

**MSCHE Self-Study
Fast Facts - Executive Summary Outline - Introduction**

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)

Enrollment

(Fall 2021 Figures as of August 9, 2021)

New York State..... 6,488
Other U.S. States315

International (including exchange).....162
Total Students= 6,965

Other New York State counties: 2,512 students
Oswego & contiguous counties: 2,110 students
New York City: 943 students
Long Island: 923 students

- Top 3 states beyond New York: 1. Washington, D.C 2. New Jersey 3. Pennsylvania
- TOP 3 COUNTRIES beyond U.S.: 1. India 2. Canada 3. Vietnam
- 306 students enrolled in Syracuse Campus courses or programs (data current as of 8/9/21)
- 640 students majoring in an online program (data current as of 8/9/21)

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

Undergraduate Student Profiles

XX% female, XX% male)
Avg. HS Average: 88 (Fall 2020 enrolled students)
Avg. SAT score: 1100 (Fall 2020 enrolled students)
Avg. ACT score: 23 (Fall 2020 enrolled students)

31% of total students and 37% of Fall 2021 first-year students self-identify as culturally diverse*
(*International students and U.S. racial and ethnic minorities)

Fall 2021 international students come from 33 countries

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
\$6.5 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

17 : 1 Student : faculty ratio
24 Average class size
500+ Faculty
88% Full-time faculty hold the highest degree in their field

Research and Sponsored Programs

\$4.3 Million in federal, state and private support for research and innovative programs.

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

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

- Top 10 Public “Best Regional Universities — North”
- Top 10 “Best Value School — North

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)

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

[To be written in early October...the below is an outline of content to include]

Institutional Overview

- Institutional Priorities
- Carnegie Classification
- Graduate outcomes (First Destination)
- Capital and community impact

Standard I: Mission and Goals

- Mission-focused Strategic Plan and planning
- Communication of plans and priorities
- Infusion of diversity and inclusion throughout
- Institute for Equity, Diversity, Inclusion, and Transformative Practice
- Resource management: financial, human, facilities

Standard II: Ethics and Integrity

- Academic and intellectual freedom & freedom of expression
- Strengthening our inclusive community -- revised search process
- Resource management: financial, human, facilities
- Compliance
- Transparency
- Oswego Guarantee and Graduation ROI -- We guarantee no increase in the cost of room or meal plans for four consecutive academic years and a \$300 Return on Investment (ROI) award upon graduation for qualifying students.

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 evenings and weekends

Standard IV: Support of the Student Experience

- Mental Health and Wellbeing Task Force
- Career Services
- Closing achievement gaps
- Increasing graduation rates

Standard V: Educational Effectiveness Assessment

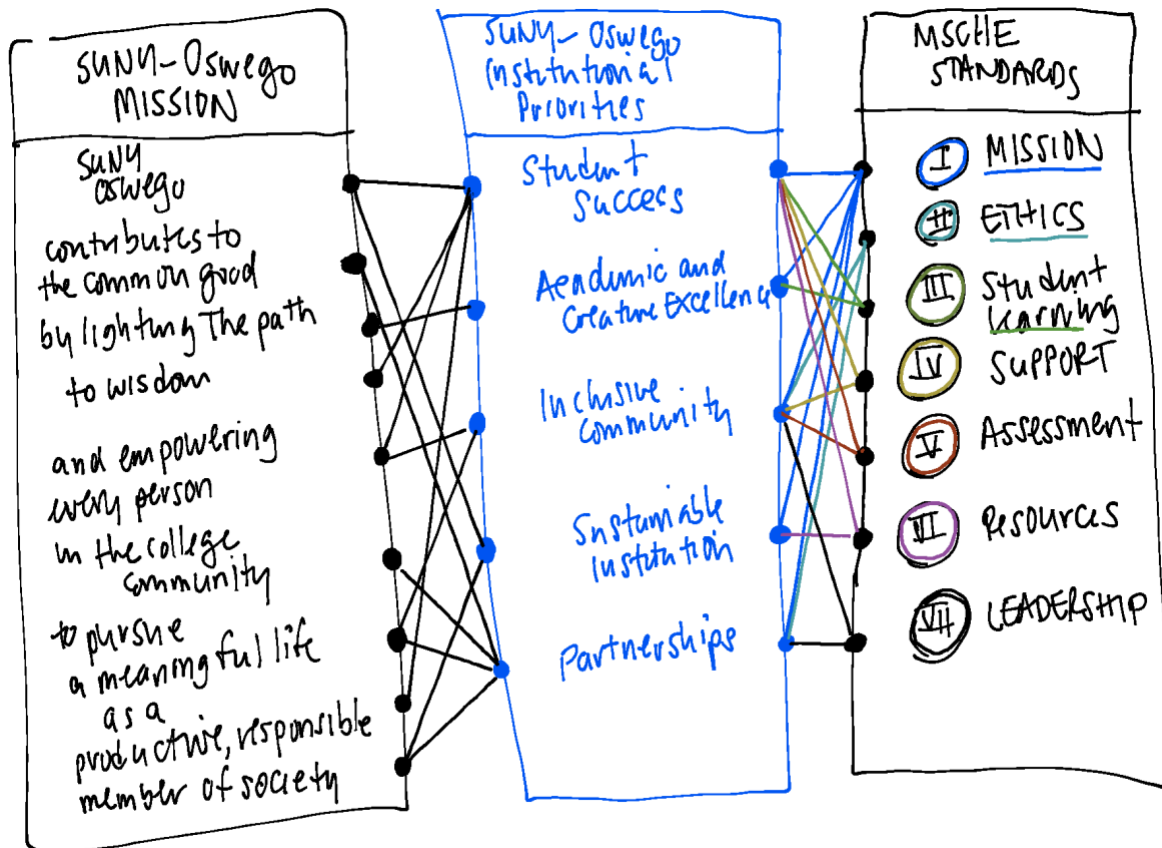
- Program and General Education assessment
- Assessment of student learning outcomes (SLOs)
- Institutional-wide annual reporting aligned with strategic plan and mission

