











Self-Study Report Middle States Commission on Higher Education
— January 19, 2022 —

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## **Acronym List**

Acronym	<u>Definition</u>	Acronym	<u>Definition</u>
AACSB	Association to Advance Collegiate Schools of Business	NASM	National Association of Schools of Music Curriculum
ABET	Accreditation Board of Engineering and Technology		National Association of Schools of Theatre
ACUE	Association for College and University Educators	NCATE	National Council for Accreditation of Teacher Education
ASC	Auxiliary Services Corporation, Inc.	NCFDD	National Center for Faculty Development
CAEP	Council for the Accreditation of Educator Preparation	NICLIA	and Diversity
CARES	Coronavirus Aid, Relief, and Economic Security Act		National College Health Assessment National Survey of Student Engagement
CDIO	Chief Diversity and Inclusion Officer	OAA	Oswego Alumni Association
	Center for Excellence in Teaching and Learning	OCF	Oswego College Foundation
CLAS	College of Liberal Arts and Sciences	OCM	Office of Communications and Marketing
CNY	Central New York	OIEP	Office of International Education and Programs
CSEA	Civil Service Employees Association	OLS	Office of Learning Services
CSTEP	Collegiate Sciences and Technology	OLSP	Online Learning Strategic Plan
CTC	Entry Program	ORSP	Office of Research and Sponsored Programs
	Campus Technology Services	PLA	Prior Learning Assessment
	Executive Director of Enrollment Management Educational Opportunity Program	PRODIG	Promoting Recruitment, Opportunity, Diversity, and Growth
	Office of Experiential Courses and Engaged Learning	RISE	Office of Research and Individualized Student Experiences
FA	Faculty Assembly	SCMA	School of Communication, Media and the Arts
FAEB	Faculty Assembly Executive Board		Syracuse City School District
FYE	First Year Experience		Student Learning Outcomes
FYSC	First Year Signature Course		School of Business
IACUC	Institutional Animal Care Animal Use Committee		School of Education
IGE	Institute for Global Engagement		Student Opinion Survey
IPAC	Interdisciplinary Programs and Activities Center		SRC, Incorporated (R&D Company)
IPEDS	Integrated Postsecondary Education System		State University Construction Fund
JCOPE	New York State Joint Commission on Public Ethics		State University of New York
NACE	National Association of Colleges and Employers		State University of New York Athletic Conference
NACUBO	National Association of College and University Business Officers		University Faculty Senate
NASAD	National Association of Schools of Art and Design	UUP	United University Professions

## **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 Acknowledgment 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. We acknowledge 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 acknowledgment 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
- Nearly \$1 billion invested in modernizing or constructing new buildings and facilities over last 25 years with \$137.7 million in projects completed in the last five years
- SUNY Oswego is the largest public employer in Oswego County with 4,011 full-time, part-time and student employees (2020-2021). Over 60 percent of non-student employees live in Oswego County, contributing to the economic vitality and vibrancy of the region.

### **Enrollment**

2021 Enrollment		7,058
graphic Origins:		
York State		6,616
er U.S.: 36 states a	and the District of C	Columbia <b>274</b>
		ountries <b>168</b>
3 States Beyond	New York	
<b>1.</b> Washington, D.C <b>2.</b> New Jersey <b>3.</b> Pennsylvania		
3 Countries Beyo	nd U.S.	
dia	<b>2.</b> Canada	<b>3.</b> Vietnam
	graphic Origins:  York Stateer U.S.: 36 states arnational Students accluding 26 exchange  3 States Beyond I ashington, D.C	York State



## **Instructional Modality and Location**

- 283 students enrolled in Syracuse Campus courses or programs
- 684 students majoring in online programs

## One College and Three Academic Schools

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

## **Academic Divisions and Programs**

- Undergraduate Programs
- Graduate Studies
- Extended Learning
- Library

## 70+ Undergraduate Majors

60+ Minors

40+ Graduate Programs

## **Demographic Profile**

- 54% female, 46% male
- 31% are culturally diverse (International students and US racial and ethnic minorities)

