall 2023.
- SUNY Oswego has an inclusive and collaborative process to encourage innovative program development. This allows for cross college/school and cross department discussions to occur to develop programs to support our students.

Areas for Innovation and Improvement

- Despite efforts noted above, recruitment and retention of faculty of color continues to be a challenge. Building on recent efforts, the campus can look toward additional best practices regarding the recruitment and retention of faculty of color.
- The program development process, like on most campuses, is quite complex. As a result, there are times when certain relevant actors are not as informed as necessary or desired. The campus has a strong network and collaborative people in place to provide fuller clarification on the curricular process. In addition, to support this effort, the campus will be installing curricular management software(CurricuLog) to facilitate this.

COVID-19 Through the Lens of Standard III

With March 2020 came an immediate pivot to remote learning, bringing varying degrees of challenge to both faculty and students. In an all-hands-on deck approach befitting our commitment to collaboration, faculty with extensive online teaching experience joined with our instructional designers and the Center for Excellence in Learning and Teaching (CELT) to provide support for faculty with limited experience teaching either online or in multiple, mixed modalities. CELT workshops, Instructional Designers in Extended Learning, and Campus Technology Services (CTS) built on the efforts made in spring 2020 to provide tailored assistance for faculty transitioning to online and hybrid instruction throughout AY 2020-2021. Campus Technology Services (CTS) provided individualized attention to students transitioning to online learning.

[open box Shining a Light On using CELT to better use instructional technologies]

Each year, the Center for Excellence in Learning and Teaching (CELT) holds a Spring Breakout series of workshops beginning shortly after spring commencement. In spring 2020 CELT built on the work it did to help faculty pivot to fully online instruction by holding a four-part Responsive Course Design Workshop series during which, participants worked "collaboratively with their peers either synchronously (during the scheduled workshop times) or asynchronously" to design courses for either face-to-face or online/remote environments.

Session 1 in the series was devoted to design and walked faculty through the course redesign process to align their content with their course learning outcomes in a flexible, modular format. By the end of the section, faculty developed a course structure that ensured each and every course learning objective was sufficiently met whether in a classroom or remote.

Session 2 in the series was devoted to activities and assessments and explored formative and summative assessments, how students can demonstrate their learning in any modality, and evidence-based practices for learning.

Session 3 in the series was devoted to inclusion and discussed ways in which faculty can create an environment where all students can flourish.

Session 4 in the series was devoted to communication and focused on creating class community, instructor presence, instructor-to-student communication, and student-to-student communication.

In addition to the four-part series, additional optional workshops were held each day focusing on tools and techniques related to that particular day's series workshop. [close box]

Our Field Placement office worked with all of our school partners to ensure our students had placements that would support their programs often through virtual placements. Similarly, EXCEL worked with our partners to create and support virtual internship opportunities for our students. These efforts opened up potential new way of thinking about internship opportunities that will continue beyond this time.

Our library also pivoted its support for our students and faculty in a variety of ways. They created more virtual research support opportunities, set up a process for book and equipment lending, and continued their classroom and instructional support virtually.

With the global lockdown in Spring 2020 came urgent and coordinated action between the Office of International Education and Programs (OIEP) and the Institute of Global Engagement (IGE) to bring home students studying abroad and to begin the process of shutting down education abroad programs underway as well as those set to begin. This involved coordination with overseas partners, students, families, and Oswego and SUNY administration.

The 262 international students enrolled at Oswego in 2019-2020 benefited from the work of OIEP in concert with other offices on campus. Advising and support by OIEP staff and others helped them deal with disruptive departures, online academic transition, and financial hardship, often with the added confusion of shifting immigration policy scenarios. International students who chose to go back to their home country required intensive advising and service so that their shift to remote instruction and well-being could be ensured. OIEP provided ongoing and sophisticated advising to the many international students trying to come back to campus

for fall 2020 and otherwise decide their immediate futures. This was a well-orchestrated effort linked with campus offices such as Residence Life and Housing, Mary Walker Health Center, and Academic Affairs, and continued through spring 2021. OIEP staff guided students via virtual information sessions, expanded use of social media (including platforms most used in certain countries), and as much personal counseling as could be done.

After the initial shock and transition, the OIEP and IGE each played an important role in academic life during COVID-19. OIEP offered numerous virtual international education programs starting in summer 2020. These included virtual internships through our CAPA study abroad partner, a specially designed "SUNY Global Commons" Collaborative Online International Learning (COIL) course focusing on the UN Sustainable Development Goals in partnership with SUNY, and a specific pandemic-related podcast series through IGE that brought SUNY Oswego campus faculty and international experts to a wider audience on such topics as trade and supply chains, US-China policies, and the role of media and "big tech" in the wider global conversation of the pandemic.

Chapter Four: A holistic approach to our students' education (Standard IV – Support of the Student Experience)

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Standard Four Institutional Priority	Line of Inquiry	Standard Four Criteria
<p>▲ Student Success</p> <p>◆ Academic and Creative Excellence</p> <p>✦ Inclusive Community</p> <p>● Sustainable Institution</p> <p>◆ Partnerships</p>	<p>Support and programs evolve ▲ + 1/2/6</p> <p>Academic advising redesign ▲ 1/2/3/6</p> <p>All students served ▲ + 1/6</p> <p>Enhanced student success ▲ + 1/2/6</p> <p>Divisions cooperate ▲ 1/2/3/4/6</p>	<ol style="list-style-type: none"> 1. Admit, retain and facilitate success 2. Transfer and prior learning credit 3. Student information and records security 4. Extracurricular activity regulation 5. Third party providers 6. Periodic assessment

Figure 4-1. Standard IV: Alignment of Institutional Priorities (left panel) with Lines of Inquiry (center panel) and the alignment of those Lines of Inquiry with specific Criteria (right panel). Institutional Priorities are identified with a unique symbol, and Criteria are identified by number in the center panel. Here, the two bolded Institutional Priorities (Student Success and Inclusive Community) are considered the most aligned with Standard IV.

Institutional Priorities (most applicable ones are bolded)

- **Student Success**
- Academic and Creative Excellence
- **Inclusive Community**
- Sustainable Institution
- Partnerships

Lines of Inquiry

1. By recruiting students in the population centers of New York State, we have enrolled an increasingly diverse student body with unique financial, social and transportation needs. How have the College's academic and student support programs evolved to meet these needs?

2. How does our college-wide redesign of advising ensure that our first-year and transfer students receive timely and accurate advising?
3. How do our support programs and services address the needs of students across campus locations and instructional modalities?
4. How has the College transformed its orientation, advisement and counseling services and/or programs to enhance student success?
5. In what ways does the enhanced cooperation between the Division of Academic Affairs and the Division of Student Affairs support our goals for student persistence and time to degree?

Introduction

SUNY Oswego’s education ecosystem is driven by devoted faculty and staff who work collaboratively to enhance our dynamic course offerings, programs, research opportunities, and other applied learning experiences. As our demographics make clear (see Executive Summary and Introduction) our students are diverse in many ways and their route to success depends on more than high quality academic programs and what happens in the classroom. To that end, the SUNY Oswego offerings occurring beyond the classroom that serve to supplement and compliment the academic experiences of students, should be of equally high quality. We marshal a broad array of services, programs, staff, and offices designed and dedicated to providing personal support, academic learning resources, financial guidance, career readiness, well-being and student advocacy, and student engagement opportunities that engender a sense of belonging so that our students have the best environment possible for their immediate and long-term success at SUNY Oswego.

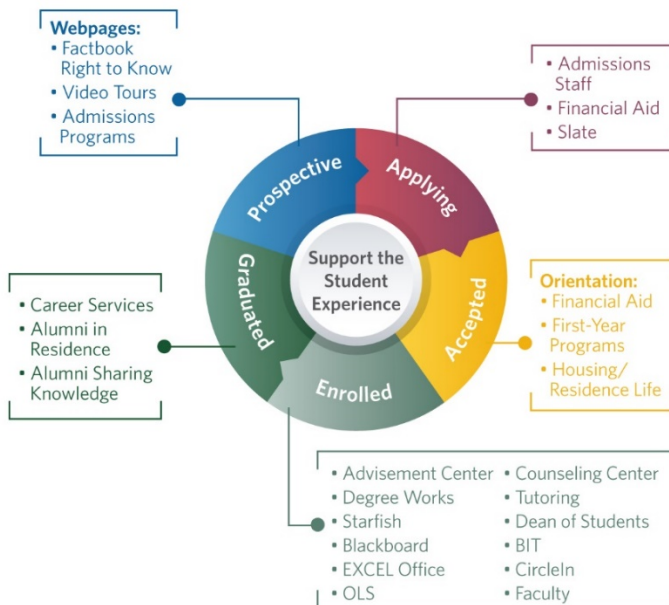


Figure 4-2. The support of our students involves recognizing and addressing the needs of students throughout their experience with the College. Shown here are the office and programs that serve students as they progress from prospective students, applying students, accepted students, enrolled students, and as alumnae.

SUNY Oswego has clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students

SUNY Oswego faculty, staff, and alumni work together to reach out to prospective students at events held across the nation and globe, virtually and in person, to describe our academic programs opportunities and share our overarching mission at multiple points in the recruitment process. Enrollment Management staff members work throughout each year to identify and enroll what becomes our academic year entering class: first-year students, transfer students, and graduate students. Their work reflects our mission, the part we play as a public comprehensive university in the SUNY system, and our priority of developing and supporting a diverse community.

SUNY Oswego admits students based on a holistic review of many criteria. While the average SUNY Oswego student completed high school with a GPA of 90, we look for more than grades, test scores, and essays in our applicants. During the process of holistic review, admission counselors may direct students to explore certain unique services/program. For example, the Admission Promise Program, launched in spring 2019, offers admission to SUNY Oswego after successfully completing 24 credits at a community college with a cumulative GPA of 2.5 or higher. The program emanated from a successful “Start Now” program, which was an effective pipeline partnership program between SUNY Oswego and two Upstate community colleges. The program provides academic, social and program support to the students under the leadership of a grant-funded Start Now Coordinator. Another example is the Educational Opportunity Program (EOP), a New York State-funded college access program for students from economically disadvantaged backgrounds who have the potential to succeed in college. SUNY Oswego uses a holistic admissions review process to identify students who fit this criterion and appear underprepared for college-level study. Our Educational Opportunity Program (EOP) supports approximately 325 full-time, matriculated first-year and transfer students each year, and they receive additional academic and financial support throughout their time at SUNY Oswego.

SUNY Oswego is also dedicated to providing guidance, advocacy, and outreach services that reflect the needs of our veteran and military student populations. In addition to having access to all of SUNY Oswego’s student support services, veteran, and active-duty students benefit from support services provided to them by the Division of Extended Learning’s Veteran and Military Services Team that includes a Coordinator and a Veterans Administration (VA) certifying official in the Financial Aid Office. With these resources, students receive assistance in accessing VA and tuition benefits to help them meet their educational goals.

The Financial Aid office helps students and their family members understand financial aid eligibility requirements, application processes and procedures, and the type of aid available. Currently 89% of our students receive aid and we award more than \$84 million to students in financial awards and a total of \$6.5 million in merit-based scholarships. Available scholarships include: the Possibility Scholarship (students in STEM fields); the Nunzio “Nick” C. and Lorraine E. Marano Scholarship (first-generation students with financial need); the Destination Oswego

Scholarship (non-New York State residents and international students not eligible for in-state tuition); Presidential Scholarships (first-year students with a record of high academic achievement); and Path Forward Scholarships (students with financial need).

SUNY Oswego's Oswego College Foundation and donor-funded scholarships illuminate the College's commitment to providing access and to supporting the persistence of deserving and talented new and continuing students. This commitment dates back to SUNY Oswego's founder and was amplified in 1995 when President Stanley created the unprecedented Oswego Guarantee. The Oswego Guarantee stated that first-time, full-time undergraduate students would have the necessary classes to graduate in four years or less or the college will enroll the student in the remaining course(s) tuition-free. In addition, the Guarantee ensured that there would be no increase in the cost of room or meal plans for four consecutive years. SUNY Oswego enhanced this commitment with the addition of a \$300 Oswego Graduation ROI awarded to all Oswego Guarantee recipients who graduate in four years or less.

[open BOX Shining a light on The Path Forward]

In direct response to the increasing number of admitted students needing aid to access and/or successfully persist in college, President Stanley and the Division of Development and Alumni Engagement launched in fall 2019 The Path Forward, a campaign to double the number of need-based scholarships available to students. Since November 2019, the college has expanded the number of privately funded, need-based scholarships from 220 to more than 440 as of August 2021 and raising more than \$2.5 million to date. 600 students benefit annually from privately-funded scholarships, which help to reduce student debt load and enable some students to also reduce the number of hours working at outside positions to fund their college experience. [close BOX]

Working collaboratively to welcome new students to our community

Our commitment to helping students succeed is evident in such things as the careful review of prior earned academic credit and learning and the clear and consistent communication to students and their families of expenses, available scholarships and other forms of financial aid, loans, and payment options beginning with their admission and continuing throughout their time at Oswego. The summer orientation sessions for first-year students, transfer students, and adult learners provide new students with pre-built first semester schedules. The sessions also introduce them to our campus and provide information on advisement, student health and well-being, safety and civility, and parent relations. The orientation program also provides an important time for students to begin to make friends and become part of the SUNY Oswego community.

Another feature of orientation is pairing new students with returning students known as Laker Leaders, a group selected and trained to help deliver the orientation sessions. Connecting new students with students already well established in our community continues with our Student Academic Success coaches: upper-division students available during drop-in hours to help make the transition to university.

Orientation post-COVID will emerge as a hybrid of what occurred prior to the pandemic and how it was managed during the height of the pandemic. The challenges COVID presented were also opportunities to innovate and improve on instructional design resulting in the creation of online orientation modules, rich with important student and family information, in excess of what could be offered in the time available for in-person orientation. We launched Sail into Oz in summer 2020, a multi-day appointment-based program available for all new students. The program provides students with direct support in completing their new student requirements for financial aid; on-campus housing; and provides expanded resources and campus information. Sail into Oz will remain and be paired with a shortened one-day orientation to better meet the needs of a diverse, (including geographical and international) population of students who were increasingly challenged by the need to accommodate the demands of a two-day orientation schedule.

In addition to orientation sessions for transfer students, we do a thorough review of academic transcripts, any potential credit-bearing activities (e.g., AP, CLEP, and IB examination results), and an assessment of any prior learning (PLA) completed to set transfer students on a path to success straightaway. For all undergraduate students, Our Transfer Course Guide helps students and advisors get an idea of how courses completed at another institution may transfer to SUNY Oswego. The Guide also includes course-to-course equivalencies predetermined for both SUNY and Non-SUNY colleges and universities. Additionally, we partner with many colleges across New York State to ensure transfer students with an Associate's Degree have a successful and seamless transition to SUNY Oswego through our Dual Enrollment, General, and program-specific agreements. These articulation agreements allow students to see which courses they have completed will translate into credit while enrolled at SUNY Oswego.

The Mathematics Placement exam and the Computer and Information Literacy waiver exam are each available prior to the beginning of the academic year so that students are well-placed for success. Students can take the Mathematics Placement exam more than once, with resources to guide students in improvement. Ongoing assessment of the Math Placement process has led to a pilot program to use different measures to better place our students in the appropriate classes. In addition, we are also piloting a co-requisite model in Fall 2021 as part of this project.

For our graduate students, as part of our longstanding commitment to welcoming and orienting students to our community, the Division of Graduate Studies has offered an annual orientation prior to the start of classes since 2017.

Sustained and careful attention to the First-Year Experience

Recognizing the importance of a student's first year at college, we have devoted considerable time, attention, and resources to the First-Year Experience, implementing a range of programs designed to ensure a more coherent experience that in turn can provide maximum support for student success. First-Year Experience and Academic Affairs implemented a First-Year Signature Course initiative (FYSC) in fall 2018 featuring interdisciplinary FYSC offerings designed to appeal

to and create excitement among incoming first-year students. Initial assessments found that students participating in these FYSC courses reported higher positive outcomes, based on our NSSE results (e.g., Learning Strategies, Student-Faculty Interaction, Reflective and Integrative Learning), compared to students that did not take these courses. These students were also more likely to state that they would “Definitely” or “Probably” attend Oswego if starting over.

The Experiential Courses and Engaged Learning (EXCEL) office afforded us the opportunity to realign First-Year Experience (FYE) efforts in relation to both our institutional priorities of student success and an inclusive community guided by the Council for the Advancement of Standards in Higher Education (CAS) “Cross-Functional Framework for the First-Year Experience.” Building on work done by the First-Year Experience Advisory Council, FYE piloted 13 sections of a 1-credit, online course, “College Orientation and Success,” for approximately 500 incoming students in fall 2020. Full-time instructors and peer “Success Coaches” took a Wellness Coaching Practicum course, which supported the course curriculum. This program enhanced student success by providing peer and faculty support, while supporting students’ well-being and affinity to the campus. Major exploration courses (GST 103 and GST 110) support first-year undeclared and exploratory students. These courses enhance incoming students’ experience and overall success. Undeclared students who took a major and career exploration course had a higher retention rate (78%) compared to those who did not take such a course (66%). These students also were more likely to graduate in four years (80% compared to 62%), and they were fewer that disqualified (10% compared to 6%). These assessment results informed our allocation of additional resources to this high impact practice and additional sections were offered to undeclared sophomores and transfer undeclared students.

Refreshing academic advisement

Academic advisement has also long been a focus of the institution. Recognizing the critical role played by advisors at the beginning of a student's time at Oswego, in AY 2019-2020 we created a centralized Advisement Center staffed with professional advisors with primary responsibility for our advising first-year, transfers, and Syracuse branch campus students. Staff provide academic advising from the time students make their deposit to attend, introducing them to campus-wide resources, services, and experiences. The Advisement Center is a drop-in space for all students having an immediate need. Additionally, Center staff serve as a resource to students, faculty, and staff by providing academic success workshops, registration workshops and student success courses. Advising for our fully online students follows a concierge-type approach. After the first year, our advisement model transitions student to their major advisor for more discipline-focused mentoring.

Students in special circumstances receive additional advisement support. Honors Program students, EOP students and student-athletes have additional advisors. The University assigns an academic probation advisor to students on academic probation with whom they work to create and implement a "success plan" in order to help the student to take steps in repairing their academic standing while making progress toward earning their degree.

Communicating student support services and activities: AskOz & Oz Concern Navigator

We leverage technology to aid us in providing customized support on a timely basis. The AskOz chatbot surveys and gathers individualized information from students to target resources related to wellness, housing, career readiness, academic resources, engagement, financial security, and work/school/family. Based on responses, staff reach out to and support students. In fall 2021, the College launched the “Oz Concern Navigator” to provide a comprehensive list of resources based on students' concerns, connecting them to on and off-campus resources. The Oz Concern Navigator is also being utilized by faculty and staff as they strive to better assist students.

Leveraging technology to improve student success and well-being

The university uses Degree Works to help advisors, faculty, and students track degree completion, run “what-if” scenarios for major changes, develop course plans, and provide data to inform course offerings across programs. Degree Works is also available to high school students in our dual enrollment programs and to prospective transfer students for transfer credit guidance.

Degree Works helps students to stay on track with targeted communications for senior checklists. This prompt nudges advisor-student communications on the remaining requirements. The Registrar’s office also sends targeted emails about upcoming deadlines.

Other integrated software solutions partner with Degree Works for academic success. The Starfish early-alert system simplifies communication between faculty and student services, helping to identify academically at-risk students early in the semester to connect them with resources designed to help. Student employees in the Office of Learning Services use Tutortrac to assist with scheduling tutors and tutees.