Standard VI: Planning, Resources, and Institutional Improvement

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

The facing page for the Introduction and each chapter will have a graphic designed similarly to what you see below. For the Introduction, words from the mission statement are parsed out to visually demonstrate connections to our institutional priorities and the connections between priorities and the MSCHE Standards. With each chapter, a similarly designed graphic will show interrelationships between the most relevant institutional priorities for each standard, our Lines of Inquiry, and the criteria for that chapter's standard.



[Graphics are being refined, these are drafts to convey meaning]

Introduction

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.

SUNY Oswego's main campus currently consists of 58 buildings with classroom, laboratory, residential and athletic facilities in Oswego, New York. The last twenty years have included \$850 million invested in a campus-wide renovation and renewal program, with \$92 million (need to update prior to publishing) 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.

Campus renewal highlights include the 2006 opening of the Marano Campus Center — the college's first new building in 35 years — and the 2013 opening of the \$118 million Shineman Center for Science, Engineering and Innovation. 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. 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.

In October 2021, we held a groundbreaking ceremony to launch the \$65 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.

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), and Mental Health Counseling (MS). The Syracuse Campus also offers professional development programs for local businesses and non-profits.

Fall 2021 Main Programs of Study

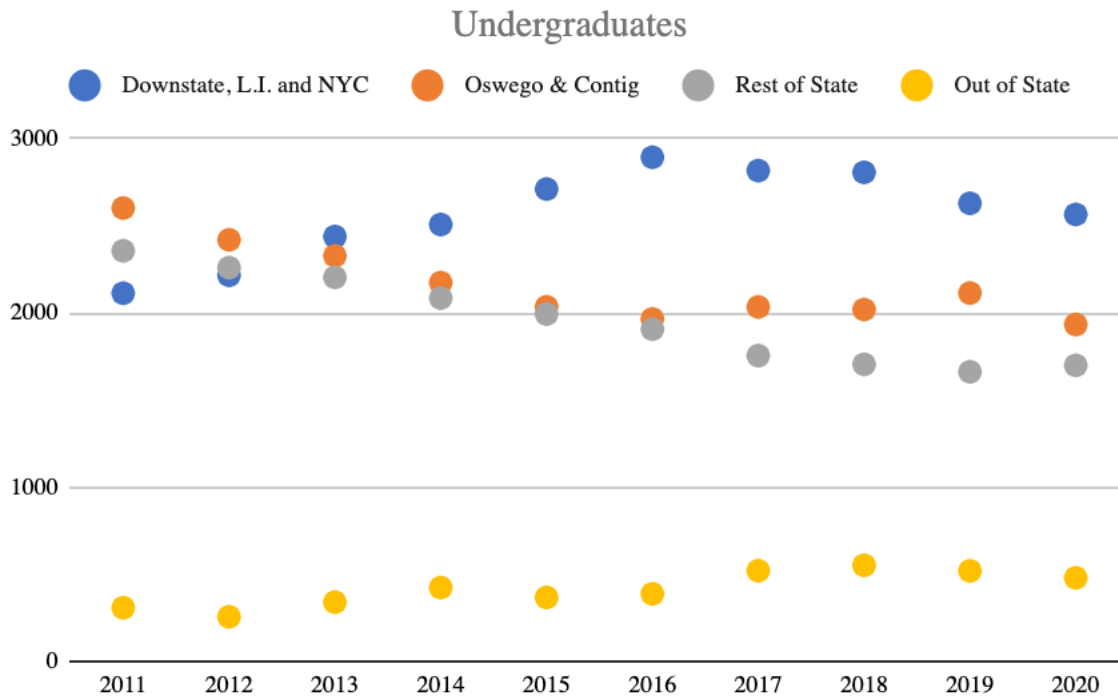
[Note: We will update the below X figures with Fall 2021 figures in early October]

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 (XXX students in both traditional and online programs) in the School of Business; Childhood Education and Adolescence Education (XXX) in the School of Education; Psychology (XXX students including XX in the 5-year BA/MBA program) and Criminal Justice (XXX students in both traditional and online programs) in the College of Liberal Arts and Sciences; and Broadcasting and Mass Communication (XXX students including X in the 5-year BA/MBA program) in the School of Communication, Media and the Arts.