## **Undergraduate Academic Profile** (Fall 2021 undergraduates)

- Average HS GPA: 89/100
- Average SAT score: 1162
- Average Transfer GPA of transfer students: 3.13

### **Financial Aid and Scholarships**

- 75% of all students received federal, state or institutional aid (2020-2021)
- 41% of incoming new students received a 4-year renewable scholarship (2020-2021)
- \$80,697,401: Total federal and state need-based aid received by all students (2020-2021)
- \$6.8 million: Institutional funds awarded in student scholarships (Fall 2021)
- \$1.4 million: Privately funded scholarships awarded from the Oswego College Foundation (Fall 2021)

## Student/Faculty Ratio and Class Size

- 16:1 student: faculty ratio
- 22 average class size

- 600+ faculty and instructors
- 89 percent of full-time, tenured or tenure track 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)

## **High Impact Experiences**

- 80+ study abroad programs
- 1,436 students completed a practicum, co-op or internship (Fall 2020 - Summer 2021)
- 24 NCAA Division III Athletic Teams
- 150+ registered student clubs and organizations (Fall 2021)

## Six Year Graduation Rate, Graduate Outcomes and Alumni

- 67 percent six-year graduation rate (2015 Cohort as of 2021)
- 97 percent of the Class of 2020 employed and/or continuing education within one year of graduation. 84 percent of the Class of 2020 work in New York State.\*
- 90,000+ alumni network
- 357 students, alumni, faculty, staff and employers participated in our free, award-winning career development program Imagine 2021 in January 2021
- 254 alumni connected with 3,290+ students through Alumni Sharing Knowledge (ASK) program virtual events, class visits and group meetings in 2020-2021

## **Recent Rankings**

- U.S. News & World Report, 2022
  - Among the top "Regional Universities in the North" (#50)
    - Top 10 among Public Colleges and Universities (#10)
    - Top Performer for Social Mobility (#35)
- Nationally Ranked Online MBA, U.S. News & World Report, 2021
  - #1 New York State Public College in "Best Online Degree Programs: MBA"

<sup>\*</sup>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 percent of the total 1,680 graduates of the Class of 2020.

- Princeton Review, 2022
  - Named to Princeton Review's list of "Best Regional Colleges in the Northeast"
  - Listed among Princeton Review's "241 Best Business Schools -On-Campus MBA"
  - Among "Top 50 Online MBA Programs"
    - #41 nationally and #1 among New York State Public Colleges
  - One of the Nation's Top "Green Colleges"
- Washington Monthly, 2021
  - · Ranked 48th Nationally for "The Public Good" Among Master's Universities
  - Among the "Best Bang for the Buck" Colleges in the Northeast (#35)
- Poets & Quants, 2022
  - Among the "Best Online MBA Programs" (#33)
- Fortune Education, 2021
  - Top 50 in Fortune Education's "2021 Best Online MBA Programs"
    - #38 overall and #1 among New York State Public Colleges
- Abound, 2021
  - Top Adult Degree Program
- Veteran/Military Community Recognitions
  - Military Times: "Best for Vets Schools" 2021
  - U.S. Veteran Magazine: "Best of the Best" 2021
  - U.S. News & World Report: "Best Colleges for Veterans" 2021
  - Victory Media: "Military Friendly Schools" 2021-2022
- Association for the Advancement of Sustainability in Higher Education
  - 2021 STARS Silver rating
- Open Doors Report on International Educational Exchange, 2020
  - · Ranked 10th 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 to receive the prestigious national Carnegie Community Engagement Classification.

## **Accreditations** (next review year)

- Middle States Commission on Higher Education (2021-22)
- AACSB International 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**

## Who We Are: An Overview

As one of the State University of New York's 64 campuses, SUNY Oswego continues its 161-year tradition as a public postsecondary institution for student-focused, rigorous, creative, purposeful teaching and learning. Founded in 1861 as a teacher training school, SUNY Oswego became one of the state's first Normal Schools then, in 1948, a charter member of the State University of New York. In 1962, the college expanded academic offerings to include liberal arts and science programs. It is now a comprehensive four-year institution granting undergraduate and graduate degrees and certificates.