Other software solutions provide effective tools for student support beyond academics. Titanium Schedule, Dr. First, and Medicat provide electronic solutions for secure medical records and e-prescriptions. Maxient software provides us a centralized repository for student behavioral records (e.g., student discipline, academic integrity, care and concern, Title IX) and case management for staff in Student Conduct, Residence Life and Housing, and the Dean of Students Office.

Registrar's Office

The work of the Registrar's Office plays a key role in student success, validating prior institution enrollment against National Student Clearinghouse data and running a series of data edit checks against incoming and readmitted student data (transfer coursework, AP scores, etc.) to ensure a complete and accurate academic record. This helps inform registration choices that contribute to degree progress and avoid difficulties with various aid programs. The Registrar distributes lists of students with majors and/or minors within a department five times a semester corresponding to key contact times (e.g., prior to Advance Registration). They include advisor assignment information with flags where an advisor assignment is missing so that the

department can address this. The Registrar assigns Registration PINs ("Alt PINs") required for access to registration to first-year students, transfers, juniors, and EOP students to ensure students are discussing degree requirements with their advisors and making good progress to degree. Faculty also send mid-term grades for all lower-division courses to the Registrar's Office and from there go to students and advisors to address possible concerns.

Knowing that communication is key to student success, the Registrar's Office engages students through target communications with important dates, registration resources, and problems with graduation requirements. Faculty, staff, and advisors also receive Advance Registration reminders and resources. The Registrar's Office provides a list of students who are eligible to register but who have not done so by the end of Advance Registration to facilitate outreach through Academic Affairs by instructors and advisors. At the close of every Advance Registration period, the Registrar's Office shares with the Deans data include registration methods, occurrences of registration errors, and measures of scheduling effectiveness. This information enables improved course offerings, advising, and registration processes.

Office of Learning Services

The Office of Learning Services (OLS) provides all students with support in their studies. Recognizing the important role OLS plays in student success, the SUNY Oswego moved OLS to the heart of the main campus's Penfield Library. This move creates a common space for the Writing Center and the Tutoring Center and physically places these resources together with the Educational Opportunity Program (EOP) offices. OLS employs dozens of peer tutors in its three centers (STEM-specific tutoring, non-STEM subject tutoring and writing) providing free in-person and online assistance. The STAR-NY Consortium provides additional free online tutoring. OLS supports peer tutoring for more than 100 courses, writing assistance, and technical workshops. OLS serves nearly 1,600 unique students per academic year.

Office of Accessibility Resources

Our commitment to an inclusive campus means that we ensure that all students have the opportunity to succeed. The Office of Accessibility Resources is dedicated to the support of students with documented disabilities. The office assists students in obtaining documentation and works closely with students and faculty to identify and provide the appropriate accommodation. The services and expertise of Accessibility Resources staff are available to all students, regardless of school, campus, or instructional modality. In addition, SUNY Oswego has invested in technology improvements such as Panopto captioning to support accessibility.

The Office of Experiential Courses and Engaged Learning (EXCEL)

In 2018, the Experiential Courses and Engaged Learning (EXCEL) Office emerged from the unification of the Experienced-Based Education office and the Center for Experiential Learning (CEL). This new unit holistically supports the First-Year Experience (FYE) program along with internships and co-ops, the service-learning (for credit) Focus Forward and Oswego Children's Project programs, and the General Studies (GST) College and Career Courses. Figure X (below) visually captures the high impact activities and impact of the EXCEL office. The restructuring

and alignment of these programs under the EXCEL umbrella has fostered improved and more effective relationships between academic support professional staff and faculty members leading to more defined learning outcomes and deep learning experiences.

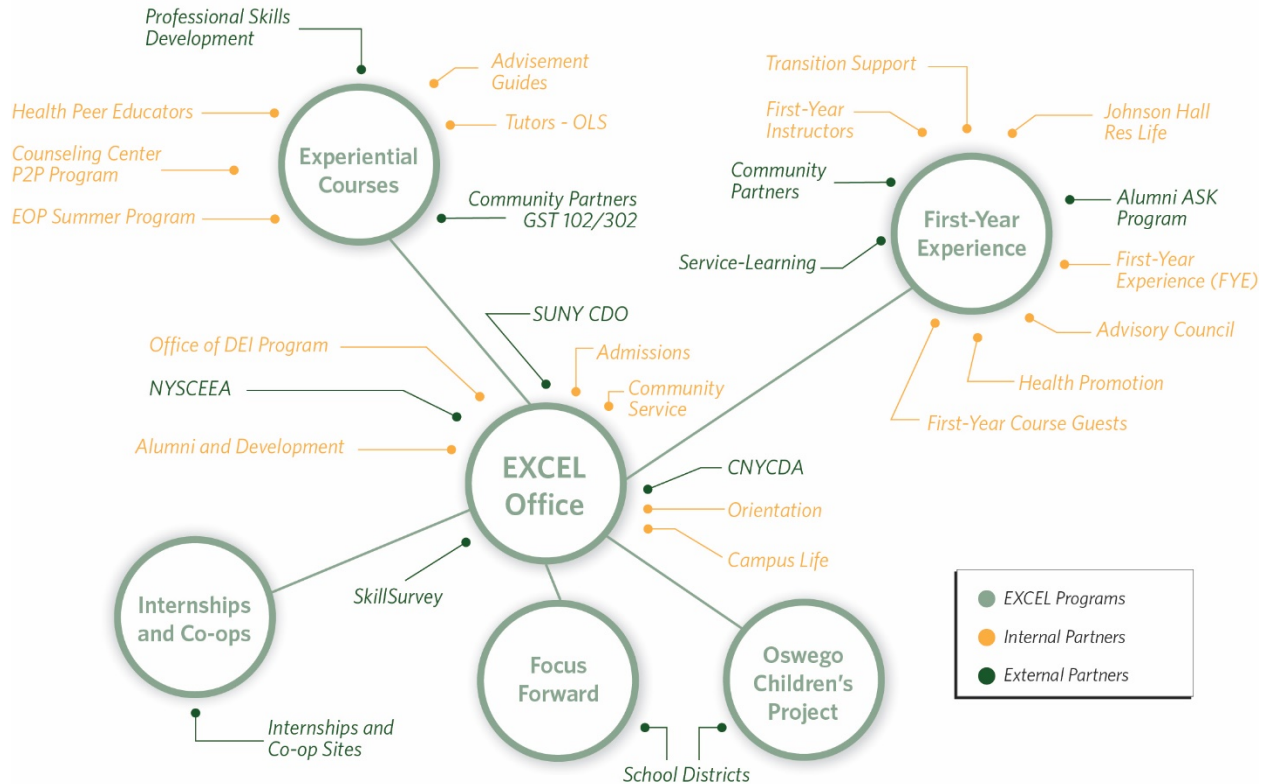


Figure 4-3. The Office of Experiential Courses and Engaged Learning (EXCEL) is a hub of programming which includes Internships and First-Year programming. EXCEL staff is assisted in these activities by numerous internal and external partners.

EXCEL now serves as a centralized hub to provide policies, structure and support to departments and programs offering experiential learning opportunities for credit. EXCEL’s Internship Coordinator reviews all internship and co-op positions submitted by potential site supervisors to ensure the quality of the experience. Additionally, EXCEL created a professional skills course, GST 101, to better support SUNY Oswego’s Co-op Scholars. This required course equips co-op students with the competencies that employers desire. Since 2013, the course has grown from its initial 19 students to seven sections with over 400 students each year.

Testing and Proctoring Center

The Testing and Proctoring Center provides the ability for current and potential students, as well as the community to take tests that assess prior learning. The Center offers a suite of standardized tests, like CLEP, Pearson Vue, LTI, and MAT that are used to measure learning that

may be applied toward their academic transcript, challenge exams for specific courses, certification exams for employment, such as CHES and NCCTE, and also may proctor exams for faculty.

Supporting student well-being along a continuum

Significant national attention has focused on increases in student mental health needs, SUNY Oswego recognizes that a student's well-being includes their physical, mental, and behavioral health. Resources to support well-being fall along a continuum with one end representing the staff, offices, and opportunities that help students develop the skills to maintain lifelong well-being (e.g. how to manage their stress, eat to get proper nutrition, and manage sleep, etc.). The other end of the continuum are the resources available for students in crises.

The Dean of Students staff offers wellness and behavioral health programming throughout the year including an annual Wellness Fair, Involvement Fair, Opening Week Programming, Stress-Free Zone, and additional initiatives planned by Residence Life & Housing staff members.

We also devote care and attention to a wide range of health and well-being trainings resources, and programs available to all campus community members. Trainings include those on suicide prevention, addiction and recovery, LGBTQIA+ awareness and Ally training, bystander intervention, and others. Students can also receive training to serve as health peer educators, mental health counseling peer educators, sexual and reproductive health peer educators, fitness center personal trainers, and Title IX interns.

Our Counseling Services Center follows a Comprehensive Counseling Center model in order to increase, expand, and enhance delivery of services. The model includes offering consultation, outreach, training and clinical services to SUNY Oswego's students, one feature of which is having an "embedded" counselor available at certain times each week in the residence halls. With this model, we have been able to reach a wider population of students, especially students who are from cultures that may stigmatize individual mental health counseling.

Counseling Services offers psychoeducation and counseling groups in addition to individual counseling in order to meet the social, emotional, and psychological needs of students in different stages of their academic experience. Counseling Services offers support groups relative to salient aspects of a student's identity (e.g., Embracing U-Women of Color Support, Boys to Men-- of Color Support Group, Trans Support Group, Bi/Pan Support Group and Eat, Pray, Love--Women's Empowerment Group). Additionally, Counseling Services offers outreach and educational programs to support the well-being needs of students. These include mental health psychoeducation programs to promote self-care; multiple expressive arts programs; as well as programs at Rice Creek based in principles of eco-therapy. Students of color, students identifying as LGBTQ+, and transgender students are accessing Counseling Services higher rate over the past five years. Additionally, there has been an increase in utilization by graduate students.

Our Counseling Services Center earned accreditation by the International Accreditation of Counseling Services in 2020 and participates as a member of the Center for Collegiate Mental Health, an affiliation that enables us to benchmark campus data with national averages. The number of students served by the Counseling Services Center increased by 41% from AY 2015 to AY 2019 (534 to 754) and the number of appointments (2140 to 3376) scheduled increased by 58% over the same period. The staff attribute this change to the perceived support needs of this new generation, as well as the success of outreach efforts aimed at creating accessibility for an increasingly diverse population.

At the far end of the continuum, is support and management of student crises. In 2019-20, the Counseling Services Center identified higher suicidal ideation in student's initial distress reports than the national average. Acting quickly, the Counseling Services Center applied for and was awarded a \$280,000 three-year federal grant in 2020 to develop a free and voluntary training program that was then made available to any interested SUNY Oswego students and employees and to relevant community partners beyond the campus. The grant also allows the college to increase the coordination of efforts between emergency community resources and SUNY Oswego to reduce the stigma and trauma experienced because of a mental health emergency. Moreover, the grant supports our culture of wellness on campus, in this case helping ensure that beyond the Counseling Services Center there are also students, faculty and staff prepared to respond to mental health emergencies using evidence-based interventions.

For students experiencing a mental health crisis, rapid access appointments with a crisis counselor are available Monday through Friday, 9 a.m. - noon and 1 - 3:30 p.m. and an after-hours crisis line is staffed on weekends and holidays. In February 2021, the university signed an agreement with Liberty Resources to provide Mobile Crisis for students who need crisis support or intervention during a mental health crisis. This service is available during regular business hours as well as after hours. Additionally, our students have resources available to all SUNY students that include Thriving Campus, an application to connect students to off-campus providers; the SUNY Telecounseling Network and the crisis textline.

In response to student need, we have invested additional resources targeted at increasing both number of mental health counselors on staff and staff diversity to better reflect our student population. The remodeled Mary Walker Health Center, opened in fall 2021, offers modernized patient care space and increased capacity to serve students

Access to food and housing is another foundational component of health and well-being. Established in 2016 as the first student-run food pantry in the SUNY system, Students Helping Oz Peers (SHOP) provides food, toiletry, and clothing to members of the campus community. Through the generosity of 68 donors in 2020-2021, SHOP volunteers (30 students who volunteered over 900 hours), served 109 unique individuals (64 on campus and 45 off campus students) and completed 167 online orders.

The Fitness Centers on campus provide personal training, group exercise classes, and have recently added Wellness Coaching. Consultations are available with the registered dietician on campus and Dining Services provides options to support the dietary needs of students and provide healthy options. A strength of SUNY Oswego that adds to overall well-being is the extraordinary natural resources surrounding campus including enormous green and blue space, thanks to our location on the shore of Lake Ontario and the Rice Creek Field Station, which provides public programs in nature education for groups and individuals and maintains four nature trails.

Student well-being depends on collaboration and communication. Perhaps nowhere is this clearer than in the case of our Behavioral Intervention/CareTeam, which includes key personnel in Academic Affairs, Student Affairs, University Police, and the Counseling Center. Although part of the team's charge is to identify potential students who may pose a threat to the campus community, a great majority of its work is to support students and ensure they are getting the services they need to be successful. Once a referral is received, the team follows a clear procedure in order to determine the best course of action, one that includes gathering relevant information in order to put behavior into the context needed in order to best serve the student and the university community.

Additionally, the Dean of Students Office partners with Academic Affairs to support students who have been identified by faculty, staff, and residence hall staff as having a concern. Utilizing Starfish Early Alert, information is centralized and appropriately shared for timely outreach to students. The Dean of Students Office provides centralized support to students who need to take a leave of absence, are hospitalized, or have emergency needs, in addition to consulting with campus partners and families.

Supporting student well-being: facilities design; personal safety

Our commitment to each student's overall well-being can also be seen in our approach to facilities design and remodeling. "Soft spaces" are a feature of the redesigns of all academic buildings. The campus pays careful attention to creating spaces where students can linger individually or in small groups adjacent to faculty offices but outside of dedicated instructional spaces and the direct flow of foot traffic. Students can use these spaces to take a break and take a breath, and attend to themselves as well as to their studies.

Spaces need to be safe, too, and thus we take pains to ensure that students in natural sciences lab courses/sections are educated on proper procedures and practices and Human Resources has mandatory online training concerning hazard materials handling. Overarching all, the Environmental Health and Safety (EH&S) office provides the campus community with clear policies, procedures, and awareness dedicated to health and safety, including lab safety, fire safety, and environmental safety, along with regulatory compliance at all levels.

Our Title IX program contributes to our commitment to creating and sustaining safe spaces for our students with a robust prevention program that encourages reporting, imparts effective

bystander intervention techniques and focuses on healthy relationships and consent. Title IX also employs student workers and hosts interns that learn on the job training and develop skills that complement their educational experience and that are important to a diverse and changing workforce. Students, employees, and community members participate in awareness raising events such as It's On Us Pledge days, SUNY's Got Your Back, and Yards for Yearley which include service and educational components. Our partnerships at the local, state and national level allow us to share our expertise with colleagues and provide training for students and employees on campus. Finally, clear sexual and interpersonal violence policies that prohibit sex discrimination, sexual harassment, sexual violence, dating violence, domestic violence and stalking, and encourages reporting by students, employees, and third-party visitors, are readily available via our Title IX webpage.

The University Police (UP) is a full service and community-oriented police force that protects SUNY campuses. The Dean of Students Office compiles the Annual Security and Fire Safety Report, hosted on the University Police webpage, which includes both the Jeanne Clery Disclosure of Campus Security Policy and the Campus Crimes Statistics Act Information. Additionally, UP participates in outreach, including programming available for campus organizations and residence hall staff, and one-hour credit self-defense course. UP also cultivates a supportive presence through events such as "Coffee with a Cop," and tabling at admissions events for prospective students and their families. Partnering with the Oswego City Police, UP conducts a welcome back fall outreach to off campus students.

Support student success in STEM fields

In 2019, SUNY Oswego successfully re-applied for a Collegiate Science and Technology Entry Program (CSTEP) grant to increase the number of students from under-represented groups who are pursuing professional licensure and careers in mathematics, science, technology and health-related fields. SUNY Oswego received a 5-year award that provides \$199K/year to support this program. The program launched in fall 2020 and included 101 students representing over 20 different majors and programs from all class years (29 first-year students, 23 sophomores, 18 juniors, 30 seniors and 1 graduate student). In the year-end assessment, over 90% of the students reported they "were satisfied or highly satisfied with CSTEP programming" and 77% reported they used tutoring services and all of those students said they were "more than satisfied with tutoring services." We look forward to continuing to support students through this program.

Career Services: a meaningful life beyond commencement

SUNY Oswego designs the offices and services discussed so far to ensure students feel cared for and connected to the institution and be successful. This work continues in their preparation for life after graduation. We noted the work of our EXCEL office in facilitating access to applied learning experiences like internship and service learning. SUNY Oswego also reaches out to all enrolled students to help them identify their future career path and then take action today to achieve their post-graduation goals. SUNY Oswego's Office of Career Services and Division Development and Alumni Engagement partner to drive this effort including providing mentors,

career shadowing, and network opportunities to interested students. The new Laker Success Package, announced in November 2020, guarantees any interested SUNY Oswego student an alumni career mentor.

Career Services has received national recognition for its innovative use of technology, regularly presents at state-wide and national conferences, and has garnered many state-wide awards over the past decade. Adopting an industry-centric model, Career Services has become more able to meet the needs of our students while better serving our many stakeholders. This is seen by the dramatic increase in programming and numbers of students served, from 48 programs serving 2370 students in AY 2015-2016 to 210 programs reaching 6,494 students in AY 2018-2019. COVID-19 and the ensuing pandemic necessitated programming changes in AY 2020-21, of course, but still we provided programming for over 5,300 student participants.

[open BOX Shining a light on Imagine 2021]

Over a five-week period between January and February 2021, Career Services partnered with Development and Alumni Engagement to launch an inaugural program in support of student success and career development. With the backing of the President's Office, Imagine 2021 came to fruition to assist with the retention of students as well as to help 2020 graduates who were still seeking employment in the challenging labor market spurred by COVID-19. This free, fully virtual career development program offered both synchronous and asynchronous sessions accessible by any student or alumni, regardless of time zone, availability, or location. Imagine 2021 focused on assisting participants in their career exploration, building and honing a stand-out online presence and professional brand, and discovering internship and job opportunities through the program's fostered connections with alumni, employers, and student leaders who provided mentorship and guidance. Despite being held between semesters amid the many challenges of the COVID-19 pandemic, a total of 357 unique participants attended the synchronous events/workshops. This number included 227 current students and 2020 graduates, 79 alumni speakers, 41 Oswego faculty/staff, and 10 guest speakers. In addition, there were a total of 714 views of recorded Imagine 2021 program content across all weeks. Imagine 2021 earned four awards recognizing the innovative nature and collaborative spirit of the program. The Imagine program will continue.

[close BOX]

The Career Services Office plans programs and events in tandem with staff from SUNY Oswego's Division of Development and Alumni Engagement in order to engage alumni. Alumni serve as guest speakers in classrooms as a part of the Alumni in Residence program (AIR), serve as keynote and guest speakers, and/or as alumni mentors with students through the Alumni Sharing Knowledge program (ASK). In 2018-2019, Career Services partnered with the Alumni Office to provide 59 programs involving 373 alumni. Alumni donations provided \$30,000 over five years used to implement Career Services initiatives. In 2020-2021, over 250 alumni connected with approximately 3,290 students during virtual events and programs through the ASK program.

Using a multi-pronged and collaborative process of data collection yielding the second highest response rate in SUNY, Career Services' 2019 First Destination Survey revealed that 94% of the Class of 2019 was employed or continuing their education within one year of graduation. Furthermore, 89% of employed graduates reported that they were working full-time in their field of choice. Finally, the survey data show that most graduates (74%) were employed in New York, using their skills and talents to strengthen the economy and workforce of the state. Further, results showed a five-year placement average of 95%.