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 (XXX students) in the School of Business; Educational Leadership (XX students) in the school of Education; Biomedical and Health Information (XX) in the College of Liberal Arts and Sciences; and Strategic Communication (XX combined in traditional and online formats) in the School of Communication, Media and the Arts.

Fall 2021 Student Profile

Note: We will update the below X figures with Fall 2021 figures in early October. Students come to SUNY Oswego from throughout New York state and, to a lesser extent, from other states and other countries. Our goal is to increase out-of-state and international populations in the years ahead.



Geographic origins of our undergraduates [note: we need to add/break out International students in order to best connect the graphic to the prose it follows.]

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 XXXX total students, with XXXX undergraduates and XXX graduate students.

Among the XXXX students, XX are new transfer students, XXX are degree-seeking international students (with an additional XX visiting/exchange students) from XX countries. Nearly XXXX (XX%) of all fall 2021 undergraduate students 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 XXX total students (XXX undergraduate and XXX 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 37% 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 XX% female and XX% male. The fall 2021 first-year student cohort is highly geographically diverse. Students come from XX of New York's XX counties, including XXX from the boroughs of New York City, and from XX other states, the District of Columbia, and X countries. Pell grants were awarded to XX% of the fall 2021 first-year class and XX% self-identified as first-generation college students.

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.

Oswego College Foundation – Investing in 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 \$6.5 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 number of enrolled first-generation students, SUNY Oswego's Marano Scholarship provided \$5,000 each to 90 first-generation students.

Mission-Aligned, Learner-Centered Institutional Priorities

As a part of our ongoing commitment to living our mission and investing in continuous improvement, self-reflection, and institutional renewal, SUNY Oswego President Stanley started the 2019-2020 academic year at her annual Opening Day Breakfast by providing the campus and attending community partners with a historical understanding of the College's last quarter of a century of strategic plans and how each plan has advanced SUNY Oswego's mission and was built upon the other to create SUNY Oswego's strategic plan: *Tomorrow: Greater Impact and Success* (2014-present).

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.

In addition to this rich repository of annual performance data, in summer and fall 2019, the President collected 86 “moonshot” submissions from over 60 faculty, staff, and administrators in reply to her request to share ideas on how we can increase student success and institutional effectiveness and impact in the years ahead. The president shared the submissions with the 44-member Strategic Planning Advisory Board at their November 2019 kick-off meeting and subsequently paired with insight gathered from 18 campus-wide focus groups (held through the strategic planning process in 2019-2020) and helped shape our present five institutional priorities of ***Student Success, Academic and Creative Excellence, Inclusive Community, Sustainable Institution, and Partnerships***. These Institutional Priorities are interwoven through the Standards-based chapters of this report as pillars that share and uphold the seven MSCHE Standards for Accreditation and Requirements of Affiliation.

Student Success is at the heart of SUNY Oswego. We focus on all aspects of Student Success and on 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 is achieved through instruction that maximizes the College’s academic programs and facilities that were 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.

Institutional Priorities Aligned with Mission and Standards

All five Institutional Priorities are interconnected and, as the below chart indicates, align variously with the MSCHE standards.