Diversity and inclusion are foundational principles of SUNY Oswego, where our founder, Edward Austin Sheldon, created educational opportunities for the children of Oswego's families and made teacher training available to all. Currently, we meet standards of inclusion by proactively pursuing diversity and creating broad access through targeted faculty and student recruitment and by infusing equitable and inclusive practices in all operations of the institution.

## **Self-Study Process**

More than 80 members of SUNY Oswego's faculty, staff, and administration, along with a working group of students, have been engaged in the planning, drafting and review of the contents of this report. Through a transparent process that included numerous committee and work group meetings, campus-wide email updates, presentations, and a constantly maintained SUNY Oswego Self-Study website, we worked together to create this report.

Our Self-Study affirms SUNY Oswego's focus on Student Success through these institutionalized ideals and actions: instruction by award-winning faculty; in-demand programs; collaborative, stable leadership; safe and modern facilities; and dynamic services that meet our college community's needs, not only in areas of academics, but also in areas of personal growth, mental health, social justice, and financial stability.

## Standard I: Mission and Goals

SUNY Oswego meets Standard I by establishing, updating, and disseminating our mission and Goals, which have been collaboratively forged and periodically revised. The SUNY Oswego strategic plan—Tomorrow: Greater Impact and Success—as well as its long-term planning and goals, are aligned with our mission and in conformity with the mission of the State University of New York and with New York State's mandate to serve and advance the public good. Our Institutional Priorities (Student Success, Academic and Creative Excellence, Inclusive Community, Sustainable Institution, and Partnerships) set benchmarks for our plans and actions. Through varied methods of communication, our priorities and annual goals are disseminated to our college constituencies, SUNY System Administrators, and the greater community.

Our mission-driven practices address matters of diversity, inclusion, and social justice, and our resource management includes responsible allocations of finances, personnel, facili-

ties, and services. In support of Student Success, SUNY Oswego allocates over \$6 million annually in institutional dollars to fund student scholarships and the Oswego College Foundation provides an additional \$1 million or more in privately-funded scholarships and grants for undergraduate and graduate students that reward student achievement, encourage specific discipline studies, recognize students in underrepresented minorities, and enhance opportunities for those with financial need.

## Standard II: Ethics and Integrity

A tradition that honors, protects, and supports transparency, intellectual property, intellectual freedom, and freedom of expression pervades SUNY Oswego culture. To uphold our paramount values, we have codified them in a revised policy on Free Speech, Civil Discourse, and Peaceful Assembly (2020); by a major revision to our Academic Integrity Policy, and by following established SUNY policies for ethical actions. Ethical resource management-financial, human, and facility-results from SUNY Oswego's oversight of and adherence to widely disseminated policies. Our hiring procedures address diversity, equity, and inclusion to ensure fair and impartial treatment, and a climate of respect for faculty, students, and staff evidenced by our recent membership in the National Center for Faculty Development and Diversity. Grievance policies are clearly defined by collective bargaining agreements and communicated in the Faculty Handbook, Student handbook, and the SUNY Oswego website. Students have access to details regarding financial guidance and their rights and responsibilities on SUNY Oswego's Consumer Information: Student Right to Know webpage. Campus financial resources are managed and monitored by an internal control review process; mandatory training programs, and a hotline to receive anonymous reports of suspicious activity or fraud. Progress is ongoing in areas of academic accessibility, and in the digital environment with SUNY Oswego's efforts in these areas viewed as a best practice by SUNY System and many peer institutions across the state.