Our recent restructuring to more closely align Career Services within the Division of Development and Alumni Engagement will lead to an even more collaborative approach to career readiness and continue to evolve and increase students' employability and overall success. This change will create more meaningful, regular connections among students, alumni, and employers to provide more comprehensive career development and exploration opportunities.

SUNY Oswego has policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches

SUNY Oswego applicants who have earned a minimum of 11 credit hours or more from another college or university, following completion of high school or its equivalent, may be considered for admission as a transfer student. All course work completed with a passing grade from regionally accredited institutions (SUNY or Non-SUNY) will transfer to SUNY Oswego, as described in the SUNY Oswego Transfer Course Guide. Also, included in the SUNY Oswego Transfer Course Guide are course-to-course equivalencies predetermined for both SUNY and Non-SUNY colleges and universities. Essentially, the SUNY Oswego Transfer Course Guide allows first-year transfer students to get an idea of how courses completed at their previous institution may transfer to SUNY Oswego. Although the guide is helpful in future planning purposes it does not substitute for an official course evaluation, which students can request during any point of the admissions process by contacting the Office of Admissions. The institution completes official degree audits within 1-2 weeks of admission to ensure students have the necessary information to make an informed college decision.

Additionally, SUNY Oswego partners with many colleges across New York State to ensure transfer students with an Associate's Degree have a successful and seamless transition to SUNY Oswego through our Dual Enrollment, General and program-specific agreements. These articulation agreements allow students to view which courses they have completed will translate into credit while enrolled at SUNY Oswego.

Prior Learning Assessment

SUNY Oswego encourages faculty to explore and implement the use of prior learning assessment (PLA) to recognize college-level knowledge and skills that students acquire outside of formal higher education and refers to all of the processes the college uses to review

and evaluate evidence of college-level learning and to award academic credit or waive requirements as indicated by academic and administrative standards. SUNY Oswego faculty do the evaluation of PLA options in alignment with established SUNY Oswego policies, equivalencies and course outcomes at the departmental level. SUNY Oswego conducts an initial review of transcripts and discusses options for prior learning assessment as part of the Admissions or Transfer process. Credit earned through prior learning assessment does not count toward the 30 hours of residency credit. Prior learning must match existing courses using the course description and course outcomes for guidance. Under advisement, students may also use some prior learning assessment as elective credit. SUNY Oswego may charge students if there is a cost for assessment of prior learning. These costs vary by option and are non-refundable. Students must consult with their academic advisor or the Division of Extended Learning to determine which PLA option may help them attain their academic goals.

Credits Awarded Through Experiential Learning

EXCEL: Experiential Courses and Engaged Learning serves as a centralized hub to provide policies, structure and support to departments and programs offering experiential learning opportunities for credit. EXCEL's Internship Coordinator reviews all internship and co-op positions submitted by Site Supervisors interested in offering opportunities to our upper-class students. EXCEL staff created and implemented an online approval process through hireOz by Handshake. This process allows the Academic Advisor to review departmental and campus-wide prerequisites, and enables the Faculty Sponsor to review the positions academic relevance and the student's proposed learning objectives, and determine the academic assignments used for the final evaluation and grade. Each student is required to complete 40 hours at the site per credit hour registered (up to 12 maximum in a semester) ensuring that the experience meets a set of established standards and quality. EXCEL initiates registration for the appropriate course and credit once all approvals have been received. EXCEL utilizes the SkillSurvey: Career Readiness Project to gather feedback on each student's progress in the 8 NACE competencies (critical thinking/problem solving, oral/written communication, teamwork/collaboration, digital technology, leadership, professionalism/work ethic, career management and global/intercultural fluency). Faculty use this information as part of the final evaluation toward the student's grade of Honors, Satisfactory or Unsatisfactory.

EXCEL supports several general studies (GST) courses that provide students with Service Learning opportunities and credits. Students participating in Service-Learning programs such as the Focus Forward Mentoring Program, complete community service hours and earn credit by completing coursework that includes reflections on their experiences and topics such as mentoring best practices, boundaries and confidentiality, poverty, and growth mindset.

Supporting student well-being: safe and secure maintenance of records and release of information

We are committed to the safety and security of information and records, with both a cross-divisional Information Security Committee chaired by our Chief Information Officer and a staff dedicated to information security. Students have access to several Family Educational

Rights and Privacy Act (FERPA)-related forms via the Registrar's Office webpage enabling them to authorize or revoke a release and request directory exclusion. SUNY Oswego sends a notice of FERPA rights to all enrolled students annually and fall new faculty and staff orientations include a FERPA overview.

Everyone within SUNY Oswego follows policies and procedures for the safe and secure maintenance and appropriate release of records. This includes records identified and governed by FERPA, e.g. student education records, and by HIPAA, e.g. student medical treatment records. Offices dispose of confidential physical records by shredding or burning. The FOIA/FOIL officer is responsible for fielding, vetting and responding to all related requests.

We also attend to the safety of our virtual spaces. In addition to signage reminding students, faculty, and staff to be cautious and vigilant in order to maintain cyber-security, Campus Technology Services (CTS) has for several years conducted internal phishing e-mail scams in an effort to keep all members of our community aware of best practices to avoid inadvertent computer and network infection and disruption.

SUNY Oswego's athletic, student life, and other extracurricular activities are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs

Student Affairs has a clear set of policies and procedures in place for club sports, registered student organizations, and intramurals. These guidelines direct the formation, funding, and operations of student groups. An independent Student Association works in partnership with Campus Life staff members and the Vice President for Student Affairs to recognize new student groups and provide funding. Auxiliary Services serves as the Student Association fiscal manager, facilitating an annual audit and ensuring in partnership with a contracted attorney and accounting firm that their practices are compliant. SUNY Oswego has approximately 170 active student organizations and there are nearly 1000 unique participants in our intramural programs in a typical year. The NCAA and SUNYAC policies and procedures govern Division III intercollegiate athletics. On average, 445 students participate in intercollegiate athletics annually.

Assessment-driven restructured offices and programs to better support student success

With the hiring of an Executive Director for Enrollment Management who reports directly to the President and the hiring of a new Vice President for Student Affairs, we have taken the opportunity to reorder and reassign reporting structures. Under this reorganization, the Office of Financial Aid is now under Executive Director of Enrollment Management, the Office of Career Services is now under Development and Alumni Engagement and Orientation is now under the Dean of Students. In 2018, the Dean of Students Office expanded to include Associate Dean of Students, Health Promotion Coordinator, Director of Student Conduct, and Alcohol and Other Drug Coordinator in order to form a network of care framework to support the personal needs of students. Further, we are putting a number of our academic support offices under an Assistant Vice President for Student Support. These offices include Academic

Advisement, Office of Learning Services, Educational Opportunity Program, and Accessibility Resources. The plan is that this reorganization will provide additional opportunities for collaboration to support our students.

The changes to our First-Year Experience highlighted earlier resulted from a careful review of the program by the First-Year Experience Advisory Council in response to the formal charge to 1) examine new first-year experience mission, vision, and goals; 2) Conduct a comprehensive program analysis based on identified priorities; 3) Assess related policies and programmatic initiatives; and 4) Make recommendations to improve first-year experiences as it relates to policies and programs.

Evidence indicates our cross-divisional and collaborative efforts geared toward student success are helping students persist, earn degrees, and achieve their post-graduation goals. For example, the 2020 IPEDS Data Feedback Report, released in March 2021, shows that six-year graduation rates of full-time, first-time degree seeking undergraduates (for the 2013 Cohort as of 2019) are higher at SUNY Oswego for all races and ethnicities of domestic students than at SUNY Oswego's peer (comparison) institutions. Notably, the six-year graduation rate for SUNY Oswego Black or African American students in this report is 61 percent compared to the comparison institutions' average graduation rate of 43 percent for Black or African American students. Oswego's 2013 Cohort also outperformed the comparison group institutions' six-year graduation rate for students receiving Pell grants (61 percent versus 58 percent) and Stafford loans (68 percent versus 63 percent) and for students not receiving a Pell grant or a Stafford loan (71 percent versus 68 percent). These success metrics demonstrate SUNY Oswego's effectiveness in delivering student support services (including advisement, mentoring, applied learning and career development opportunities) equitably and in an inclusive manner.

In sum, then, our commitment to supporting students is manifested across the university; offices and units playing significant roles in our efforts include the Advisement Center, Enrollment Management, Dean of Students, Financial Aid, Student Accounts, Registrar, Counseling Center, Office of Learning Support, New Student Orientation Program, Math Placement, and the Behavioral Intervention Team. As part of our collaborative approach characterizing the Oswego way, faculty governance, Residence Life & Housing, Auxiliary Services, Environmental Health and Safety, and University Police all play a part in creating the best possible conditions for student success.

Findings/Discoveries

- SUNY Oswego has a tradition of a strong and engaging First Year Experience (FYE) that is collaborative particularly across Academic and Student Affairs. In addition, we continue to assess our FYE practices and make adjustments based on these results and for the support of our students.
- Career Services provides a variety of support and programs to students. They have changed their model for how they interact with students and employees, which has led to practices that are even more effective. Their collaborations with the Office

Development and Alumni Engagement takes advantage of strong alumni connections, which will be strengthened further with the reorganization placing Career Services with this office.

- SUNY Oswego has made significant investments in its technology use across campus, including in areas that help support student success and listen to our students.
- SUNY Oswego has made significant personnel, programmatic, and facility investments to support the well-being of its students, including an enhancement of collaborations and partnerships that support a network of care.

Areas for Innovation and Improvement

- SUNY Oswego has seen significant increases in the diversity of their student body and have made significant progress in supporting this diversity. This work is ongoing and additional work is necessary. The newly created Institute for Equity, Diversity, Inclusion, and Transformative Practice will help in these efforts.
- The campus continues to improve ways to access the information on institutional resources. SUNY Oswego has made recent improvements on the organizational and access issues around resources available to students, and has recently implemented the OzNavigator to further improve information access.
- The campus needs to respond, re-emerge, and re-imagine student services and activities following the pandemic. There is an opportunity and desire to evolve our campus life and student services to better support and engage students into the life of campus. A Student Affairs Strategic Working Group has been charged with examining how to increase student engagement in programs and initiatives which will contribute to their sense of belonging and provide them with opportunities to learn essential skill's, awareness, or knowledge as articulated by SUNY general education learning outcomes.
- The new Vice President for Student Affairs has identified the need for a standalone Recreation and Fitness department. Removing Recreation from Campus Life and the Fitness Centers, (which currently require a membership fee to utilize) from Residence Life & Housing to create a new department will allow for the establishment of a comprehensive recreation and fitness program that all students can take advantage of without additional cost to them. This is crucial as we continue to cement our culture of care and create needed opportunities for students to attend to their well-being along the entirety of the continuum.
- While a large percentage of first- and second-year students live in residence halls, upper division students off campus have requested support for their off campus living environment. Campus Life has been charged with reviewing their organizational structure and mission to identify how best support the needs of this growing population of commuter/off campus students.

COVID-19 Through the Lens of Standard IV

Supporting students took on additional meaning and importance with the arrival of COVID-19 and the ensuing pandemic. Offices and individuals dedicated to supporting students developed and implemented strategies and practices to continue their work contributing to student

success. Enrollment Management offices strengthened their collective efforts to maintain recruitment and enrollment management touch-points virtually. Offices regularly provided virtual one-on-one student appointments to admitted students in order to answer each question and to offer competitive scholarship and financial aid packages in a timely manner. The offices also proactively reach out to assist students and their support members in making informed decisions about the college selection process.

An established ethos of collaboration across departments with our Orientation programming positioned SUNY Oswego to deliver virtual Orientation programs to conform to CDC and local public health guidance in our community.

SUNY Oswego created a COVID-19 Help Line as an avenue for timely and accurate assistance. We trained staff and developed technology to provide remote access to the calling station, and created a process for disseminating information to staff answering calls and responding to difficult situations.

While the academic calendar eliminated long breaks during the semester to minimize travel and disease spread, the campus offered Wellness Days during COVID to provide students with a break in order to support emotional, mental, and physical wellness. SUNY Oswego offered programming across campus including nature walks, crafts, and recreation activities. In addition, we offered additional programming throughout COVID including Welcome Week events, Wellness Mondays, Talent Thursdays, lunchtime hangouts, cards sent to students who were in quarantine or isolation, and campus-wide scavenger hunts.

Tele-therapy was available to all enrolled students for continuity of mental health services with social distancing and remote students. In direct response to the pandemic, SUNY Oswego created an open therapy group called “COVID Connection” for students to discuss their struggles and challenges throughout the pandemic.

The health and wellness of students in isolation and quarantine was a serious concern. Student Affairs created the Quarantine & Isolation Buddy Program to respond to student issues from illness and isolation. Over 80 faculty and staff, representative of a wide range of departments, engaged in training and consultation sessions. Faculty and staff reached out daily to students they were matched with to check in on them, share resources, and support them during their time in isolation/quarantine.

The pandemic caused many students to lose employment and/or suffer from their support network’s financial hardships. SUNY Oswego responded by increasing its philanthropy efforts to support our Student Emergency Fund. As of May 2021, this fund has helped more than 400 students pay living expenses. In response to the pandemic, the Division of Development and Alumni Engagement immediately shifted priorities from fundraising for The Path Forward to garnering philanthropy to support the Student Emergency Fund. Between May 2020 and May 2021, the Division raised \$368,000 to support Student Emergency Fund.

Chapter Five: Taking the Measure of Student Learning (Standard V – Educational Effectiveness Assessment)

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Standard Five Institutional Priority	Line of Inquiry	Standard Five Criteria
<ul style="list-style-type: none"> ▲ Student Success ◆ Academic and Creative Excellence ✦ Inclusive Community ● Sustainable Institution ◆ Partnerships 	<ul style="list-style-type: none"> Assessment systems + 1/2/3/5 Assessment data acted upon ▲ + 2/3/5 Assessment advances mission ▲ 3/5 Resources available for assessment ▲ 1/2/3 Assessment evolves + 5 	<ol style="list-style-type: none"> 1. Educational goals 2. Systematic assessments 3. Assessment results used to improve educational effectiveness 4. Third party providers 5. Periodic assessment

Figure 5-1. Standard V: Alignment of Institutional Priorities (left panel) with Lines of Inquiry (center panel) and the alignment of those Lines of Inquiry with specific Criteria (right panel). Institutional Priorities are identified with a unique symbol, and Criteria are identified by number in the center panel. Here, the two bolded Institutional Priorities (Student Success and Inclusive Community) are considered the most aligned with Standard V.

Institutional Priorities (most applicable ones are bolded)

- **Student Success**
- Academic and Creative Excellence
- **Inclusive Community**
- Sustainable Institution
- Partnerships

Lines of Inquiry

1. What are the systems for gathering, analyzing and reporting assessment information?
2. How is assessment information acted upon in divisions across campus? Provide at least three examples per division: 1) Academic Affairs and 2) Student Affairs and Enrollment Management.
3. To what extent has institutional assessment resulted in better meeting our mission and goals? Provide at least three examples per division: 1) Academic Affairs and 2) Student Affairs and Enrollment Management.

4. What resources are available for continuous improvement and how are outstanding examples recognized and rewarded? Provide at least three examples per division: 1) Academic Affairs and 2) Student Affairs and Enrollment Management.
5. How does the College ensure its assessment activities evolve to reflect institutional priorities and best practices?

Introduction

Setting goals aligned with our mission and institutional priorities and assessing their attainment is integral to the continuous improvement of our institution. We are committed to assessment. Crucially, that commitment has led to sustained careful attention to student learning assessment at both the undergraduate and graduate level. (see figure below). We have built and honed systems, procedures, and practices over time in the name of continuous relevant inquiry into and articulations of student learning and achievement, reflection on and sharing of what the inquiry reveals, feedback on the conclusions reached, and responsive changes designed to strengthen and enhance outcomes in support of our mission. Departments and programs across the university have submitted annual reports dedicated to detailing our efforts on assessing student learning outcomes since AY 2011-2012. In order to further strengthen and enrich our culture of assessment we sent between two to four assessment fellows to the Assessment Institute in Indianapolis, Indiana for training annually from 2013-2019. Each fellow followed this training with a yearlong assessment project. Our assessment fellows became resources not only for their departments and programs but for the entire campus community. Assessment is truly part of the culture at SUNY Oswego and we continue to improve and evolve our processes to meet the needs of the institution and its students.

SUNY Oswego has clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission

At the undergraduate level students must achieve both general education and program specific learning outcomes, while at the graduate level, students focus on more advanced program level goals. Robust systems of assessment of student learning occur through the institution. Our practice of regular student learning assessment is true of both established majors and programs and those recently created and approved by faculty governance and the administration, whether at the undergraduate or graduate level. The General Education Council assess student learning in General Education courses separately on a three-year cycle.

Assessment of Student Learning in the Majors

Assessment practices are readily apparent in externally accredited programs at Oswego such as those within the School of Education and the School of Business, of course, but whether externally accredited or not, all our academic programs follow prescribed assessment plans designed to measure student achievement of program learning outcomes. Programs submit those assessment plans to the appropriate Dean's office. These programs collect and assess student work over the course of the ensuing academic year and submit a report detailing the

results of the assessment of that work and what actions the program will consider in light of the assessment findings.

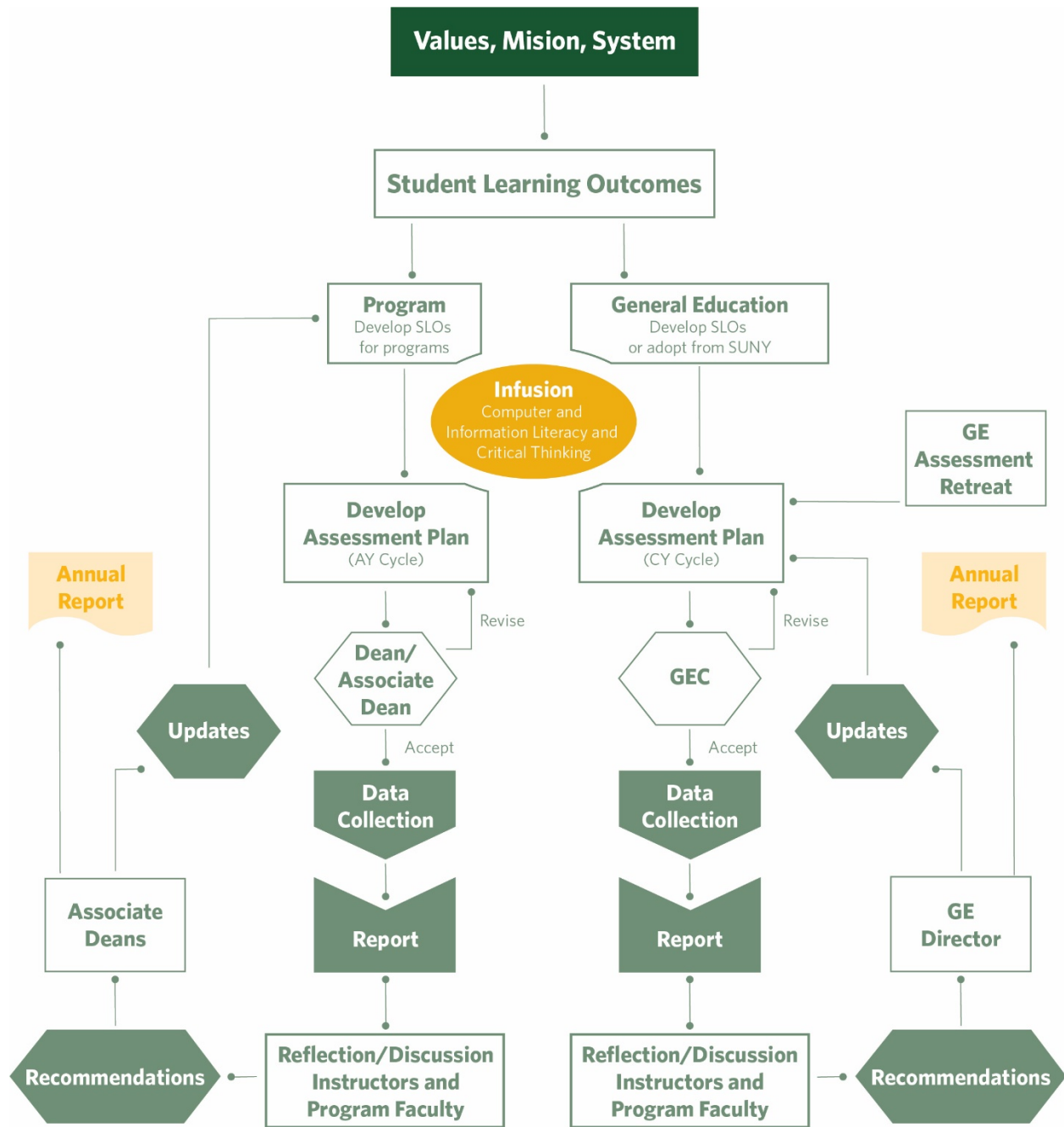


Figure 5-2. Assessment of Student Learning Outcomes (SLO's) in major programs (left) and general education courses (right) follow parallel systems of annual planning, implementation, review, and reporting.