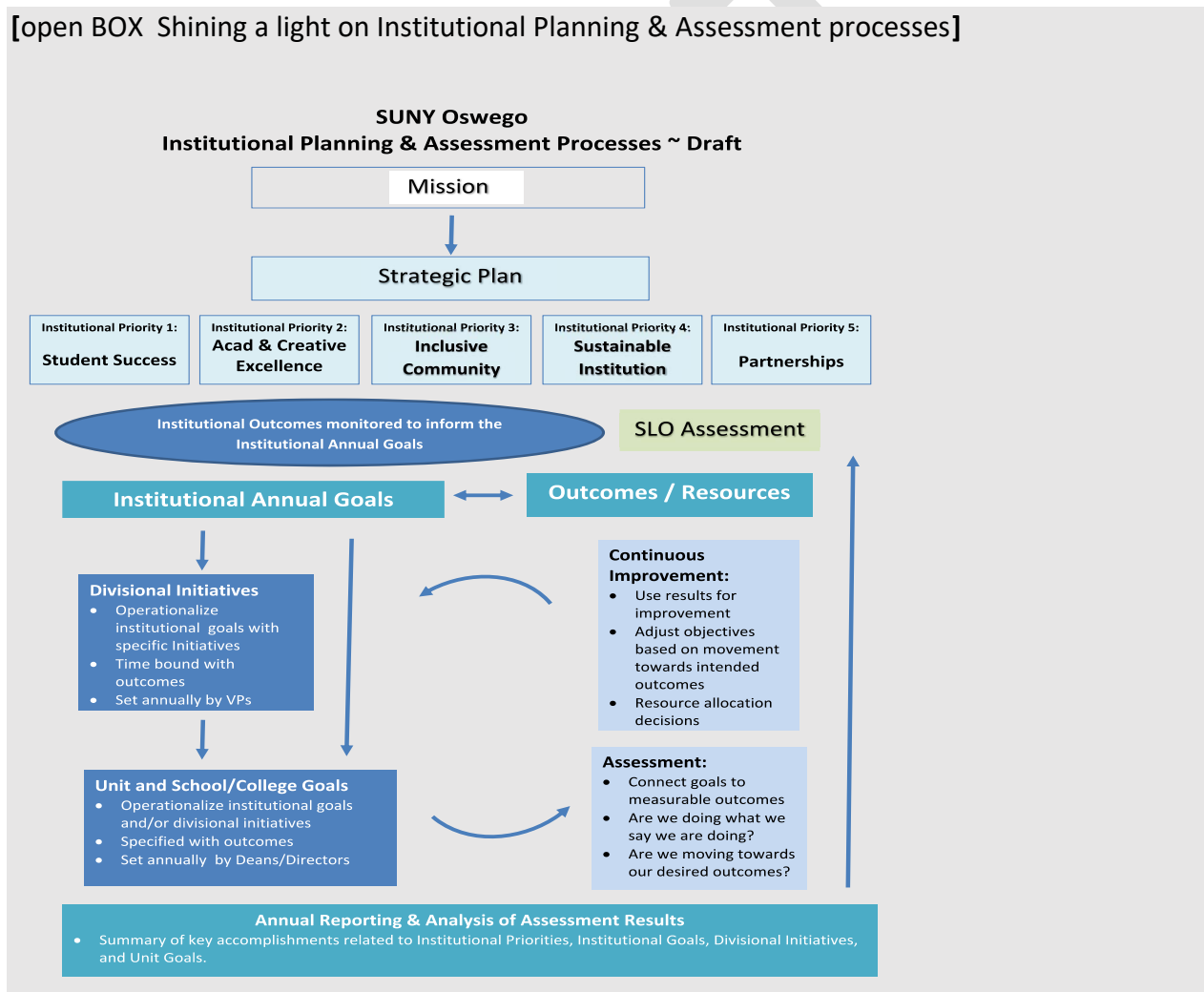
| Institutional Priorities | Standard I: Mission and Goals | Standard II: Ethics and Integrity | Standard III: Design and Delivery of the Student Learning Experience | Standard IV: Support of the Student Experience | Standard V: Educational Effectiveness Assessment | Standard VI: Planning, Resources, and Institutional Improvement | Standard VII: Governance, Leadership, and Administration |
|---|--------------------------------------|--|---|---|---|--|---|
| Student Success | X | | X | X | X | X | |
| Academic & Creative Excellence | X | | X | | | X | |
| Inclusive Community | X | X | | X | X | X | X |
| Sustainable Institution | X | | | | | X | X |

| | | | | | | | |
|---------------------|---|---|--|--|--|--|--|
| Partnerships | X | X | | | | | |
|---------------------|---|---|--|--|--|--|--|

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.

[open BOX Shining a light on Institutional Planning & Assessment processes]



Intended Outcomes of the Self-Study

As described in our Self-Study Design, SUNY Oswego sought the below (bolded) intended outcomes from our Self-Study process. The status of our achievement of these outcomes follows.

- ***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.

Organizational Structure of the Steering Committee and Subcommittees

A representative and diverse (in position, experience, background and identify) 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 Subcommittee meetings throughout 2020-2021 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 is included in Appendix X.

Organization of the Self-Study Document

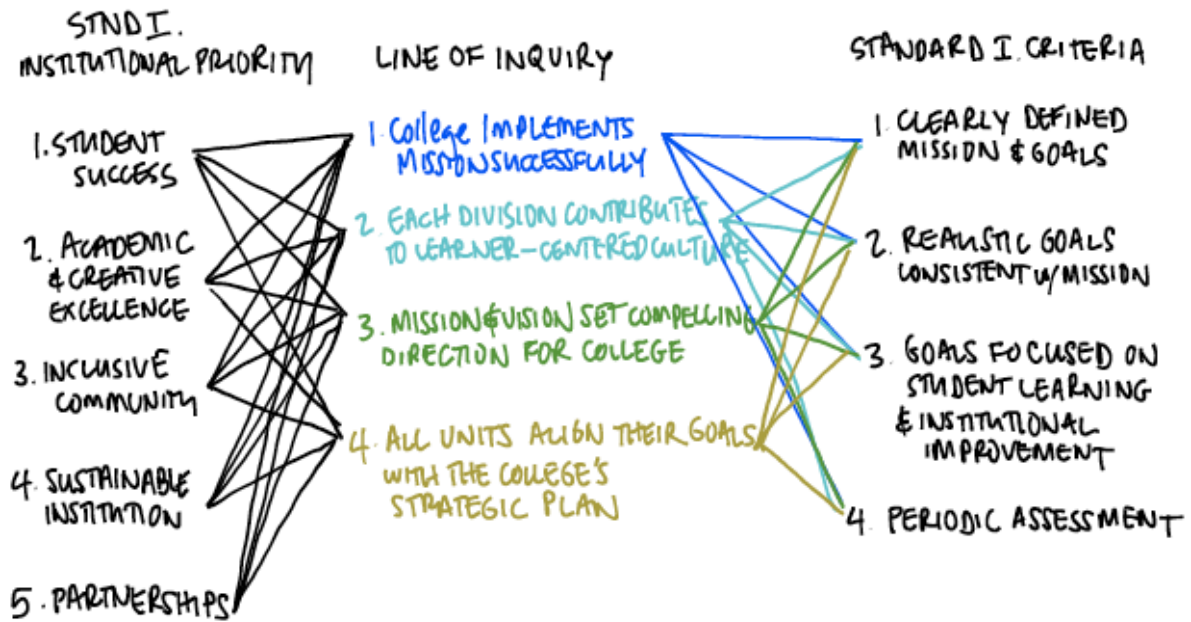
SUNY Oswego used the Standards-Based Approach to organize our Self-Study because this approach allowed us to best present and communicate the ways the College meets the Standards for Accreditation and Requirements for Affiliation. In the narrative that follows, we have threaded our Institutional Priorities 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. 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. Over more than a quarter century of President