The responsibility for overseeing the process of student learning assessment varies. In some departments and programs, oversight falls to the chair or director, as is the case in Physics and American Studies; in others to a designated assessment coordinator, true for Chemistry, Economics, and Music; and in still others to a designated assessment committee, as is the case for both the Department of Biological Sciences and the Art department.

[open BOX Shining a Light On Art Department assessment practices]

Among its many duties, the Art Department Assessment Committee assesses students learning to improve assignments, courses, and our program.

For instance, the department identified writing and information literacy as two areas it wanted students to improve. The assessment committee created a faculty survey tool to learn how the department's programs were embedding writing and what was valued in order to establish learning priorities for the students. The program used this information to revise the Writing Across the Curriculum plan and to scaffold writing skills into the foundations courses.

The Art Department's assessment endeavors have been recognized in several university-wide General Education assessment summary reports, the writing assessment has been used as a model for Writing Across the Curriculum, and some of the assessment processes shared with colleagues in presentations offered through our Center for Excellence in Learning and Teaching.

The Art Assessment Committee requested and received approval from the SCMA Dean's Office to collect program assessment data on the calendar year (institutionally program assessment is done on the academic year) to match the data collection requirements of General Education. This schedule alignment streamlines the process and allows the Art Department close the loop more effectively on assessment by involving the entire department in the analysis of results during the spring semester. This helps faculty to work more cohesively across areas to better support the goals of the full slate of programs offered. [close BOX]

[open BOX Shining a light on Program Assessment and Institutional Goals]

SUNY Oswego has long been committed to intentional improvement throughout every aspect of our learning environment and institutional operations. Our mission-driven focus combined with our commitment to use assessment to measure our progress is evident in annual goals in the Division of Academic Affairs. In the School of Education, for example, data connected to the assessment of annual goals linked to our Teaching Opportunity Corps--2 (TOC--II) (five-year \$1.6 million grant awarded 2016 re-awarded in Fall 2021) revealed progress made in recruiting and supporting more students of color in initial and advanced programs (goal 1) and in working with our school partners to recruit in teacher shortage field areas (goal 2). It also indicated the need for new human resources and initiatives to better realize those goals--the first most directly related to our inclusive community Institutional Priority and the second most directly related to our partnerships Institutional Priority [close box]

At times assessment addresses more programmatic goals. For example, the School of Education goals identified above show collaboration within the School and with our partners in elementary and secondary education, which is a major goal of the School. That same spirit of collaboration is apparent in the "Partnerships" annual goal from the School of Communication, Media, and the Arts to "Integrate and embed arts, athletics, and recreation offerings in the community." For example, faculty from the Broadcasting and Mass Communication program and faculty from the Theatre department joined forces to record and live-stream the Theatre department's "It's a Wonderful Life" performance in December 2020. In the spring 2021 semester, Broadcasting and Music faculty collaborated to produce a video of the spring choir performance and a mini-documentary highlighting the challenges of performing choral music during the pandemic. The documentary, available on Vimeo, was a collaboration between SCMA and WTOP-10. It features the challenges of choral performances while maintaining social distancing and COVID-19 precautions, featuring interviews with the faculty director and students in both the women's and men's choir. One outcome for the Broadcasting and Mass Communication program is "the ability to analyze and evaluate the role of media and its impacts on society." By engaging in the actual production process and providing greater access to the community, the program has a birds eye view on the role of its own media and the its impact.

Assessment of student learning in General Education

Since the last self-study, General Education (GE 21) moved from an academic year (AY) to a calendar year (CY) assessment cycle to better provide meaningful feedback to reporting departments and programs. Using a CY assessment cycle provides the General Education Council and Assessment Advisory Committee the appropriate time necessary to review and provide feedback to the reports, which programs desired. With the change, departments and programs now submit assessment plan updates in the November preceding the CY with a plan for assessment. The General Education Council and Assessment Advisory Committee review the plans and provide written feedback within a month. Programs gather student work in the spring and fall semester of the CY for analysis, and submit assessment reports in February. Council and Committee members review the reports and provide written feedback within a month. Finally, representatives of the reporting departments and programs gather with members of the General Education Council, the Assessment Advisory Committee, and senior administration in the week following spring commencement to discuss the calendar year assessment. The Council writes and shares a CY General Education Summary Report with department chairs, program directors, and senior administrators in the Division of Academic Affairs.

General Education assessment happens on a rolling, staggered 3-year basis for all categories. For example, reports from 2014, 2017 and 2020 focus on Foreign Language, Humanities, Western Civilization, and World Awareness. In each of these categories, successive reports offer evidence of improvement in process. In Foreign Languages, the faculty used more robust sampling to ensure coverage of all sections. As a result, the faculty assessed work from 451 students in Spanish 102 in 2017, compared to 97 students in 2014. Similar increases occurred

across the foreign languages. Our inaugural assessment retreat in May 2015, facilitated these efforts by the Modern Languages department. We saw similar improvements in the process and reports in reviewing the Western Civilization category. In this case, courses within the 2017 report allowed for better targeting of improvement strategies.

Improvement in student learning is also demonstrable. In the Foreign Language category, for example, the percentage of students meeting standards in French, Spanish, German, and Italian increased by 10 to 20 percentage points. In some cases, mixed results inform not only course improvement, but improved instrument development. Courses in Music and Gender and Women's Studies revealed mixed results in meeting the two learning outcomes from 2014 to 2017—improvement in one case, but lower results in the other. In each program, reflection on the instrument used to measure student learning outcomes revealed not so much a shortcoming on the part of students as on the part of the instrument.

The WST 200 assessment plan update for the CY 2020 assessment made clear that the Gender and Women's Studies program made changes since the CY 2017 assessment, using the results of that earlier assessment to identify strengths and areas where they could improve both teaching and learning. The CY 2020 assessment plan update for THT 365, a World Awareness—Fine and Performing Arts course, and ANT 303-BIO 303, a dual-listed World Awareness—Natural Sciences offering, also provided evidence of improvement in course structure and refinement regarding how the courses are connected to the student learning outcomes. Finally, the assessment plan update for EDU 114, in the World Awareness—Social and Behavioral Sciences category, both referenced changes made since the last assessment and, in the case of one of its sections, identified a focus on the Mohawk culture.

The General Education Council and the Assessment Advisory Committee have also refined processes and procedures in response to yearly assessments. Both the assessment plan update form and the assessment report form have been revised for clarity and inclusion of important information to inform analysis and improvements. In short, we also work on assessing our assessment processes.

Assessment of student learning in academic support units

In addition to academic programs, academic support units such as the Office of International Education Programs (OIEP), and Experiential Courses and Engaged Learning (EXCEL) have worked to add student learning outcomes assessment to supplement their administrative assessment practices. OIEP has identified and formalized three Student Learning Outcomes (SLO) based on the Association of American Colleges and Universities' (AAC&U) Global Learning Value Rubric. OIEP has refined its methodology and data collection documents for faculty-led study abroad courses. Faculty syllabi for international courses must now include at least one SLO and identify an artifact or measure for evaluation. EXCEL has also developed student learning outcomes for its credit-bearing GST courses and beginning in AY 2018-2019, has been assessing and reporting on them in a three-year cycle, two SLOs each year.

In 2018-2019, the Division of Student Affairs completed 39 departmental assessment projects by the 14 departments/units in the Division of Student Affairs. Assessment projects ranged from national benchmarks to focus groups and the Division used the results to improve programs and inform resource allocations.

For instance, over the last several years, the Vice President for Student Affairs and Enrollment Management (now Vice President for Student Affairs) prioritized planning and assessment efforts and provided significant resources for this effort. With the recent organizational changes, the Dean of Students will co-chair the Student Affairs Assessment and Learning Committee and lead these efforts. The Assessment Steering Committee has five members, and are responsible for implementing the annual planning and assessment process. As a part of the annual planning and assessment cycle, the Assessment Steering Committee provides feedback to departmental drafts using rubrics with the following scale: exemplary, moving in the right direction, facing challenges, facing significant challenges. The Committee gives departments the opportunity to consult and to resubmit a final plan. In keeping with our commitment to a culture of assessment, the Divisional Assessment Team, with representation from every department, meets from one to three times each semester to discuss and make decisions related to expectations for assessment, professional development, and sharing data across units. The division also provides professional development around assessment at its Assessment Retreat.

These efforts have created a strong assessment culture in the Division of Student Affairs, all programs conduct assessment, and improvements implemented based on the results. For example, using data garnered from the National College Health Assessment (NCHA), the University identified service gaps, particularly in reaching underrepresented males. As noted earlier the self-study, our Counseling Center offered additional programs to address these gaps. This data also supported the addition of new counseling position. The University is doing the NCHA this year (2021/22) to assess where we stand given changes due to COVID. The campus also made changes to its housing deposit policy based on concerns raised by students and a review of our own practices. Through this review and student information, we found that the housing deposit policy created a barrier to students in reserving rooms and leading to inequitable outcomes. As a result, we eliminated the housing deposit.

At the end of each academic year, every undergraduate major program, graduate program, and academic support unit (e.g., English for Academic Purposes, Experiential Courses and Engaged Learning, Office of International Education and Programs, and Penfield Library) submits a standardized Student Learning Outcomes (SLO) report and updated plan to the Office of Institutional Research and the Provost. Each submitted report includes a description of the instruments, data, analysis of results, proposed changes and resource implications. This report also includes recommendations for changes to the process itself in the upcoming year.

Administration review of student learning outcome reports

As already noted, deans, the Associate Provost and the Provost receive and review the annual General Education Assessment of SLOs summary report. Associate Deans review the SLO reports from the undergraduate and graduate programs in their school or college and provide feedback to the respective departments and programs. In year's past, the university's Assessment Coordinator provided feedback to departments and program regarding their assessment reports. However, with the maturation of assessment on our campus and to better coordinate the assessment activities with the deans' offices, particularly the College of Liberal Arts and Sciences, the Provost moved the academic program assessment oversight to the Associate Deans within the college/schools. This decision better aligns assessment with program review and resource allocation. This decision also aligns with processes in our accredited programs such as Business (AACSB) and Education (CAEP).

Utilizing NSSE

Since 2008, SUNY Oswego has completed the National Survey of Student Engagement (NSSE) every three years. The NSSE measures student satisfaction and engagement with their undergraduate experience. SUNY Oswego has taken a several actions because of our NSSE results including transforming our Advisement Center to better serve all students, creating First-Year Signature Courses, and restructuring EXCEL. The campus last administered NSSE in spring 2020. Examining the most recent three NSSE results (2014, 2017 and 2020), we see significant improvements along a number of dimensions (Collaborative Learning, Discussions with Diverse Others, Learning Strategies, Quantitative Reasoning, and Student-Faculty Interaction) surpassing the SUNY comprehensive average. This is the case for both first-year students and seniors responding to the NSSE.

Taking a measure student success post-graduation

Our efforts to create and deliver academic programs that excite and ignite our students are informed not only by a sustained commitment to the assessment of student learning but also data on post-graduation outcomes.

One way that we do this is by using data from our First Destination (graduate outcomes) Survey. Specifically, data gathered from the First Destination Survey of 2018 graduates indicated that some majors had less than 60% of graduates working or studying in their field of choice. In response, Career Services implemented tailored career development programs and services for students through an industry centric model. Under this model, Career Services structured their services around industry areas (business, fine & performing arts, STEM/healthcare, communication, education/human services). The tailored programs included events with faculty, staff, industry experts, and alumni with the goal of increasing engagement between our students and the people who can best address their career goals measured by higher reporting levels around "working or studying in their field of choice."

**Assessment results are considered for the improvement of educational effectiveness.
Consistent with the institution's mission**

In assessing student learning in the major, faculty review the assessment results with an eye toward areas within the curriculum that may need improvement or changes, whether they should consider additional pedagogical strategies, and what resources the program may need to improve student success. Once this is decided, a program may choose a range of activities such as revising course(s), making suggestions for additions to the curriculum, adopting additional or different teaching and evaluation strategies, or reconsidering the assessment technique used. In short, as is true with our academic programs, our assessment practices are dynamic.

In the College of Liberal Arts and Sciences (CLAS), for example, the Department of History's Spring 2021 assessment summary reported on a study of class size and learning in introductory courses. The program noted concerns with student use of primary historical sources in the 400-level capstone course as well as in the more foundational 200-level historical methods course and consequently identified HIS 298 as a critical source of learning of this skill and a critical point of intervention. As next steps, the department will develop a template for HIS 298 to ensure skill acquisition across instructors. The report also highlights the recognition that a strong review process is iterative, raising different questions at different times and requiring different solutions at different times. In short, as is true of program-level assessment, the assessment of student learning outcomes is ongoing.

In the School of Communication, Media, and the Arts, assessment of student learning in BRC 229 Broadcast News Writing also highlights the ongoing nature of this work. The 2016 assessment of the student learning outcome "*Choose to act in ways consistent with the codes of ethics of the communications field*" revealed that while the majority of students grasped the practice of applying ethical codes to common real world scenarios, they struggled to successfully respond to some of the common ethical dilemmas faced by broadcast and digital journalists (as indicated by the industry-standard Code of Ethics for broadcast and digital journalists). Due to this finding, a specific unit on ethics was added to a core course to allow for a more thorough grounding and exploration of journalism ethics. The 2021 assessment showed significant improvement at identifying all five ethical dilemmas by successfully citing the appropriate ethical code(s).

The School of Education consistently analyzes and disaggregates student and program data for program improvement. As a result, faculty revise syllabi to reflect the program improvements and changes in the field. The Program Advisory Group, an external partnership of alumni who are current educational leaders, also analyze the data and give feedback for program improvements. Counseling and Psychological Services faculty from the Mental Health program collected and analyzed program-wide data related to learning outcomes and externally reported that information to regional mental health providers. The Career and Technical Educator Preparation department evaluated and redesigned its student teaching assessment form; converted from a checklist to a more descriptive rubric. The rubric promotes inter-rater reliability between cooperating teachers and college-based supervisors.

An example of the dynamic, evolving nature of our assessment practices is how the School of Education approached assessment of student learning for CAEP, specifically CAEP Standard 4.2, as we transitioned from NCATE to it. The essence of this standard is that we provide evidence that our graduates are effective teachers. The evidence presented in our self-study must include observational data; we cannot simply provide alumni survey data. In response to the standard, we designed a case study that followed 10 graduates, now certified classroom teachers, into the field. Our faculty observed each and assessed them on the Danielson Framework for teaching rubric (four domains of teaching: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibility). The School of Education aggregated and summarized the data for submission in our self-study report this summer.

Devoting resources to our assessment efforts

A commitment to improving learning requires a parallel commitment of resources for professional development in effective teaching and instructional technologies. The College commits significant resources through programs such as ACUE and our own Center for Excellence in Teaching and Learning. Together with CELT, the Academic Affairs retreat brings speakers who have focused on evidence-based methods of improving teaching and making classroom environments more inclusive for keynotes and workshops. This learner-centered focus includes opportunities for faculty to learn how to develop student metacognition for the assessment of their own learning. The 25-week ACUE program includes units on formative assessment and CELT readings groups have focused on this skill as well.

For a number of years, SUNY Oswego committed resources both to an Assessment Coordinator and to support Faculty Assessment Fellows. These resource commitments supported our assessment activities and solidified our assessment culture. These resources committed over the years allowed us to confidently evolve the oversight of our assessment efforts as noted earlier. Associate dean-level administrators in the college and in each school support their programs' efforts in the assessment of student learning as well as their self-studies. The AEFIS software platform enables users to document assessment instruments and results and link those to annual reporting and goal setting. As a repository of assessment information, this system allows tracking through time as we address our goals for improvements to student learning.

We have multiple other resources in place as well, physical and human. For example, the School of Education uses Tk20 by Watermark, a computer-based data management system, to collect, store and analyze candidate performance data over time to ensure a valid candidate, program, and unit-level assessment to meet state and national accreditation requirements and support the work of academic advising and field experience. The Associate Dean for Assessment and Accreditation spearheads the collection and use of data to analyze and document the SOE progress and performance. SOE also has a full-time Data Manager position that supports use of Tk20 by all staff and faculty. Department Chairs and Associate Dean have attended the national accreditor workshop (CAEPCon). The campus funds conference and workshop attendance for

assessment for faculty and administrative staff with the national accreditor and other specialized groups.

The assessment committee in the School of Business uses two outside tests to get benchmarking comparisons for core business knowledge: the Business Aptitude Test at the undergraduate level and the Peregrine Test at the MBA level. The Dean coordinates the assessment with the help of the assessment committee chair (a regular faculty member). The School also has an Assurance of Learning Committee consisting of the Dean, Associate Dean, and the Chairs for the Assessment and Curriculum committees to implement changes to the activities for closing the loop as recommended by the faculty. Each year the SOB sends several people to AACSB sessions that cover accreditation and assessment. We have been sending faculty to the BYU Ethics conference improve the teaching of ethics in the curriculum because of the assessment.

SUNY Oswego periodically assesses the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

We also regularly assess our assessment practices and procedures. In 2020, the Faculty Assembly charged the Task Force on Evaluating Assessment Practices to make recommendations for assessment processes that are meaningful, integrated, and do not “consume more energy than they produce,” and recommending assessment practices that will establish a “well-worn path” (Warner 2019) between assessment, improving learning, and allocating resources. The Task Force will present a full report in October 2021.

Findings/Discoveries

- SUNY Oswego has a mature and sustained assessment system for its student learning outcomes at the major program and general education level. The campus has a strong assessment culture. The university uses assessment results to move curricular change and innovation forward.
- Academic support units and Student affairs also have supportive assessment processes and use results regularly that lead to improvements.
- The campus is also in the process of assessing their assessment process and making adjustments given the culture.

Areas for Innovation and Improvement

- SUNY Oswego looks forward to recommendations from the Assessment Task Force in late-2021 and making the necessary adjustments for their implementation.
- While assessment practices pervade across campus, we always seek improvement in this space. The campus has the needed support, including the AEFIS system, and ongoing efforts around continuous improvement and reporting.
- There are some cases where programs may be doing too much assessing and data collecting to the possible detriment of fully acting on their results. The campus continues to assess its assessment and make appropriate changes.

- The communication of assessment success stories and situations where assessment led to changes and improvements needs to be more widespread.

COVID-19 Through the Lens of Standard V

The remote pivot in spring 2020 necessitated some adjustments in student learning outcome assessment for 2019-20 academic year, but as with all other operations, the College moved forward with purpose. The Provost, Assessment Coordinator, and representative from the Faculty Assembly developed a set of guidelines to address evolving needs and the most unusual circumstances after the campus shifted to entirely remote instruction. The guidance demonstrates our commitment to assessment of learning outcomes while understanding the consequence of providing various modalities.

Assessment during the spring 2020 semester followed four classifications, with different requirements for data collection. For courses and sections specifically designed and developed for online learning, data collection proceeded as usual. For courses specifically designed for face-to-face delivery, faculty and programs only collected for artifacts/measures completed before March 13, 2020. For instructors who felt that the sudden transfer to distance/remote learning did not affect artifacts/measures, they collected data as usual. For courses where the assessment process was undermined by sudden shift in modality, faculty collected data to document these anomalies and reasons for the lack or paucity of an adequate measure of student learning outcomes. In those cases, programs will assess the intended SLOs replaced during this cycle in the 2020-2021 Annual Assessment Report and Plan.

The General Education Council completed the assessment of student learning in the identified General Education categories of Foreign Language, Humanities, Western Civilization, and World Awareness as planned, with the exception that the inclusion of spring 2020 data was optional.

The pandemic delayed the work of the Task Force charged with evaluating our assessment practices, but the labors of the Task Force in spring 2021 enabled Faculty Assembly to receive a preliminary report/presentation. As noted, the Task Force expects to conclude its work and present its findings and recommendations to Faculty Assembly in fall 2021.

Chapter 6: Planning for Tomorrow (Standard VI – Planning, Resources and Institutional Improvement)

The institution’s planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Standard Six Institutional Priority	Line of Inquiry	Standard Six Criteria
<ul style="list-style-type: none"> ▲ Student Success ◆ Academic and Creative Excellence ✦ Inclusive Community ● Sustainable Institution ◆ Partnerships 	<p>Mission aligned planning and resource allocation ▲ ◆ ✦ ● 1/2/3/4/5/6/7/8/9</p> <p>Diversified revenue streams ▲ ◆ ● 1/3/5/6/9</p> <p>Informed resource allocation ▲ ◆ ● 1/2/3/4/5/6/7/9</p> <p>Assessment informed planning and institutional improvement ● ◆ ▲ 1/2/3/4/5/6/7/8/9</p>	<ol style="list-style-type: none"> 1. Institutional objectives 2. Participation by constituents 3. Planning and budgeting 4. Adequate infrastructure 5. Defined processes 6. Comprehensive facilities planning 7. Annual independent audit 8. Efficient utilization of resources 9. Periodic assessment

Figure 6-1. Standard VI: Alignment of Institutional Priorities (left panel) with Lines of Inquiry (center panel) and the alignment of those Lines of Inquiry with specific Criteria (right panel). Institutional Priorities are identified with a unique symbol, and Criteria are identified by number in the center panel. Here, the four bolded Institutional Priorities (Student Success, Academic and Creative Excellence, Inclusive Community, and Sustainable Institution) are considered the most aligned with Standard VI.

Institutional Priorities (most applicable ones are bolded)

- **Student Success**
- **Academic and Creative Excellence**
- **Inclusive Community**
- **Sustainable Institution**
- Partnerships

Lines of Inquiry

1. How are resources allocated in alignment with the mission and strategic institutional priorities? Ex. Faculty lines
2. How are diversified resource streams sought and obtained to fulfill our mission and goals and ensure SUNY Oswego’s future as a thriving and sustainable institution? Ex. The Path Forward, capital campaigns, Summer Scholars, etc.
3. How do our advisory groups, committees and councils promote communication and consultation among faculty, staff and administration about resource allocation?

4. How are assessment and institutional improvements tied into planning and resource allocation decisions?

Introduction

The institution's planning processes, resources and structures are aligned with each other and sufficient to meet the goals, objectives and mission of the College as outlined within our Strategic Plan; student success, academic and creative excellence, inclusive community, and sustainable institution. These four main lines of inquiry address a process or set of guidelines whereby the College addresses the guiding principles upon which the success of our programs and services are built. Each of these lines of inquiry are present supporting narrative and evidence further in this report.

Institutional objectives, both institution wide and for individual units are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation

Institutional excellence comes through planning and reflection at all levels. Setting institution priorities to further our mission, planned actions on those priorities, and reflection on their effectiveness all pave a vital, rich, meaningful path for our students. Left untended, the path becomes difficult to manage, subject to underuse, and some might easily become lost. Just as we tend to our academic programs, to the assessment of student learning, to the myriad of co-curricular and extracurricular activities, and to the help and services geared to each student's success at SUNY Oswego, so too do we tend the resources that enable us to fulfill our mission. In sum, here as elsewhere, we are planful regarding the resources allocated to our initiatives and we assess what comes of those allocations—all in the name of institutional improvement.

Working together for a budget linked to mission, strategic plan, and institutional priorities

In consultation with the President, conversations with and within our four divisions and other strategic spending areas, guide the budget process, helping to align our financial decisions with our strategic plan born of our institutional priorities and designed to further our mission. Each division develops goals through a combination of assessment exercises, meetings with key stakeholders, and review of the strategic plan. Through this annual exercise, the allocation of new resources or the re-alignment of existing resources supports the divisional goals and priorities for the coming year. Focusing on program and enrollment growth and student success are important. The graphics below (next page) offer the State Supported Divisional Operating Budget in 2017-2018 as a point of comparison with the 2021-2022 State Supported Divisional Operating Budget.

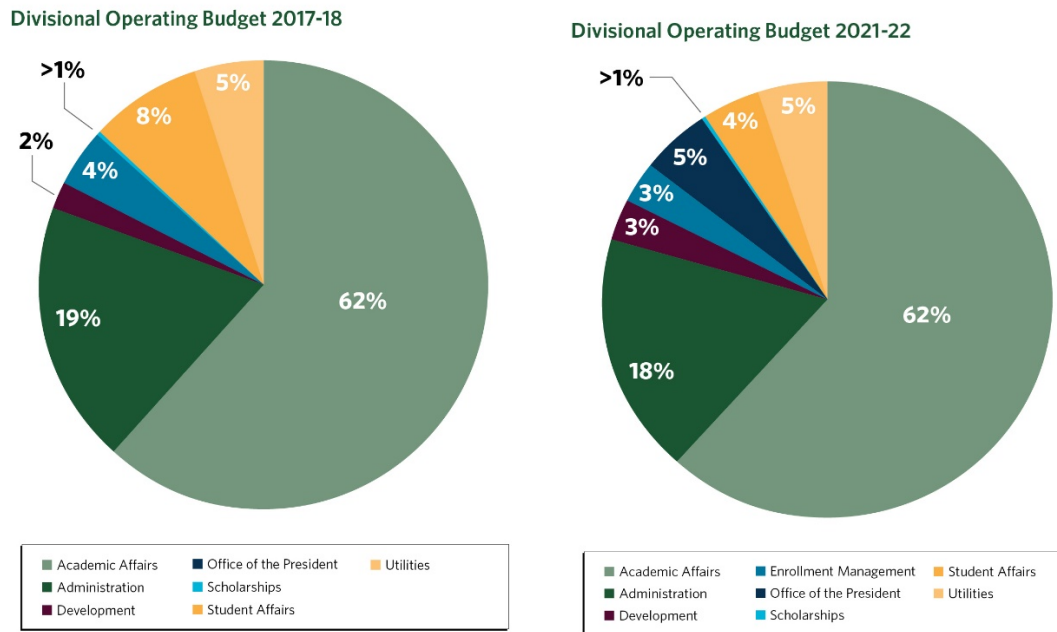


Figure 6-2. The Operating Budget for the College shows the allocation of funds to the administrative divisions which comprise the institution. The 2017-2018 (left) and the 2021-2022 (right) Operating Budgets for the College show the consistent allocation to Academic Affairs, Administration, Development and the Office of the President. Note the new category of Enrollment Management (right panel) which was separated from Student Affairs in 2021, resulting in a redistribution of funds.

Over the course of the past five years, several shifts in divisional reporting to meet strategic realignments have transferred resources between the divisions. The creation of an **Enrollment Management area** shifted reporting responsibility from the Vice President of Student Affairs to the President. This paired our Undergraduate Admissions office and Financial Aid office into the newly created unit with additional resources to develop an Executive Director leadership position. The **Office of Institutional Research and Assessment** now reports to the President rather than to the Provost in the Division of Academic Affairs because institutional research efforts span all areas of the institution. The creation of a **Chief Diversity and Inclusion Officer** added a new direct report to the president. The position to supports our institutional priority of creating a more inclusive and equitable campus and provides support to the newly created Institute for Diversity, Equity, Inclusion and Transformative Practices that was launched in fall 2021. The Office of Communication and Marketing regrouped its web, digital and print teams to provide more holistic and effective service to the College. This regrouping now places all of the staff who supported those areas under the Office of Communication and Marketing with a direct reporting line to the President.

SUNY Oswego also moved the Office of **Career Services** to our **Division of Development and Alumni Engagement** to strengthen existing partnerships and build new relationships with our strong alumni base.

Well-defined decision-making processes and clear assignment of responsibility and accountability

Frequent communication and planning occurs between the President, the Vice Presidents and the other senior staff (Executive Directors, Deans, Directors, etc.). In addition, a number of other advisory groups, committees, and councils play important roles of providing input, insight, and idea generation related to their specific area, keeping in mind the mission, vision and our institutional priorities

The President's Budget Advisory Group, composed of a cross section of campus constituencies, reviews data on budget, resource allocation, enrollments, and other information as needed to inform a general understanding of annual budgeting for SUNY Oswego. Led by the President, the Group meets three times annually and additionally whenever budget issues warrant. The President and Vice Presidents share budget planning procedures and priorities, as well as clear and accurate representations of budget issues, and ideas, suggestions. The President also solicits input from the members for discussion by the Budget Advisory Group.

The Priorities and Planning Council of Faculty Assembly meets biweekly during the academic year to review and discuss resource allocation, new program development, and additional instructional needs within the academic areas. The council weighs in all resource allocation issues for all program changes and new programs. The standing Campus Concept Committee, charged with charting the strategic path of the institution from a facilities and infrastructure perspective, discusses the renewal projects and resources necessary to achieve university goals. As part of its charge, the Committee reviews and vets ideas and plans first discussed by the Small Group Planning Council. The facilities master plan incorporates decisions made by the Campus Concept Committee. As noted earlier, the Information Technology Steering Committee serves as the oversight authority of the plan for renewal and investment in the technology infrastructure of our campus, aligned with our strategic plan and institutional priorities, and a plan for allocating resources for current and future needs of the institution. Additionally, the Campus Technology Advisory Board, made up of faculty and staff with oversight from the Chief Technology Officer, provides input into the instructional component of technology needs.

The Student Association (SA) and Student Association Programming Board (SAPB) also meet regularly with the administration regarding financial issues and resource allocation. While the SA manages their own finances, their input and advice serve as the student voice toward institutional financial decisions. Five mandatory student fees that feed into the revenue stream for SA and the College include the Student Association Fee, the Technology Fee, the Student Health Fee, the Athletic Fee and the Transportation Fee. As part of an annual process, the Associate Vice President for Finance and Budget and subject matter experts from each of the fee accounts meet with SA leadership to discuss fees. The Student Association also holds an open forum for all students to attend, ask questions, and receive information about fees and the process. Revenue collections from each fee annually provides operational support for each of the fee areas.

- Student Association Fee: \$1.6M to support the activities of the student body including programming, club sports, student organizations and other social events such as concerts or speakers
- Technology Fee: \$3.3M supports the information technology infrastructure and provides students with access to software, labs and administrative support such as billing, financial aid and registration platforms
- Student Health Fee: \$2.3M supports access to our clinical care, mental health and wellness support and mental health counseling in a variety of modalities to reach our entire student body
- Athletic Fee: \$2.8M supports the intercollegiate athletic program including administrative and operational expenditures for our 24 athletic teams
- Transportation Fee: \$330k supports the internal transportation shuttle that serves our Oswego lakeside campus providing a connector to all our academic, residential buildings and our commuter parking areas.

Financial planning and budgeting are aligned with SUNY Oswego’s mission and goals, are evidence-based, and clearly linked to the institution’s and units’ strategic plans/objectives

The alignment of institutional resources with annual and multi-year institutional goals is a careful, collaborative approach across the Divisions. For example, Academic Affairs forms its annual goals based on the strategic plan. Each Dean/Director working with their departments and staff to form aligned unit goals. The centrally deployed AEFIS assessment management platform maintains these goals. The Provost/VPAA asks for periodic updates on these goals throughout the year.

Technology planning

Managing the ever-changing technology needs has challenged many institutions. Careful planning has enabled SUNY Oswego to meet these challenges. Campus Technology Services (CTS) develops goals and plans connected to technology and technology services. Aligned with institutional priorities, additional investment in technology infrastructure development amounts to more than \$325,000 each year to support upgrades to our current technology infrastructure and in alignment with the technology strategic plan.

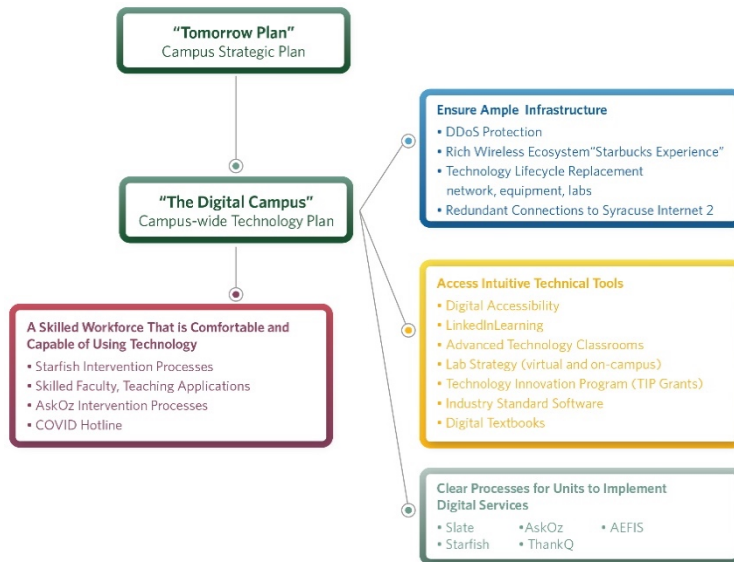


Figure 6-3. The strategic plan for Campus Technology Services (CTS), entitled “The Digital Campus”, serves the campus strategic plan through directed efforts addressing infrastructure, access, implementation, and training.

To create our digital campus, we have focused on having ample infrastructure, access to intuitive technical tools, clear processes for units to implement digital services, and a skilled workforce that is comfortable and capable of using technology. To achieve this, we ensure alignment between our structure, goals, resources, and projects related to technology and our institutional priorities. The Chief Technology Officer and Senior Administration in consultation with three governance committees sets priorities. These three committees are:

- IT Steering Committee – conducts strategic planning and priority setting;
- Campus Technology Advisory Board (CTAB) – provides two-way communication with all departments on campus on projects of interest and sharing on issues related to the use of technology;
- Information Technology Council (ITC) – is a council of the Faculty Assembly and focuses on academic issues and projects.

Over the life of the Digital Campus IT strategic plan to date, SUNY Oswego expanded wireless access to the campus network in academic buildings, residence halls. The campus also has internet access from a number of our outdoor gathering spaces. Additionally, the campus has a diversified path from the campus to SUNY Oswego Syracuse as well as the Internet and Internet2. We have upgraded network security to mitigate Distributed Denial of Service attacks on the campus and our cloud services.

The IT strategic plan also noted the need to provide students, faculty, and staff with the appropriate hardware and software. At present, we have more than 200 designated Advanced Technology classrooms and students can use over 1,100 computers in our computing labs. Students and faculty can access from our Citrix virtual lab a large variety of software, including

Adobe Cloud, AutoCad, and ArcGIS. Students also have access to a campus-wide license to LinkedIn Learning. Technology Innovation Program grants totaling at least \$60,000 annually are available to faculty in order promote innovate use of technology in their teaching.

[open BOX Shining a Light on the Syracuse branch]

Opened in 2008 and approved by New York State as a branch campus 2015 (and retaining its designation as a MSCHE Additional Location due to sharing a president and operating budget as SUNY Oswego's main campus), Oswego's presence in downtown Syracuse serves primarily non-traditional students in a variety of undergraduate and graduate programs, certificates, and micro-credentials. The development of the Syracuse campus included strategic visioning and significant planning across the university particularly as it relates to curriculum and resources. SUNY Oswego designed its undergraduate programs especially for transfers, returning students, and graduate programs with working professionals in mind. These programs often feature a blended program format with greater than 50% of the courses in all programs delivered in person with the reminder offered online in a regular rotation or clustered time blocks. Student services are available in person and online. Our efforts at the Syracuse branch campus are guided by mission and plans with the intention of providing our students there a high-quality, affordable education no matter the program or degree level.

SUNY Oswego delivers all programs at the Syracuse branch, be they undergraduate degree completion programs, Master's-level programs, or certificate programs, with the same degree of innovation and collaboration and commitment to academic excellence and student success as seen on the main campus.

Three years into the five-year plan for the branch campus, our 2019 periodic report revealed that careful planning and shared efforts have produced headway and achievements. As of 2019/2020, the annual revenue has surpassed \$1.2 million, signifying the site is definitely successful, and continues to bring in more and more revenue to support operations. The site has been engaging with close to 5,000 people per year since attaining branch campus status and additional paid rentals and other usage revenue would have increased in 2019-2020 were it not for the pandemic. Undergraduate enrollment has jumped 650% (from 48 to 360) after the branch campus launch in 2016. The demographics paint the picture we had hoped as well, with the average age of students 28.6 Years and 30% identify as non-Caucasian, black or African American, and/or Hispanic/Latino. Thus in addition to serving the non-traditional adult student, we are honoring our commitment to an inclusive community. We also recognize we have opportunities to recruit more heavily in the city of Syracuse.

Syracuse Campus revenue has helped fuel recent investment in improving the Syracuse Campus experience. For example, we hired a recruiter with initial grant funding from the SUNY Performance Improvement Fund grant, created two (2) faculty lines, a part-time faculty support position, and renovated and expanded classroom space in the building. The building property owner also made major renovations to the lobby, bathrooms, and common spaces.

In light of growth, we see the Syracuse Branch Campus as our SUNY Oswego's physical epicenter for Adult and Non Traditional Students. Continued careful planning and intentional design and delivery will reinforce our commitment to Syracuse by strengthening our presence in the downtown area. We have already taken promising steps to modify existing programs, develop new ones and align resources accordingly, including at the graduate level. [close BOX]

Annual goals in the Division of Student Affairs are linked to critical questions: How do staff in the Division contribute to the success of our students? How do staff members add educational value to student experiences that occur beyond the classroom? Most recently (2016-2020), goals and planning to meet them focused on student success, enrollment, diversity and inclusion, and staff development. In August 2021, we welcomed a new Vice President for Student Affairs to campus to reflect, revise, and refine the goals of this division into the future with a refresh of this division's organizational structure.

The Division of Student Affairs has created and charged two working groups. The first will consider how the campus can advance student well-being and advocacy; the second will explore how to amplify student engagement, campus vibrancy, and school spirit while supporting the educational aims of SUNY Oswego. Both groups are due to present strategic and organizational recommendations to the new Vice President by the end of the calendar year. Simultaneously the Division is examining areas such as student residential experience, dining, recreation, and engagement spaces to understand what assets exist to support such initiatives.