Stanley's leadership, SUNY Oswego 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.

DRAFT

Chapter 1. (Standard I)



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Chapter One: Foundations (MSCHE Standard I)

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.

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?

Key Elements

Mission-focused Strategic Plan and planning

Communication of plans and priorities

Infusion of diversity and inclusion throughout

Institute for Equity, Diversity, Inclusion, and Transformative Practice

Resource management: financial, human, facilities

Discoveries: identifying examples of what we do exceptionally well

Aligning plans

Annual reporting

Town hall meetings

Increasing student involvement

Opportunities: identifying what warrants additional attention

Enrollment management

Promoting the residential experience

Introduction

As a public comprehensive institution within the State University of New York 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...*"

[I.1] SUNY Oswego's mission delivers on this purpose and 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.

Our mission statement holds pride of place in our undergraduate and graduate catalogs and in our strategic plan. We are mission-focused and mission-driven. Mission enables us to articulate our Institutional Priorities. Mission helps us to define the goals we set relative to those priorities.

[I.1] 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*** (described in the Introduction of this report) are derived from its mission and founding principles.

[I.1.4] In spring 2019, SUNY Oswego made 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 demonstrate SUNY Oswego's intentions to help all people feel seen, welcomed, and included at SUNY Oswego.

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**.

Student awareness and engagement in achieving our mission-driven efforts

[I.1.a,f] 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.

[I.1,f] 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.

[open BOX Shining a Light On Student Interns - **STUDENTS ENHANCE UNDERSTANDING AND COMMUNICATION**]

[I.1.a,b,f] SUNY Oswego's mission-aligned annual goals are 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 engage directly with the daily operations of the university and to 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 students can be a part of the conversations taking place and understand the goals and intentions of the university 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 university assess its intended impact versus its achieved impact and adjust course when needed. The student interns are encouraged to share their internship experience in order to increase other students' awareness of the college's goals, actions and desired outcomes.

[close BOX]

A Student-Centered Tomorrow

[I.1] Oswego's current strategic plan, "*Tomorrow: Greater Impact and Success*" is structured around five Impact areas (defined below) which have evolved into SUNY Oswego's current five Institutional Priorities that are described throughout this report.

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;

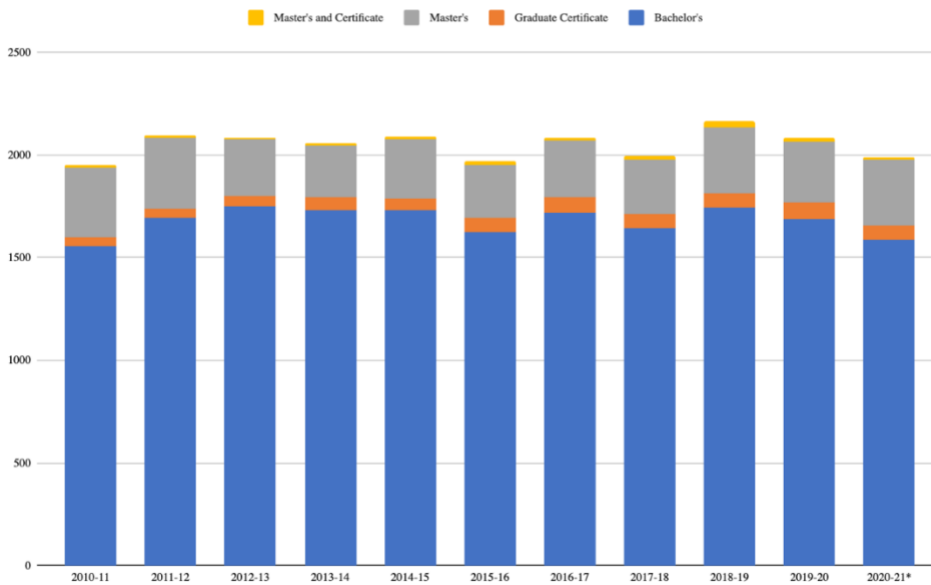
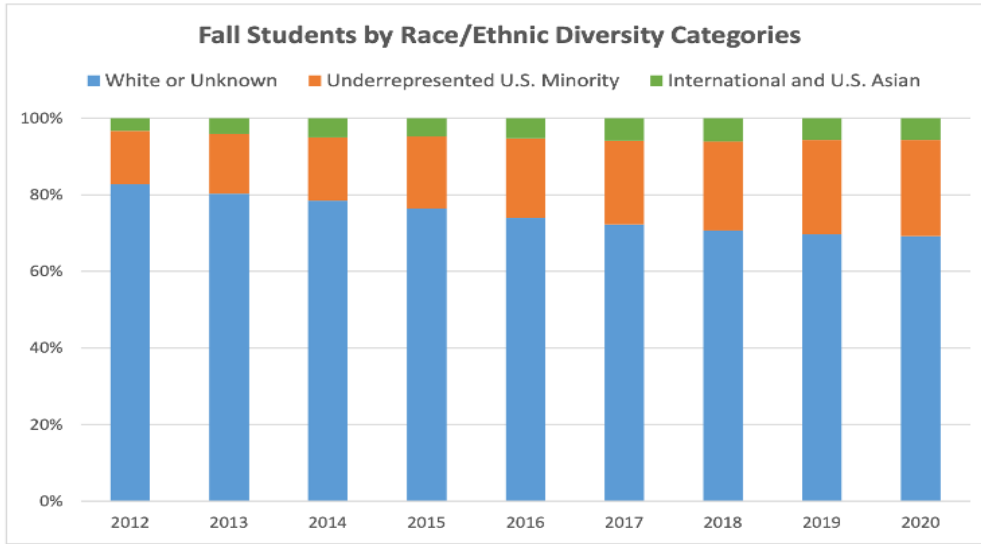
4) Our Institution: Our proven institutional effectiveness results in increased resources, flexibility, academic capacity and institutional success;