The Division of Administration and Finance also aligns its goals with an eye toward how best to utilize resources in order to create and maintain an infrastructure that supports students, faculty, and staff. Toward that end, facilities, maintenance, and building improvement plans combine to make our spaces both functional and attractive to the campus community. The campus discusses these plans as part of its annual facility assessment process. The division's work on our spaces is always student-centered, exemplified recently by the 2019 completion of a new programming space for student groups and organizations. Aptly called "The Space," the renovated and remodeled area beneath Swetman Gym in the Campus Center hosts everything from club meetings and dinners to dances and performances by visiting artists in a range of genres and mediums.

Fiscal and human resources, as well as the physical and technical infrastructure, are adequate to support operations wherever and however programs are delivered

As a State university, we receive operating revenue in the form of tuition and fees making up 77% of our total operating revenue annually; tax dollars contribute roughly another 23% each year. In addition, we turn to other sources to support our mission and institutional priorities. Institutional income fund reimbursable (IFR) accounts and State University Tuition Reimbursable Accounts (SUTRA) provide funding and revenue for many other campus services. For example, course-related fees provide funds for instructional support. Furthermore, we benefit from external resources such as the State University Construction Fund, isolated from

the campus operating budget and appropriated annually by the New York State Budget process; the non-profit organization Auxiliary Services Corporation Inc. (ASC), operating on behalf of SUNY Oswego; the self-supporting Residence Hall program, which provides funding that supports our residence hall operations; and gifts and partnerships from alumni and others thanks to their generosity and the work of our Office of Development and Alumni Engagement.

[open BOX Shining a light on Diversified revenue streams]

Non-State revenue provides a stable funding stream to aid students directly and indirectly. For example, Auxiliary Services employs nearly 700 students annually as part of its food service operations on campus. ASC also provides independent scholarships for new and returning students and programming grants totaling over \$100,000 annually. These grants support key student services, student events, and other intellectual, social, and cultural events that characterize our vibrant campus.

The work of Development and Alumni Engagement is a crucial partner for enhanced student experiences and need-based student support. Through the Division's work on *The Path Forward* campaign, the number of privately funded, need-based scholarships has grown from 220 in November 2019 to more than 440 in July 2021. Overall, the fundraising efforts of this Division provide scholarship support of \$5 million dollars per year. A total of 636 scholarships and awards were granted through the Oswego College Foundation in 2020-2021, an increase of 22% over the previous year.

While State University tuition has increased on a regular basis, SUNY Oswego has offset the increase in tuition for some of its students through foundation-funded scholarship aid. The additional tuition revenue dollars funded needed positions to support student success in critical areas. SUNY Oswego has been able to add additional academic advisors, mental health counselors, and faculty positions that have allowed student to have greater access to services and people to support their education.

[close BOX]

Annual planning and budgeting process

Money from the State combined with institutional resources comprise our institutional Financial Plan. The annual budgeting and planning process begins each year in early February for a July 1 start of the upcoming fiscal year. As part of a larger system of state universities, colleges, and community colleges, SUNY Oswego receives funding from the State of New York (SUNY) in the annual state budget process. Thus, our lobbying efforts at the legislature are a critical part of the annual budgeting and planning process. We create and share legislative information sheets to make clear our financial needs and its purposes, along with the connections between initiatives and our mission and institutional priorities.

Total appropriation from the State for operations comes from two sources: state tax dollars and tuition and fees dollars. The State also offers money to campuses through the State University Construction Fund (SUCF), isolated from the campus-operating budget and appropriated annually by the state budget process. The SUCF funds are held exclusively to support building maintenance, critical infrastructure operations, and new building development in alignment with our facility master plan. State tax dollars for our operating budget have remained relatively unchanged in the past decade amounting to on average 23% of the overall financial plan. SUNY campuses do not set tuition. Rather, the SUNY Board of Trustees proposes tuition increases, which the Governor and legislature must approve. All SUNY units retain the revenue they receive from tuition and fees; individual units have limited abilities when it comes to setting fees.

Given the importance of tuition in our annual revenue streams, the annual budget is very much tied to enrollment. SUNY Oswego submits an enrollment plan indicating the target number of undergraduate and graduate students for the upcoming year. This enables the State to determine its total appropriation to the campus. Failure to meet the enrollment target means a revenue shortfall for the campus, one that the campus will have to offset from other funds. Should enrollment exceed the plan projections, a campus retains the excess revenue.

Creating the annual budget in support of our mission and institutional priorities follows a well-wrought process built and sustained by communication and collaboration. Using a base-plus financial model, each new budget cycle starts with the base from the prior year with any additional resources added to support critical needs or programmatic investments in any of the main divisions. Strategically and in alignment with our mission and goals, our focus during this process lies with student success, access and completion.

Comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes

We have been very successful in receiving funding from the State University Construction Fund, a success born of the clear and compelling link between our mission and institutional priorities, our master facilities plan, our record of accomplishment in completing major projects and our requests for Construction Fund monies and careful stewardship of our Residence Hall reserve funding. The renovation and revitalization of our physical spaces since fall 2017 include:

- the total renovation of both Wilber Hall (\$18.6 million; completed 2018) bringing all units of the School of Education together in a state-of-the-art contiguous space;
- the completion of Phase II restoration of Tyler Hall (\$13 million; 2019) to provide classrooms and learning and performing spaces that meet the needs of our fine arts programs;
- the Mary Walker Health Center reopened in fall 2021 after a yearlong \$5.2 million renovation to modernize our student health services;

- the \$80 million major renovation of Hewitt Hall began in fall 2021 and will provide a state of the art building for our Communication, Broadcasting, and Graphic Design programs (see box);
- the renovation of Scales Residence Hall (\$14 million; completed 2019);
- the renovation of Funnelle Residence Hall (\$13.7 million; completed 2020) funded by bonded residence hall capital.

The campus is also currently in planning for renovations for the academic buildings Penfield Library, Lanigan Hall, and Mahar Hall. Scheduled to begin the design phase in late 2022, the Penfield and Lanigan projects will physically link the Library's multiple resources with a state-of-the-art information commons and lecture center. The estimated multi-phase project will cost \$150 million. Mahar (scheduled to start in 2024) will receive a renewal and upgrade to its mechanical, electrical, and plumbing systems and upgrades to the ventilation and technology systems in classrooms to allow for greater use of emerging pedagogies and instructional delivery.

[open BOX Shining a light on Transforming Hewitt Union]

The transformation of Hewitt Union into Hewitt Hall will link curricular and co-curricular learning in a collaborative space designed to bridge classroom instruction with hands-on, practical learning experiences. Construction began in summer 2021. When completed, Hewitt will be the hub for Broadcasting, Communication Studies, Graphic Design, Cinema and Screen Studies, and the administration of the School of Communication, Media, and Arts (SCMA). The nearly \$80 million investment is designed to bring growing programs together and provide a collaborative space for learning, producing, designing, and creating. Following the initial construction phase, slated for completion in late summer 2022, the final phase will continue without interruption and the facility will be ready for instruction in fall 2024. Akin to our renovations of Tyler Hall in 2019 which brought our fine arts programs together and Wilber Hall in 2018 which brought our School of Education together, the Hewitt project will bring the remaining departments of SCMA together under one roof and better serve students in these high-demand programs. [close BOX]

Responsive budgeting to meet changing needs

Careful resource planning and allocation has positioned the institution to respond to needs both longstanding and emerging. To meet the challenge of maintaining our student population we reorganized the administrative hierarchy to bring more prominence to Enrollment Management. Reporting directly to the President, the Executive Director of Enrollment Management (EDEM) is charged with the strategic development and execution of a comprehensive enrollment plan to identify and recruit new students and identify new areas for enrollment growth as well as new retention strategies. The EDEM oversees the Financial Aid office as well.

With an inclusive community at the core of our mission, in July 2018 we hired our first Chief Diversity and Inclusion Officer (CDIO). This CDIO reports directly to the President, participates in all aspects of institutional planning, and provides counsel on all matters pertaining to diversity and inclusive excellence. The CDIO provides executive leadership and vision on a comprehensive range of services, policies, and procedures related to diversity and inclusive excellence. This key leadership position has resulted in the allocation of additional resources to support the CDIO, their office, and programming associated with new initiatives to serve our inclusive community and ultimately the State as a whole. Among those initiatives is one focused on hiring additional tenure-track faculty from diverse backgrounds, bolstered by our campus securing an competitive SUNY PRODI-G grant that combines initial SUNY support with our own institution's commitment. In fall 2019, SUNY Oswego was successful in attracting three new faculty hires through this program, two additional hires in fall 2020, and two-three in fall 2021.

An annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter

A formal independent audit is not performed annually for the college; rather we submit SUNY Oswego's annual financial statements to System Administration for incorporation into the University's annual reporting to New York State. Campuses may be subject to random audits by the New York State Office of the State Comptroller or by the internal audit staff of System Administration. For the past 20 years, the SUNY Oswego campus has not received a material finding relative to our financial statements. As separate legal not-for-profit entities, each of the Internal partners of the university (RF, ASC, OCF and OAA), are subject to annual independent audits, including the issuance of required communication letters and management letters that would include any concerns noted by the audit teams. At present, there are no concerns or problems noted by the independent auditors. If auditors noted concerns, each entity's respective management and boards of directors would address them immediately.

Strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals

Once the campus establishes the budget for the fiscal year, the task of monitoring and reporting financial results begins. Vice Presidents provide budget management and tracking, and have the ultimate responsibility of managing their divisional budget. They receive regular monthly reports and can access to an online budget-reporting tool (Business Intelligence), which is also accessible to all Deans, Department Chairs, Directors, and Administrative Support Staff. This process assists in understanding need and provides an opportunity for Vice Presidents to make resource adjustments when necessary. For example, enrollment growth in Biology and Chemistry in 2017 necessitated additional resource allocation to outfit laboratory areas to support the growth in hands-on student experiences.

The Finance office provides training and counsel to all account managers regularly and offers refresher courses as needed. They frequently assist department account managers with questions on transactions, funding use, and budget allocation. Each year, the Assistant Vice

President provides training to new department chairs on how to manage their budget and attends department staff meetings to discuss any financial questions that may arise.

The monthly budget review process is important in determining how well the budget is being spent, addressing any unmet need and ensuring resources are adequate to continue operations throughout the fiscal year. Furthermore, it allows for the review of tuition and fee revenue tied to enrollment to ensure our initial revenue projections are adequate to support the remaining fiscal year need. The table below (next page) outlines how the campus allocates resources across various spending categories of the institution (major objects).

SUNY Oswego State Allocation — 5 years					
	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
Personal Service: Regular					
Instructional	22,691,373	22,277,337	23,502,335	22,649,553	22,496,073
Non-Instructional	34,286,798	36,106,547	36,455,528	30,760,740	29,525,766
Personal Service: Temporary					
Instructional	1,955,909	1,910,950	1,914,329	4,105,714	4,119,912
Non-Instructional	1,239,482	1,373,439	1,364,326	1,774,729	2,372,683
OTPS (Other Than Personal Service)	4,445,704	2,315,868	1,961,723	1,992,005	2,001,957
Tuition Scholarship	2,025,000	2,593,900	2,893,900	2,893,900	2,080,150
Utilities	2,267,334	2,466,059	2,466,059	2,466,059	2,466,059
Total Financial Plan	68,911,600	69,044,100	70,558,200	66,642,700	65,062,600

Table 6-1. SUNY Oswego State Allocation. Annual State Allocation from 2017-2018 to 2021-2022 showing the distribution of funds to Personal Services, Other that Personal Service (OTPS), Tuition Scholarship, and Utilities.

Periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources

Assessment at every level (department, program, office, or division) of both need and effectiveness in relation to our institutional priorities and mission informs our allocation of resources. As noted in chapters 3 and 5, academic program and student learning assessment are critical pieces used to determining resource allocation year by year and at times semester by semester; so too is periodic assessment of curriculum, program, staffing, and physical resource needs as part of every department/program self-study. Departments use recommendations from assessments in a review of how they use resources with an eye toward realignment to their most effective use.

SUNY Oswego uses indirect assessments such as the National Survey of Student Engagement (NSSE) and the Student Opinion Survey (SOS) surveys to gauge student satisfaction and engagement and to inform our allocation of resources. For example, NSSE and SOS survey results over a number of years, coupled with other internal analyses, pointed to student dissatisfaction with our advising system. Consequently, institutional leadership undertook a restructuring of first-year advising and the creation of a centralized Advisement Center by

reallocating staff and resources from other functions around campus. The most recent NSSE results, from Spring 2020, show improvement in student satisfaction with new student advising.

In July 2017, SUNY Oswego was one of 31 state college institutions and one of hundreds of colleges across the country that received an Office of Civil Rights (OCR) complaint for website accessibility. Oswego spent the next five months working with OCR to develop an accessible website that exceeds the mandated standards. With this opportunity, we created a web presence that reflects and enhances our commitment to building an inclusive community. We also used this moment as an opportunity to engage our faculty in accessibility issues particularly in material created for classroom and web use. CTS includes a staff position specifically charged with addressing digital accessibility issues. Our Accessibility Fellows program engages faculty in professional development with accessibility issues to become a resource within their college/schools.

In the Division of Student Affairs, successful accreditation of our counseling services by the International Accreditation of Counseling Services included a recommendation that we attend to our counselor/student ratio and our facilities. Thanks to careful fiscal management and commitment to allocating resources to student success viewed holistically, we quickly moved to hire an additional mental health counselor and a case manager with the necessary resources to support their work and our students' well-being. Those positions are part and product of our work to create a "network of care," a commitment to student success supported by a new Associate Dean of Students position in 2018.

Beginning with AY 2020-2021 annual goals, SUNY Oswego began using AEFIS as an assessment and annual report tracking tool. AEFIS serves as a central repository for the annual and continuous improvement plans and reports for all divisions of the College. In spring 2021, SUNY Oswego began collecting continuous improvement reports from all divisions within the AEFIS system. The report template asks for an assessment of each of the 1 to 3 goals for the academic year that a department or program had identified in its plan template, including status of the goal at year's end, significant findings, and recommendations for continuous improvement. Both plan and report templates include the opportunity to indicate whether a particular goal spans more than a single academic year so the AEFIS system will automatically tag the goals as multi-year to pre-populate the form for the upcoming report.

Findings/Discoveries

- There is a clear connection between the strategic plan, financial and facility planning and the campus' annual goals. The connection is two-way and inform one another to move the campus forward.
- There is wide representation across campus (administrators, faculty governance, department leadership, staff, and students) in the annual budget planning process and for that matter almost all planning.

- SUNY Oswego has effectively managed its financial resources across their various sources. The result has been an institution that has to date been able to weather significant issues and protect the student learning experience.

Areas for Innovation and Improvement

- SUNY Oswego has been effective to date in terms of enrollment issues. The past few years have seen reductions in enrollment. The campus needs to provide greater focus to enrollments outside the traditional student, including online, out-of-state, international, and graduate students. The university is making progress in these areas and has the potential structure to do more.

COVID-19 Through the Lens of Standard VI

SUNY Oswego's response to the COVID-19 pandemic was swift and intentional. New policies, procedures, and protocols were accompanied by substantial costs, of course, but the strong financial position of the institution allowed us to deploy necessary financial resources to ensure the health and safety of our campus community and continue to provide quality education experiences.

SUNY Oswego took immediate steps to ensure the safety of our students in residence and those commuting to and from campus. Resource allocation was pivotal in providing the necessary finances to secure PPE, cleaning supplies, and technology equipment for our faculty and staff for the pivot to remote instruction and continue administration operations. Planning, preparing, and readying our campus to welcome our students, faculty, and staff back in fall 2020 meant required and regular testing of students, faculty, administrators, and staff. The newly renovated but not yet occupied Funnelle Hall was a critical piece of our response; its 64 private rooms each with ensuite bathrooms gave us much needed space for student quarantine and isolation.

As a direct result of the COVID-19 pandemic, various federal stimulus packages provided the institution both student grant funding and institutional support to mitigate the disruption related to the pandemic. In the fall 2020, the federal government distributed the first round of funding of the Higher Education Emergency Relief Fund (HEERF) Coronavirus Aid, Relief, and Economic Security Act (CARES) Act to campus. As part of this funding, SUNY Oswego deployed over \$3.6 million to our neediest Pell eligible students in the form of emergency grants. A corresponding \$3.9 million was available to institutions to repay the refunds provided to students in the spring 2020 due to the pandemic disruption.

In April 2021, HEERF II Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) released another \$3.6 million to institutions for additional grants to our need-based student population. HEERF II also made available \$9.8 million to institutions to continue to mitigate the effects of the pandemic (e.g., personal protective equipment, necessary supplies and equipment, additional financial support to our neediest students).

Finally, the third phase of HEERF funding American Rescue Plan (ARP), will distribute over \$22 million to our campus for both student emergency grants and institutional support. These additional funds help stabilize SUNY Oswego and provide a much needed boost to our operational budget, as we are able to completely mitigate the financial impact of the COVID-19 pandemic from expenses and lost enrollment revenue and provide additional support to our technology infrastructure. Additional support funding will be provided to target mental health initiatives, remediation of dated HVAC systems and minor rehabilitation of some of our widely used instructional spaces. Furthermore, dedicated outreach to our financial aid recipients will be made to ensure they are aware of the continued relief that is available related to ongoing disruptions related to COVID-19. Finally, the campus will use funding provided by Federal Emergency Management Agency (FEMA) to support all emergency actions undertaken from March 2020 through July 2021 in support of our COVID-19 mitigation efforts. The campus submitted a request of over \$3 million in July 2021 for reimbursement.

Chapter Seven: A Shared Vision for Tomorrow (Standard VII – Governance, Leadership and Administration)

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Standard Seven Institutional Priority	Line of Inquiry	Standard Seven Criteria
▲ Student Success	Broad participation + 1/4/5	1. Governance structure
◆ Academic and Creative Excellence	Administrative structures ● 1/2/3/4/5	2. Governing body
✦ Inclusive Community	Leadership development + ● 4/5	3. Chief executive
● Sustainable Institution	Communication strategies + 3/4/5	4. Administration
◆ Partnerships	Engaged administration + ● 2/3/4/5	5. Periodic assessment

Figure 7-1. Standard VII: Alignment of Institutional Priorities (left panel) with Lines of Inquiry (center panel) and the alignment of those Lines of Inquiry with specific Criteria (right panel). Institutional Priorities are identified with a unique symbol, and Criteria are identified by number in the center panel. Here, the two bolded Institutional Priorities (Inclusive Community and Sustainable Institution) are considered the most aligned with Standard VII.

Institutional Priorities (most applicable ones are bolded)

- Student Success
- Academic and Creative Excellence
- **Inclusive Community**
- **Sustainable Institution**
- Partnerships

Lines of Inquiry

1. In what ways do current governance structures facilitate participation in decision-making by faculty, staff and students to advance the mission and goals of SUNY Oswego?
2. How do administrative structures effectively support the mission, goals, and opportunities of the College?

3. How will current approaches to recruitment, retention, and professional development of faculty and staff provide talented leadership for SUNY Oswego in the future?
4. How do the College's overall communication strategies inform the faculty, staff and students to increase knowledge and understanding?
5. What opportunities exist for faculty, staff and students to communicate and engage in governance, planning and/or leadership with the administration?

Introduction

Commitment, innovation, and collaboration centering on fulfilling our mission have been and will continue to be vital to our community and its success. As the preceding chapters have shown, the same holds for presidential, administrative, staff, and faculty leadership. Administration and faculty governance structures and procedures have matured together in a co-evolutionary process fueled by the shared vision and values for inclusivity, student success and academic and creative excellence as we take the College forward.

Leadership that is thoughtful, careful, and caring is what makes SUNY Oswego sustainable. Our seasoned leaders, beginning with the President and the members of the President's Council and present throughout the administration and the faculty, keep us focused and move us forward. Structures, policies, and procedures widely shared and known help us to be as efficient and nimble as possible, be it in response to a challenge or an opportunity.

The State University of New York System

SUNY Oswego is one of the thirteen comprehensive university colleges that together with four university centers, nineteen specialty colleges, and twenty-eight community colleges compose the State University of New York (SUNY). The State University Board of Trustees holds major policy authority for the entire system, the latter led by the SUNY Chancellor. SUNY institutions, also known as units, each have their own College Council, with members appointed by the governor. Our College Council holds four meetings each year, receiving reports and updates from the president, vice presidents, Faculty Assembly chair, and Student Association president at each meeting. SUNY Oswego invites council members to the college's cultural, educational, athletic, and social events and they are active participants in official ceremonies and programs such as commencement. One of the most important responsibilities of the council is its role in coordinating the search process for a college president.

SUNY Oswego organizational structure

As part of the State University of New York, the College operates within parameters set by the SUNY system that afford all campuses and their leadership significant autonomy in mission, planning, and operations. Our organizational structure clearly delineates areas of responsibility while also building in systems, policies, and procedures ensuring our ethos of collaboration and that regular communication occurs both across units and with all members of the college community.

As is true at all campuses in the state university system, Oswego’s president serves at the pleasure of the Board of Trustees. We have local policies and procedures in our faculty bylaws for periodic review of both the president and other senior administrators. Committees tasked with these reviews included members of faculty, administration, and staff.

Broad representation is also present on search committees tasked with identifying highly qualified individuals to join Oswego in administrative roles. Position advertisements make clear that successful candidates for an open position must have the appropriate credentials and experience to help advance our institutional priorities and strategic initiatives and thus help us achieve our mission.

Recent changes made to our organizational structure reflect our willingness to evolve to best accomplish our mission and serve students and the living nature of our academic community.

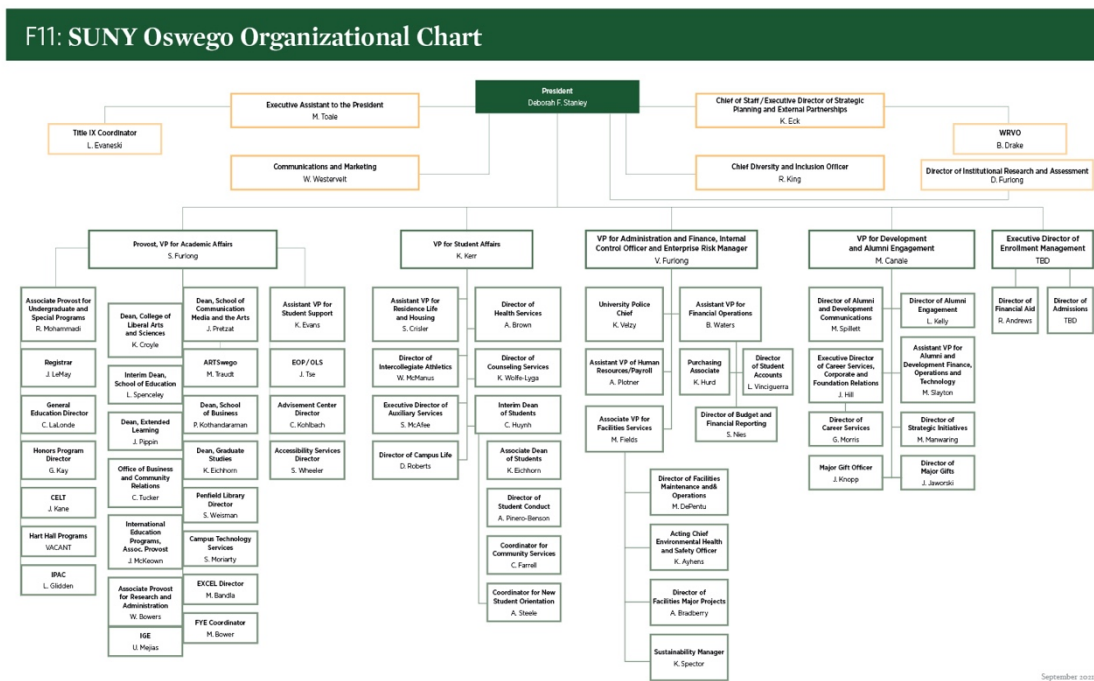


Figure 7-2. SUNY Oswego Organizational Chart illustrates the positioning of the President’s Cabinet, the four Divisions on Campus (Academic Affairs, Student Affairs, Administration and Finance, Development and Alumni Engagement), as well as the recently created Office of Enrollment Management, which includes oversight of Financial Aid and Admissions.

Working together: Communication and collaboration

The organizational chart above illustrates areas of responsibility but cannot do justice to the collaboration across areas. Our ethos of working together and communicating with each other runs throughout the administration and both faculty and student governance bodies, the Faculty Assembly and Student Association respectively, and the collective bargaining units. For instance, the membership of the President’s Budget Advisory Group is drawn from Faculty

Assembly's Priorities and Planning Council (four representatives), the Faculty Assembly Chair, a UFS Faculty Senator, CSEA and UUP, six department chairs from among the divisions, the Student Association president, Vice Presidents, Deans, Facilities, Admissions, Development, and other administrative appointments. The Group meets several times per year to review data on the budget and resource allocation and to communicate particulars concerning the budgeting process.

To maximize collaboration and communication, we have institutionalized regular meetings for faculty and students with administrators. The Chair and Vice Chair of the Faculty Assembly meet monthly with the Provost. The governance leaders and University Faculty Senators meet three times per year with the President. The Student Association President and Vice President meet monthly with the President and biweekly with the Dean of Students. Three faculty are voting members of the Student Association and four students and two administrators have voting rights in the Faculty Assembly. All faculty governance councils but two include student representation and administrators have ex officio seats on all faculty councils except the Personnel Policies Council.

Healthy and regular exchange occurs between the administrative leadership and the leadership of the four unions representing the university's employees. The largest of these unions are the Civil Service Employees Association (CSEA), representing civil service members, and the United University Professions (UUP), representing faculty and professional staff members. The Agency Police Services Unit (APSU) represents the University Police. The CSEA and UUP executive boards meet monthly with representatives in administration for updates and discuss member's concerns. Discussions for UUP over the past decade have included clarification on academic employees and use of sick days, various employment policies (Workplace Violence, Dual Employment, Assigned Time), and the review of professional issues (tenure, appointment classifications, contractual observances). For CSEA, recent issues include training and testing of personal protective equipment and charging time requirements in cases of quarantine. Usually after brief discussions, the representatives have generally reached amicable solutions on most issues.

Working together: Campus Concept Committee

Our commitment to collaboration and shared governance can be seen in how we go about building a better campus, one that strives to meet the needs of every member of our inclusive community. The President and Faculty Assembly charged our Campus Concept Committee with overseeing the development of renovations and new construction on campus. As such, the Committee provides leadership and coordination for long-range physical space and facilities. Faculty, staff, students, and administration across divisions make up its membership, the result being that many interested and necessary actors come to the table to explore and resolve issues in facilities designs. Furthering our commitment to an inclusive community, the Campus Concept Committee researched the availability and design of gender neutral bathroom spaces in 2019. As a result of the Committee's work, gender neutral bathrooms are currently available in residence halls, the Marano Campus Center, Penfield Library, and several renovated

academic buildings. The need for these spaces is now also part of the capital master plan in facility design.

Working together: Division of Academic Affairs

Collaboration between the various areas within the Division of Academic Affairs occurs regularly. The Deans of the schools and the college meet weekly as a leadership team to discuss issues that involve interaction among various programs, priorities in allocating limited resources, and establishing future directions. Academic departments and programs across the schools and college also work together to deliver programs. Our Interdisciplinary Programs and Activities Center (IPAC), for example, is home to 24 interdisciplinary and multidisciplinary degree-granting and minor programs that bring together faculty members from across the university. IPAC has been critical in creating, for example, initiatives such as Smart Neighbors and Grand Challenges. Neither the General Education Program nor the Honors Program could exist without the continued support from schools and the college deans and faculty, particularly the School of Communication, Media, and the Arts and the College of Liberal Arts and Sciences. The same holds for our online degree programs.

Schools and the college have also collaborated to write grant applications and secure funding. A recent example is the Collaborative Research: The Common Problem Pedagogy Project. The grant funded the "Smart Neighbors" project where students in courses across divisions worked to support local businesses and nonprofits by providing marketing, social analysis, and graphic design help. That grant helped to kick off Oswego's Grand Challenges Project, which aligns with the College's strategic plan to investigate and potentially find solutions to the grand challenges of our time.

Working together: Faculty Assembly task forces

We approach governance with an expectation and desire to work together. It is foundational. One sees this in our decision to use task forces to address university-wide issues. Faculty, staff and students compose each task force (Faculty Assembly elected or the President appointed.) The Faculty Assembly and/or President charges the task force to address a specific issue and allots no more than a year to make its report. The task force brings its findings and recommendations to the Faculty Assembly for discussion and a vote. If the majority votes in favor of adopting the recommendations, the measures go to the President for approval and implementation. This process and timetable enables us to work together quickly in order to determine how best to act as one.

For example, Faculty Assembly and the President charged the Task Force on Free Speech, Civil Discourse, and Peaceful Assembly in fall 2017 to recommend a cohesive policy on demonstrations, marches, and speakers. The task force completed and presented their work in fall 2018, leading to the adoption of policies on designated public forum spaces, invited speakers and events, and third-party use of college facilities for free speech purposes. In short, the task force's work helped us make clear our commitment to academic freedom and academic and creative excellence while simultaneously making clear for all to see our

commitment to an inclusive community. Similarly, the creation of the Task Force on Assessment Practices is addressing the vital role assessment of student learning plays to student success and academic and creative excellence.

Working together: Administration and faculty

The President, the Provost, and the Deans of each school periodically visit academic departments within the Division of Academic Affairs to share ideas and perspectives. University-wide meetings of chairs and directors with upper-level administrators take place each year, as well, providing another venue for meaningful exchange and collaboration helping shape future directions for the university. Department Chairs have unimpeded access to their Deans and meet both individually as needed and by school on a regular basis to discuss matters of interest and concern. At Oswego, the faculty truly owns the curriculum, and this ownership stems from carefully wrought governance policies and procedures for course development, new program development and program changes.

Working together: Faculty Assembly

Meeting biweekly during the academic year, SUNY Oswego's Faculty Assembly (FA) is an independent body composed of 38 representatives elected by academic departments and the Library, plus Oswego's SUNY faculty Senators, a representative of the United University Professions negotiating unit, two members of the professional staff, two management confidential administrators, and four Student Association representatives. All these members have full voting rights and responsibilities. In addition, Faculty Assembly invites non-voting members of the senior administration (the President, Provost, Vice Presidents, Deans, or their designees) to attend meetings. The faculty elect a chair who works with a Faculty Assembly Executive Board (FAEB), composed of the chairs of the Faculty Assembly councils, to prepare for the biweekly meetings. FAEB membership also includes the President, Provost, and the UUP Chapter President. As a result, leadership across campus meets biweekly. In addition, the FA Chairperson and Vice Chairperson meet with the President and Provost monthly.

The Faculty Assembly is responsible for recommending all new and revised courses and programs vetted through the appropriate councils: Academic Policies, General Education, Graduate Council, and Priorities and Planning. Measures that pass the Faculty Assembly then go to the President for approval. Certain proposals, such as new degree programs, require further review by SUNY system administrators and the New York State Education Department.

In addition to voting on new and revised programs and courses, the body also votes on resolutions both System-wide and local to Oswego. Since 2017, FA has passed the a number of resolutions supporting our efforts to nurture and sustain an inclusive community, including advocating for implicit bias programming; enacting the recommendations of the Task Force on Free Speech, Civil Discourse, and Peaceful Assembly; approving the inclusion of a new general education category, Diversity, Identity and Social Justice in the United States; and adopting a statement of a land acknowledgement statement to recognize the Indigenous inhabitants of New York.

As is true throughout the university, Faculty Assembly reflects on its own policies, procedures, and practices as part of its effort to improve governance and with it our academic community. For instance, in 2019 FA reviewed and subsequently revised its program routing form in order to make sure that all Councils needing to review new programs and program revisions would be sure to do so in both a timely fashion and as efficiently as possible. This revision made it easier to move new programs such as the Integrative Professional Studies major through faculty governance and on to the President in AY 2020-2021. With the 2021-22 AY we are implementing CurricuLog software to better track programs through our process and to archive all changes.

Working together: SUNY-wide system governance

Members of our community participate in System governance through representation on the University Faculty Senate (UFS): elected by our Faculty Assembly (FA) to a three-year term with the possibility of election to a second term, our representatives, who can be either faculty or professional staff, and the FA Chair participate in the three Faculty Senate meetings held annually. This gives them the opportunity to meet with governance leaders of other campuses and with the SUNY Chancellor, Provost, and other leaders of the state system. At Faculty Senate meetings, common concerns and possible solutions are discussed, the Chancellor and Provost share SUNY administration perspectives, and occasionally Senators have opportunities to discuss issues of public higher education with members of the New York State Legislature. Our Faculty Assembly discusses and passes resolutions denoting support for UFS resolutions.

Working together: Nurturing future administration and governance leaders

Committed to our mission, our students, and each other, we take seriously identifying and cultivating the next generation of leaders already in our community to ensure a sustainable institution. Opportunities to participate in shared governance and advisory bodies naturally identify and cultivate individuals with interest in leadership positions. Within Academic Affairs, there are workshops targeting new and potential future department chairpersons. The Provost nominates and supports faculty for external leadership and development opportunities with organizations, including the Hispanic Leadership Institute, the Deliberative Democracy Project, and the American Association of State Colleges and Universities (AASCU) Emerging Leader Program. The President has a faculty fellow program for faculty who want to work in administration for a year. Some faculty fellows from our campus have completed the American Council of Education Fellows Program as well. Many of these programs provide faculty (and sometimes staff) insights and understanding into the university beyond their traditional roles. It allows individuals to get insights into academic administration and consider their interests in moving into such position during their career.

Developing student leaders is equally important. Beginning in 2015 and supported by alumni donations, OzLeads has worked to contribute to our culture of leadership on our campus by identifying, nurturing, and educating potential student leaders. A cohort-based institute serving emerging student leaders, OzLeads attracts student from a wide range of majors, interests and

undergraduate classes. The institute offers workshops and experiences to develop a comprehensive and transferable set of leadership skills in its participants. Since its inception, cohorts of 25-27 participants have been selected from over 100 applications annually. Assessment of the program indicates that participants gain a better understanding of how organizational leaders can have a positive impact on their communities and a desire to become more involved in our campus community. Paused in 2020-2021 due to the pandemic, the Institute will resume in AY 2021-2022.

Working together: Communication strategies and network

Shared governance, collaboration, and innovation benefit from a carefully constructed communication network. Members of the campus community need to believe and understand that input and ideas are welcome and deserve timely updates and explanations about important decisions. We identified the need to improve communication between faculty leaders and senior administration concerning critical issues such as assessment and faculty line requests in our 2012 self-study. Since then, we have devoted time and attention to our communication strategies.

To wit, the Faculty Assembly restructured its website to improve its effectiveness. We take efforts to regularly update and more clearly archive information. The Faculty Assembly Chair posts agendas and handouts prior to meetings. We also post presentations and meeting minutes soon afterward to inform representatives and others of what is happening with curriculum and shared governance.

The President's communications webpage, including messages to the campus community, is frequently updated so that information is clearly organized and accessible. The President also addresses the Faculty Assembly three times per year and the Student Association twice per year. She also hosts drop-in hours several times per semester designated for faculty and students so that they can share their concerns and hosts town hall meetings several times per year.

SUNY Oswego completely re-envisioned daily communication to the campus community with the launch of *Oswego Today*, a mobile-friendly informational event and happenings roundup daily email to the campus community. The campus posts digital signage about events in each academic and residential building.

SUNY Oswego builds redundancy into our communications in order to increase the chances for information sharing. For example, Faculty Assembly representatives share important communication with their departments and programs. Deans, Department Chairs and Program Directors communicate often to their departments and/or programs. In addition, the Provost regularly attends FA, provides updates, and takes questions monthly. Building on the work done by the FA Chair, the Provost, and senior administration, in 2019 the then newly hired Dean of the College of Liberal Arts and Sciences began the practice of reporting summaries of Provost and Dean Council meetings to chairs and program directors via the CLAS chairs' listserv.

She asks Chairs to forward these to their faculty and staff. She also uses the listserv to send the approved hiring lines list with the request to share with faculty and staff highlighting the continued value placed on transparency.

The Priorities and Planning Council invites the Deans to their final meeting of the year to hear about the rationale for the prioritization of faculty line requests. Finance leadership also typically attends and presents at Priorities and Planning annually to provide information on the budget and planning process for the upcoming fiscal year. Fruitful discussions regarding resource availability, planning, and distribution assist this Council on making recommendations for hiring or program development and redesign.

For all our efforts to invite people into and inform them of the decision-making process and what comes of it in administration and in shared governance, it remains the case that there are those on campus who are still frustrated over communication issues. This pandemic exacerbated this, in no small measure because of coordination problems with SUNY system directives and campus decisions. We continue to work on clarifying policies and procedures so that we can improve communication, keep interested people “in the loop,” and ensure that members of our campus know where the loop is and how to access it. Given our commitment to an inclusive community and the high value we place on diversity, equity, inclusion, and social justice, it is particularly important all voices hear and, crucially, are heard and that all concerns are met with action.

[open BOX Shining a Light on Communication and action toward a more responsive, transparent, and inclusive community]

Over the past five years, in response to students’ growing concerns about fair treatment of students of color on campus, in our community, and in our country, the campus regularly held OzSpeaks events where students, faculty, and staff came together to speak out on various issues. The goal for these events was for everyone to speak and be heard, and students were empowered by giving voice to their issues.

Giving voice must lead to actions; based on regular interactions with students the administrative leadership team reconfigured the traditional town hall approach to a working group format in 2018. The President invites students to the town hall to join administrators in small working groups to discuss and work on issues or topics brought forward by the students. The Faculty Assembly Chairs and the Student Association President facilitate these working groups. The results of these working group town halls are a more transparent relationship between administration and students, an increase in students’ knowledge of how the College’s administration functions, and numerous partnerships between students and administrators. The dialog has led to significant changes toward a more inclusive community, including the use of body cameras for the University Police and lifting financial holds in the registration process.

[close BOX]

Findings/Discoveries

- SUNY Oswego has evolved governance structures that include the different constituencies across campus.
- SUNY Oswego has a strong, experienced, and cohesive leadership team. SUNY and national higher education organizations seek out the College's institutional leaders from different areas of campus for advice and participation in the higher education policy discussion.
- The campus and its community has multiple ways to participate and dialogue on the issues affecting the campus and to suggest and affect change.
- There is intentional redundancy built into much of the communication flow on campus in an attempt to ensure messages are heard and information is shared.

Areas for Innovation and Improvement

- Communication is always subject to improvement and context. The campus can continue to work to ensure that all are aware of lines and vehicles of communication.
- There are significant changes within the highest levels of leadership (including the president) that will affect the future direction of SUNY Oswego. This is a challenge for all colleges and universities. The length of tenure for President Stanley means that many within the SUNY Oswego community have not had any other President. The campus is in a strong position to carry on its mission and this is an opportunity for the university to recommit to its values as new leadership begins.

COVID-19 Through the Lens of Standard VII

Drawing on our best practices in shared governance, leadership meetings with governance and Academic Affairs happened with greater frequency as we pivoted to online operations in spring 2020 and continued in AY 2020-2021. Crucial decisions about the delivery of educational experiences were faculty-led. In summer 2020, academic departments and their faculty chose the modality of their courses and worked with the Registrar to ensure safely sized classrooms for the course capacity given social-distancing requirements.