5) Our Grand Challenges: Our work contributes to finding solutions for the grand challenges of our time.

Mission-Centered Institutional Priorities

[I.1.d] 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, staff, and alumnae. 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.

The two figures that follow provide a picture of the students we serve and their success with us, as measured by graduation rate over time.



Communicating goals and aligned initiatives

[I.1.f] 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 externally through public websites and through the College’s public annual reports. 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.

[I.1.f] The goals and aligned initiatives are also shared by the President with 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 each semester when they present to the Student Association and during bi-monthly meetings with student leadership.

A Culture of Reflection, Assessment, and Planning for Continuous Improvement

[I.1.a,b,c,d;I.4] Across our institution, annual goals are linked 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.

[I.4] At annual assessment retreats and year-end meetings, each area's annual goals are reviewed, discussed, and assessed in terms of progress and how, or if, each goal should be carried into the next academic year. Multi-year goals are assessed for continuous improvement and re-evaluated to be positioned to meet the needs of the upcoming year.

[1.4] 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. Assessment is done at the appropriate level using a range of tools and processes depending on the goal. The College President presents this in a comprehensive report to the College President to maintain the process of continuous improvement.

[I.4] 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.

[I.1.b,f] 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. These annual reports are then reviewed by each director supervisor/department head and then by the Vice President and the President and compiled 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.

[1.1g,f] 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 so multiyear goals are carried forward and 1-3 new aligned goals are added. For each goal, units must identify measurable outcomes, proposed actions, and assessment methods.

[1.1.b,d;2;3] Listed below are SUNY Oswego's 2020-2021 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.

[open BOX Shining a Light On 2020-2021 annual goals]

Please note that these goals resonate with all of MSCHE Standard I's Criteria; the bracketed guides are meant merely to highlight.

Student Success

1. [1.3] 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. [1.3] 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. [1.3] 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. [1.1.e] 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. [1.1.b,d;2] 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. [1.2;3] 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. [1.1.b,d;2;3] 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. [1.1.d;2;3] 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. [1.1.d;2;3] With deliberate pace, we will move forward all capital plan projects and advance planned sustainability/conservation goals.

10. [1.1.d,g;3] 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

11. [1.1.b;2] We will continue to reach out to and serve our regional community; working with all educational partners.

[Add note to reference the SUNY Oswego annual reports from the last 5 years that describe how each division took action on the Tomorrow Impacts and institutional annual goals]. [close Box]

[1.1] As we begin the 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. SUNY Oswego is moving forward with a renewed commitment to our mission, values and goals. This year, we are committed 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.

Supporting scholarly and creative activity in line with mission and institutional priorities

[1.1.a.b.e] Lighting the path to wisdom includes robust support for scholarly and creative activity, support reflected in both our annual goals and long-standing practices in resource allocation. The second of our two annual goals for 2020-2021 links recognition to action by committing to the creation of new centers on campus that will be devoted to thought, collaboration, and innovation. In addition, we offer long-standing support through research leaves, travel funding, and startup funds. New tenure-track faculty also 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.

Grand Challenges

[1.1,3] 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.

SUNY Oswego Institute for Equity, Diversity, Inclusion, and Transformative Practice

[1.1,3] 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 equity, diversity, inclusion, and transformative practices of the Institute are centrally connected to and motivated by the *Tomorrow* plan. 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.

[1.1,3] 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 work collaboratively with:

- **Students** to create and offer resources, programs, events, training sessions, and leadership opportunities;
- **Administrators, faculty, staff, employees, alumni, institutional Diversity Equity and Inclusion Committees, and the Center for Excellence in Learning and Teaching** to expand resources, programs, events, training sessions, best practices colloquia, and other professional development opportunities on topics related to equity, diversity, inclusion, and transformative practices; and
- **Institutional partners and stakeholders in Oswego, Syracuse, and surrounding communities** to expand resources, training, and programs on topics related to equity, diversity, inclusion, and transformative practices in the community.

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. We will not rest ... as much work remains.”

COVID-19 and the pandemic: pivoting operations while remaining mission focused

On March 11, 2020, New York State Governor Andrew Cuomo announced that all SUNY institutions would pivot to remote instruction by March 19. What began as a multi-week pause morphed into finishing the spring 2020 semester remotely, having fully remote summer sessions, and proceeding with mixed instructional modalities for the 2020-21 academic year.

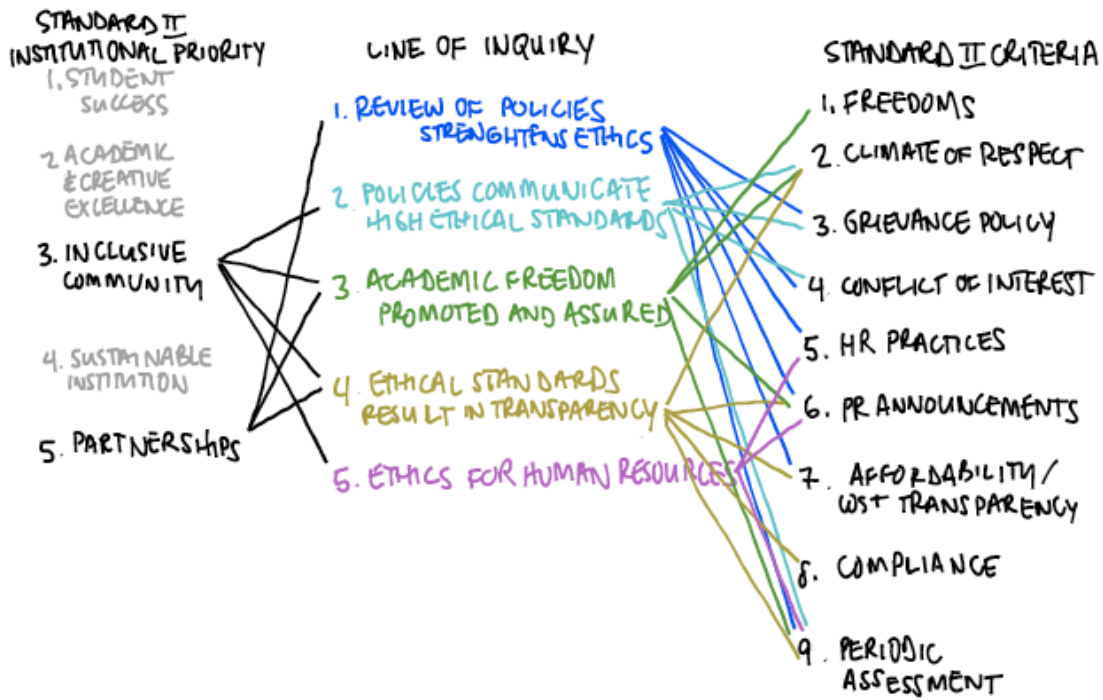
An extreme event tests existing strengths and highlights challenges in university operations, and this pandemic is no exception. With it came the necessity for major adjustments in operations across all units the College: facility retrofitting, procurement of PPE and other supplies, COVID testing infrastructure, 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. In short, a very heavy lift. Throughout, our mission, core principles, goals, and Strategic Plan guide us. Doing so has enabled us to take rapid actions with care and caring.

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. 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 AY 2020-2021.

Thanks to vision, planning, leadership, and concerted individual and collective effort, we were equipped to keep our commitment to students, teaching, and learning, and even giving 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 ceremonies for nearly 1,000 students and their 2,000 guests.

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Chapter 2. (Standard II)



Chapter Two: Honoring the Public Trust (MSCHE Standard II)

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.

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?

Key Elements

Academic and intellectual freedom & freedom of expression

Strengthening our inclusive community

Resource management: financial, human, facilities

Compliance

Transparency

Discoveries: identifying examples of what we do exceptionally well

Free speech, civil discourse, and assembly policy

Academic integrity policy

Human Resources policies and procedures

Provost open forums on tenure and promotion guidelines

Institute for Equity, Diversity, Inclusion, and Transformative Practice

Opportunities: identifying what warrants additional attention

Affirming and/or revising academic departments' criteria for personnel decisions

Advancing the accessibility of ALL institution resources (in progress)

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.

Academic Freedom and Intellectual Property

[II.1] 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.

[II.1] 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.