Across divisions, a well-established trust and collaboration ethos in division leadership ensured a complete response in all areas of college operations. Administration and Finance worked to provide an adequate operating budget while dealing with a reduction in state support and supervised the significant facilities alterations for health and safety, all on a very short timetable. Mindful of our responsibilities to not only the health of our students but of the greater Oswego community, we partnered with SUNY Upstate Medical University, the Oswego Mayor, and the Oswego Department of Health for an aggressive testing plan and monitoring of wastewater and local cases.

Still, frustrations arose in planning and policy changes during the 2020-2021 academic year. In many of these cases, this frustration arose from the uncertainty and unprecedented nature surrounding the pandemic. Situations were necessarily fluid and plans had to change when new information appeared.

Another source of uncertainty and necessary changes came from the SUNY system leadership. The SUNY Chancellor resigned in June 2020 and a new Chancellor was installed in August 2020. This resulted in an absence of system guidance during crucial summer planning for operations and developing our reopening plan, Oswego Forward. With the new Chancellor quickly came system-wide policies concerning caseloads and pausing in-person activity, testing mandates, and mandated penalties for violations in gathering and mask policies. In the Spring 2021 semester new SUNY mandates resulted in instructors having to make last-minute adjustments to course policy documents.

Despite these challenges to effective communication and planning, leadership continued to be open to listening to issues and adjusting responses. The Provost and the Deans held virtual “coffee hour” drop-ins to hear faculty concerns and questions. Leadership meetings with governance leaders occurred with greater frequency. For example, in January 2021, union and faculty leadership expressed unhappiness about the lack of quick notification on changing vaccine eligibility. By March 2021, the campus community received same-day notification of broadening vaccine eligibility for student-facing employees.

Conclusion
(to be written prior to submission of the final report)

Appendix: Evidence Bank List

Standard I: Mission and Goals

STND 1 Strategic Plan for School of Business
STND 1 C 1 and STND 6 C 4 Early Start Program Application Guidelines
STND 1 C 1a and STND 6 C 4 and 6 Technology Strategic Plan 2015-2018
STND 1 C 1a Online Learning Strategic Plan 2019-2022
STND 1 and STND 5 Tomorrow: SUNY Oswego's Strategic Plan
STND 1 C 1d Academic Affairs Annual Reports
STND 1 C 1d Sabbatical Application Form
STND 1 C 1d and STND 6 Campus Technology Advisory Board Homepage
STND 1 C 1e Office of Research and Sponsored Programs Previously Awarded Internal Grants
STND 1 C 1e Scholarly and Creative Activity Committee
STND 1 C 1e Principal Investigator Eligibility Policy
STND 1 C 1e and STND 2 C 5 SUNY Research Foundation for SUNY Principle Investigator's Handbook
STND 1 C 1e Proposal Submission Policy
STND 1 C 1e Grants versus Gifts Policy
STND 1 C 1e Indirect Cost Rate Policy
STND 1 C 1e, STND 3 C 1 and STND 6 C 3 Office of Research and Sponsored Programs Internal Grants
STND 1 C 1e Office of Research and Sponsored Programs Indirect Cost Rates
STND 1 C 1e Office of Research and Sponsored Programs Contacts
STND 1 C 1e Office of Research and Sponsored Programs Recognition Opportunities and Awards
STND 1 C 1e Office of Research and Sponsored Programs Excellence and Scholarly Activity Award Recipients
STND 1 C 1e and STND 6 C 3 Technology Initiative Project Grants
STND 1 C 1f President Communication Webpage
STND 1 C 1f President Letter on Progress Update on Middle States Self Study and Strategic Plan
STND 1 C 1f and STND 2 C 6 Oswego Today
STND 1 C 1f and STND 2 C 6 Oswego News
STND 1 C 1f Office of the President
STND 1 C 1f Example of President Stanley's Calendar Student Drop-ins
STND 1 C 1f Example of President Stanley's Calendar Staff and Faculty Drop-ins

Standard II: Ethics and Integrity

STND 2 SUNY Bargaining Units
STND 2 C 1 Task Force on Free Speech, Civil Discourse and Peaceful Assembly
STND 2 C 1 Copyright and Faculty Ownership of Intellectual Property
STND 2 C 1 Computer and Network Acceptable Use Policy

STND 2 C 1 Digital Millennium Copyright Act
STND 2 C 1 Intellectual Integrity Policy
STND 2 C 1 Penfield Library Copyright Guide
STND 2 C 1 and 5 SUNY Board of Trustees Policies January 2019
STND 2 C 2 Office of Diversity and Inclusion
STND 2 C 2 SUNY Diversity Equity and Inclusion Policy
STND 2 C 2 SUNY Oswego Diversity Policies
STND 2 C 2 SUNY Oswego Strategic Diversity and Inclusion Plan 2017-2022
STND 2 C 2 School of Education Faculty Council and Standing Committees
STND 2 C 3 SUNY Oswego Faculty and Staff Handbook
STND 2 C 3 SUNY Oswego Student Handbook 2019-2020
STND 2 C 3 and 5 NYS United University Professionals (UUP) Collective Bargaining Agreement 2016-2022
STND 2 C 3 and 5 Civil Service Employees Association (CSEA) Contract Agreement 2016-2022
STND 2 C 3 and 8 Consumer Information Student Right to Know
STND 2 C 3 Sexual and Interpersonal Violence Response Policy
STND 2 C 3 Complaint Procedure for the Review of Allegations of Unlawful Discrimination
STND 2 C 3 Sexual Harassment Prevention Policy
STND 2 C 4 Human Resources: Ethics
STND 2 C 4 SUNY Oswego Conflict of Interest and Professional Ethics
STND 2 C 4 New York State Ethics: A Plain Language Version
STND 2 C 4 NYS Public Officers Law
STND 2 C 4 Research Foundation Conflict of Interest Policy
STND 2 C 4 Public Health Service Conflict of Interest Policy
STND 2 C 4 Research Foundation Conflict of Interest Training
STND 2 C 5 Human Resources Search Resources Guide
STND 2 C 5 and STND 7 C 1 and 5 SUNY Oswego Faculty Assembly Bylaws
STND 2 C 5 Criteria for Personnel Decisions: Guiding Principles
STND 2 C 5 Criteria for Personnel Decisions Guidelines: A Department Checklist
STND 2 C 5 Criteria for Personnel Decisions at the Instructor Rank
STND 2 C 5 SUNY Research Foundation for SUNY Employee Handbook
STND 2 C 5 SUNY Research Foundation for SUNY Code of Conduct
STND 2 C 6 Your College Your Brand
STND 2 C 6 Events Calendar
STND 2 C 6 Campus Bulletin
STND 2 C 6 Annual Security and Fire Safety Report
STND 2 C 6 Human Resources Homepage
STND 2 C 6 Careers at Oswego
STND 2 C 6 Oswego Admissions
STND 2 C 6 About Oswego
STND 2 C 6 Oswego Fast Facts
STND 2 C 6 Academic Programs
STND 2 C 6 Student Life

STND 2 C 6 Living at Oswego
STND 2 C 6 Undergraduate Tuition Fees and Costs
STND 2 C 6 SUNY Oswego Ranked Among Top Ten Public Schools North US News
STND 2 C 6 President Letter Our Commitment to Free Speech
STND 2 C 6 Notice on Title IX, Sexual and Interpersonal Violence Prevention, Education and
Response
STND 2 C 6 Notice of SUNY Oswego's Non-Discrimination Policy
STND 2 C 9 SUNY Oswego Responsible Conduct in Research Policy
STND 2 C 9 President's Tone at the Top Letter
STND 2 C 9 Office of Research Integrity Public Health Service Policy

Standard III: Design and Delivery of the Student Learning Experience

STND 3 Shineman Endowed Fund Stewardship Committee
STND 3 Advanced Technology Classrooms
STND 3 (CELT) Center for Excellence in Learning and Teaching
STND 3 SUNY PRODiG Fellowship Consortia
STND 3 SUNY Oswego ACUE Cohort Summary Report Concept from Cohort A
STND 3 SUNY Student Faculty FTE Ratio 2018
STND 3 CELT Race Talk Schedule
STND 3 Peer Institutions 2020
STND 3 Online Footprint Report 2018-2019
STND 3 Faculty Ten Year Summary 5-4-2020
STND 3 CELT Fall 2019 Reading Group Schedule
STND 3 Center for Research and Strategy Degree Completion Feasibility Study (UPCEA)
STND 3 Advisement Center
STND 3 First Year Signature Evaluation
STND 3 Student's Academic Complexity Report 2010-2019
STND 3 School of Communications, Media and the Arts (SCMA) Advisory Board Member
Affiliations 2020
STND 3 OSCQR Course Design Review
STND 3 Master of Business Administration Health Services Administration Advisory Board
Listing 2020
STND 3 School of Education Team Sheldon Advisory Board 2019-2020
STND 3 Leighton-Fitzhugh Learning Community PDS Annual Report 2019-2020
STND 3 SUNY Oswego Teacher Opportunity Corps Service Agreement
STND 3 SCSD Teacher Opportunity Corps Residency MOU
STND 3 SUNY Oswego Teacher Opportunity Corps Brochure
STND 3 Teacher Opportunity Corps Proposal 2016-2021
STND 3 SkillSurvey Career Readiness Project SUNY Oswego Aggregate Deck Fall 2019
STND 3 SkillSurvey Career Readiness Report Sample
STND 3 Oswego Children's Project (OCP) Recruitment Flyer 2020
STND 3 Focus Forward Mentoring Program
STND 3 Team Sheldon Brochure

STND 3 SUNY Oswego School of Education Residency Enrollment 2012-2020
STND 3 SUNY Oswego Field Placements 2018-2019
STND 3 School of Education Conceptual Framework 2016 Revision
STND 3 SUNY Oswego Field Placements 2017-2018
STND 3 Curriculum and Instruction Dept - Clinically Rich Residency Program
STND 3 School of Business Symposium Pamphlet
STND 3 Community Services and Alternative Breaks
STND 3 Research & Individualized Student Experiences (RISE)
STND 3 Office of International Education and Programs Catalog 2020-2021
STND 3 Office of International Education and Programs Fulbright Student Mentoring
Program and IGE Committee listing
STND 3 Office of International Education and Programs Fulbright Student Mentoring
Program
STND 3 Office of International Education and Programs Global Lab Information with Offer
Listing
STND 3 Office of International Education and Programs List of Programs in Study Abroad
STND 3 Office of International Education and Programs Representations in Study Abroad
STND 3 Office of International Education and Programs Student Handbook
STND 3 EXCEL Experimental Courses and Engaged Learning
STND 3 CELT Workshop Attendance 2010-2019
STND 3 CELT Assessment Report and Goals 2018-2019
STND 3 2017-2018 CELT Assessment Report
STND 3 and STND 5 General Education CY Summary Reports
STND 3 SUNY Oswego General Education and the Baccalaureate Degree 2021
STND 3 SUNY Oswego General Education Categories and Learning Outcomes
STND 3 School of Education Individual Programs National Recognitions
STND 3 School of Education Assessment Handbook
STND 3 Graphic Design Goals
STND 3 Lifestyles Center Assessment Process Report 2018-2019
STND 3 Community Services Alternative Break Assessment Process Report 2018-2019
STND 3 Institutional Research Planning and Assessment
STND 3 TIP Equipment Update Haak
STND 3 TIP Grant Report 2018 Raymond

Standard IV: Support of the Student Experience

STND 4 Collegiate Science and Technology Entry Program (CSTEP) First Year in Review
STND 4 Faculty Assembly National Survey of Student Engagement Presentation Fall 2020
STND 4 New Student Orientation Program Modality Samples Summer 2021
STND 4 Summer Orientation 2021 Program Modality Comparison
STND 4 Imagine 2021 Program Summary Results
STND 4 C 3 Policy and Procedure for the Release of Student Address Information
STND 4 C 1c Counseling Center Assessment of Psychological Survey National Comparison
Fall 2020

STND 4 C 2 Proposed Prior Learning Assessment (PLA) Policy
STND 4 C 1 Title IX Online Workshops
STND 4 C 1 Title IX Prevention Programs
STND 4 C 1 SUNY Oswego Students' Bill of Rights
STND 4 Title IX Policies
STND 4 Building a Culture of Accessibility in Higher Education EDUCAUSE Sean Moriarty July
30 2018
STND 4 C 1c Sail into Oz Description
STND 4 Sail Into Oz Summer 2020 Assessment Results
STND 4 C 2 Freshman Cohort Diversity Applications and Scholarships Fall 2015-Fall 2019
STND 4 C 2 NYC Freshman and Transfer Cohort of F2013-F2019
STND 4 C 2 Break Transportation
STND 4 C 2 Counseling Services Center Group Schedules
STND 4 C 2 Career Services Events and Services
STND 4 C 2 I Am Oz Diversity Speaker Series
STND 4 C 2 New York City (NYC) Career Connections Surveys of Student Attendees
STND 4 C 2 New York City (NYC) Career Connections Surveys of Alumni Attendees
STND 4 C 2 Career Services Class of 2019 First Destination Survey
STND 4 C 2 First-Year Experience
STND 4 C 2 Council for Advancement of Standards (CAS) "Cross-Functional Framework for
the First-Year Experience"
STND 4 C 2 Survey Data for First-Year Signature Courses
STND 4 C 2 First-Year Experience Advisory Council's examination
STND 4 C 2 Say Yes to Education
STND 4 C 2 SUNY Oswego Transfer Course Guide
STND 4 C 2 Registrar Registration and Related Information
STND 4 C 2 Admissions Oswego Guarantee
STND 4 C 2 Registrar Readmission Process
STND 4 C 2 Registrar Degree Completion

Standard V: Educational Effectiveness Assessment

STND 5 School of Business Assessment Summary and Closing the Loop Report 2019-2020
STND 5 School of Education Assessment Outcome Report 2020-2021
STND 5 SUNY Oswego Division of Academic Affairs Reporting Guidelines for Annual
Submission of Assessment Reports Major Assessment Report and Plan 2018-2019
STND 5 SUNY Oswego Division of Academic Affairs Reporting Guidelines for Annual
Submission of Assessment Reports Small Major Assessment Plan and Report 2018-2019
STND 5 SUNY Oswego Division of Academic Affairs Reporting Guidelines for Annual
Submission of Assessment Reports Graduate Assessment Plan and Report 2018-2019
STND 5 SUNY Oswego Division of Academic Affairs Reporting Guidelines for Annual
Submission of Assessment Reports Small Graduate Plan and Report 2018-2019
STND 5 Learning Outcomes Assessment: Executive Summary

STND 5 Memo to Campus Community from the Provost about the Establishment of an Advising Center

STND 5 National Association of Student Personnel Administrators Consortium: Career and Professional Aspirations 2018

STND 5 SUNY Oswego Core Institute Alcohol and Drug Survey Spring 2018

STND 5 Comparison Between SUNY Oswego and Nation-wide Responses Regarding Student Health

STND 5 2018-2019 Divisional Assessment Process Assessment Project Report Part III

STND 5 Gender and Women's Studies Major Assessment Report 2017-2018

STND 5 Theatre Department Major Assessment Report 2017-2018

STND 5 School of Education CAEP Report 2020

STND 5 ABET Accreditation Report for Electrical and Computer Engineering Department

STND 5 Anthropology Student Learning Outcomes Assessment Plan and Report

STND 5 Division of Academic Affairs Goals Chart 2019-2020

STND 5 Academic Affairs Highlights 2018-2019

STND 5 Master of Business Administration Health Service Administration Assessment Fellowship Project for Commission of Accreditation of Healthcare Management Education

STND 5 Master of Business Administration Health Service Administration Competency Matric for Commission of Accreditation of Healthcare Management Education

STND 5 Points of Pride Annual Report 2018-2019

STND 5 Survey of Graduate Admissions 2020

STND 5 Summary of Graduate Assistantship Survey Data as of March 2020

STND 5 Student Learning Outcome Annual Assessment Report 2017-2018

STND 5 Student Affairs and Enrollment Management All Star Assessment Award Jan 2019

STND 5 Resources for School of Business Assessment

STND 5 Resources for School of Communication, Media and the Arts Assessment

STND 5 and STND 6 Guidelines for Review of Departmental Academic Majors and Programs

STND 5 List of Departmental Personnel Responsible for Assessment

STND 5 Guide for the Evaluation of Undergraduate Programs

STND 5 Assessment Team Minutes 2-12-19

STND 5 Assessment Steering Minutes 1-14-19

STND 5 Assessment Showcase Agenda 2019

STND 5 Assessment Retreat Agenda 2019

STND 5 and STND 6 C 1 and 4 Assessment Fellows Program 2019

STND 5 2018-2019 Shining Star Award

STND 5 2018-2019 Feedback Rubric Template

STND 5 Resources for School of Education Assessment

STND 5 College of Liberal Arts and Sciences Self-Study Calendar 2019-2024

STND 5 Memo on Draft Task Force on Evaluating Assessment Practices

Standard VI: Planning, Resources and Institutional Improvement

STND 6 Graduate Enrollment Executive Summary 2021-2025

STND 6 Grand Challenges Project: Fresh Water for All Summary and Activities
STND 6 Grand Challenges Mini Grant Form
STND 6 Grand Challenges Mini Grant Final Guidelines
STND 6 The Path Forward
STND 6 Campus Concept Committee
STND 6 President's Budget Advisory Group
STND 6 Priorities and Planning Council
STND 6 State University of New York 2021 Annual Financial Report
STND 6 C 6 Information Technology Steering Committee Documents
STND 6 C 6 and 9 SUNY Oswego Information Technology Governance 2019-2020
STND 6 C 6 Facilities Master Plan
STND 6 C 4 Building Summary
STND 6 C 4 Facilities Employee Engagement Study Project
STND 6 C 4 Faculty Accessibility Fellow Program
STND 6 Student Learning Outcomes
STND 6 C 4 SUNY Board of Trustees Sabbatical Leave Policy
STND 6 C 3 Scholarly and Creative Activities Committee Bylaws 12-6-2019
STND 6 C 4 and 9 Report of the President's Budget Advisory Group Salary Study
 Subcommittee
STND 6 C 7 Oswego College Foundation, Inc. and Subsidiary 2020 RC Final
STND 6 C 7 Oswego College Foundation, Inc. and Subsidiary 2020 FS Final
STND 6 C 7 Oswego Alumni Association, Inc. 2020 RC Final
STND 6 C 7 Oswego Alumni Association, Inc. 2020 FS Final
STND 6 C 9 OCF Endowment vs NACUBO - June 30, 2020 preliminary (not for the public)
STND 6 C 4 and 9 One Group Consultant on Faculty Salaries
STND 6 C 7 SUNY Wide Annual Financial Report 2020
STND 6 C 1 and 3 2019-2020 Annual Report Financial Recap by Division for Board of
 Trustees
STND 6 SUNY Oswego Metro Center (Syracuse Campus) Business Plan Executive Summary
STND 6 Metro Center (Syracuse Campus) Business Plan Cover Memo
STND 6 Syracuse Campus 2020 Proposal
STND 6 Syracuse Campus Periodic Report
STND 6 SUNY Oswego Metro Center (Syracuse Campus) Business Plan
STND 6 Syracuse Campus Update and Recommendations
STND 6 Technology Initiative Project (TIP) Grant Awards 2020-2021
STND 6 Campus Technology Advisory Board Report for Winter 2020-2021

Standard VII: Governance, Leadership and Administration

STND 7 C 5 SUNY Presidential Review
STND 7 C 1 and 2 SUNY Oswego Organizational Chart
STND 7 C 4 Glidden and Stanley Book Chapter
STND 7 C 2 SUNY Board of Trustee Bylaws
STND 7 C 4 President Talks with Faculty Assembly

STND 7 C 2f and 5 SUNY Oswego Faculty Bylaws Appendix A
STND 7 C 1 Summary of SUNY Oswego Faculty Bylaw Changes 2016-2020
STND 7 Town Gown Partnerships President Deborah Stanley in President to President