Nurturing and sustaining our inclusive community

[II.2] 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]

[II.1;2;9] 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. [II.2] [close BOX]

Communicating policies and procedures

[II.6] 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. Policies and procedures as well as ethical standards for faculty, staff and students are also incorporated into their respective handbooks. The institution's website prominently displays these handbooks and addresses them during new student and employee orientation.

Reviewing and revising policies and procedures as needed

[II.9] Policies and procedures surrounding the operation of the college are reviewed and revised 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.

[II.9] One recent example of this revision is with our Institutional Review Board (IRB), which we call the Human Subjects Committee. 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. **[note add Belmont Report and DHH Title 45, Part 46 to the evidence inventory CL]**

[II.6] Information on policies and procedures is included in the Consumer Information: Student Right to Know web page maintained by the Office of Institutional Research. 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]**

[open BOX Shining a Light on Academic Integrity Policy]

[II.3;9] Our commitment to ethics, integrity, and thoughtful self-reflection followed by informed actions can also be seen 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]**

Fair and impartial practices in hiring, evaluating, promoting, disciplining, and terminating

[II.5;9] Our commitment to ethics and integrity means, moreover, that hiring, evaluation, promotion, discipline, and separation policies and procedures are practiced 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.

[III.2.e] The process for annual reviews for retention and promotion of faculty is guided by the SUNY Oswego Faculty Bylaws, which are, in turn, 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.

[II.5; III.2.e] Faculty, which at Oswego includes librarians, are evaluated according to written department bylaws that follow five criteria for personnel decisions from the SUNY Policies of the Board of Trustees. These criteria are interpreted, in writing, for the campus and each academic departments 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 highlight school-specific particulars. This also allows for discussion of consistency in the communication of expectations across different departments.

[II.3;6] Grievance policies are outlined in the Student Handbook, the Faculty Handbook, and various Collective Bargaining Agreements, and they are echoed on both the Dean of Students and the Human Resources websites. Oswego employees are bound by conflict of interest policies for NYS employees. HR training address 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 Financial Disclosure Statement with the Joint Commission on Public Ethics.

[II.3] Local representatives from the two largest units, UUP and CSEA, meet monthly with the administrative leadership of the university for updates and to bring the memberships' concerns to the table.

[II.5] 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.

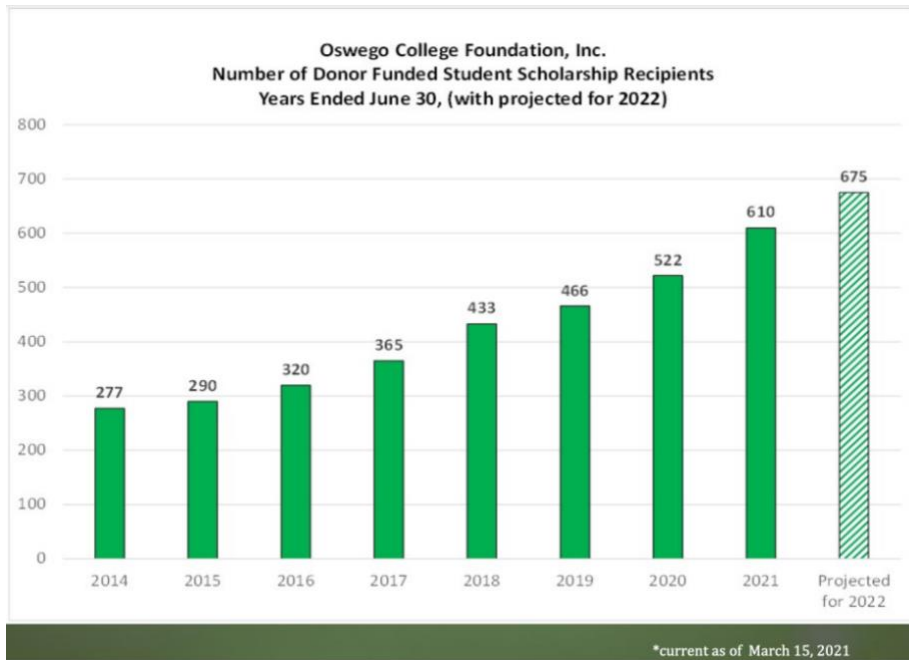
Communications: accurate and timely

[II.6] 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.

[II.6] 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 to attendance by undergraduate and graduate tuition and room and board with links to a full breakdown for both degree levels. [II.6,7] 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

[II.7.a] The figure below shows how the College Foundation has been successful in allocating more financial support to our students, through privately funded, need-based scholarships.



[II.6,7] 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.

[II.6] 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.

[II.6] 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.

Ethical and equitable procurement policies and procedures

[II.8] 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 is afforded the opportunity to bid using the same information and scope and verified by a third party to ensure fairness.

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.

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 that may be 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.

COVID-19 and the pandemic: pivoting in operations, transparency in communications

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 raising additional funding for the Student Emergency Funds to assist our students with sudden income losses or expenses.

Prioritizing the 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. The college community pledged to abide by certain public health requirements, including testing and daily health screening. As a result of that shared pledge, we were able to proceed through the whole of the academic year with a single two-week pause in face-to-face instruction early in the fall semester.

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.