## Standard III: Design and Delivery of the Student Learning Experience

SUNY Oswego is driven by a commitment to provide excellent undergraduate and graduate learning across all modalities to prepare students for successful, meaningful lives after they complete their degrees. Students are academically engaged by exemplary faculty teaching in 70+ undergraduate majors, 60+ minors, 40+ graduate programs. We hire and nurture talented and diverse faculty by following policies that meet our established goals for equity and inclusion. Augmenting challenging, rigorous, exciting classroom environments, SUNY Oswego infuses applied learning and international study into our programs. Campus and community partnerships formally link classroom experiences to learning and service in areas of the entrepreneurship, environment, the arts, student teaching, and community service. Our robust General Education program is rooted in SUNY mandates and, within stipulated guidelines, it allows choice for students to customize their programs to ensure personal commitment to acquiring broad, challenging,

intellectually stimulating learning to prepare for life-long inquiry. Starting with the Fall 2022 semester, students will take a required Diversity/Equity class as part of their General Education plan. Research and creativity are supported by grants and scholarships at the undergraduate and graduate levels and celebrated at the annual Quest Symposium and Summer Scholars presentations.

## Standard IV: Support of the Student Experience

SUNY Oswego meets the multi-faceted needs of contemporary students with a holistic approach to postsecondary education that incorporates our fundamental commitment to Student Success through programs that are interlinked and collaborative. Details of our many well-being and counseling services, documented in Chapter Four, reveal support of the student experience along a continuum that addresses: learning; accessibility resources; physical, mental and behavioral health; LGBTQIA+ and Ally training; food and lodging insecurities, and other vital areas of need. Students are guided from the time of first inquiries (Office of Admissions), through a First-Year experience that assesses varied levels of college readiness, followed by structured academic advising through students' programs (in all modalities and including international students); and on to graduation and post-graduation assistance through the Office of Career Services and the Division of Development and Alumni Engagement. Upgrades in the institution's technology system enable students to receive immediate real-time support, and predictive analytics-captured through data systems-also help inform and support the student experience. Our commitment to overall safety and well-being extends to facilities design, classroom accessibility, digital environments and systems, and safe laboratory procedures.

One important measure of support for the student experience is SUNY Oswego's accomplishment in helping students persist, earn degrees, and reach post-graduation goals. The 2020 IPEDS Data Feedback Report 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 institutions. Combined with other metrics, this affirms the institution's effectiveness in supporting students equitably and inclusively.

## Standard V: Educational Effectiveness Assessment

SUNY Oswego practices ongoing assessment that includes rigorous department self-studies, required measurements of outcomes for accreditation, focused work group reports, and data gathering and interpretation-all guided by the Provost and Vice President for Academic Affairs, the deans of each school/college, associate deans, and the Office of Institutional Research and Assessment. Internal assessments of academic programs, as well as those driven by external accreditors, lead to documentation of how assessment is integrated into our institutional decision-making and resource allocation across all divisions. At the undergraduate level, we assess for program-specific and General Education learning outcomes. The General Education Council assesses its courses separately in a rolling three-year cycle. Programs, Schools, and Colleges that bear external accreditation comply with established standards of the accreditor. The Division of Student Affairs also promotes high quality assessment though programs that include

annual retreats to share data and build capacity and through ongoing development facilitated by a division-wide Assessment and Learning Committee.

## Standard VI: Planning, Resources, and Institutional Improvement

Mission-driven and focused on our strategic plan, SUNY Oswego directs its planning, resources, and strategies for improvement toward Student Success. Our plans and budget are aligned with our mission and goals, resulting in a recursive flow of information that propels ongoing planning, resource allocation and institutional improvement. Our financial health is strong due to meticulous management and transparency. Having survived challenging financial times to date, SUNY Oswego has continued to prioritize student learning as its main focus. Responsibility and accountability are guaranteed by frequent communication and planning between and among top administrators as well as senior staff, advisory groups, committees, and councils. The President's Budget Advisory group, for example, is comprised of a cross section of campus constituencies that meet regularly to help determine budget issues, ideas, and procedures. The Faculty Assembly Priorities and Planning Council, the Student Association Programming Board, and other advisory groups also inform planning and allocation. Comprehensive planning for facilities, infrastructure and technology is directed by the standing Campus Concept Committee which creates strategic planning concepts for the Facilities Master Plan and finalized by the Small Group Planning Council.

## Standard VII: Governance, Leadership, and Administration

SUNY Oswego's effective leadership structure has evolved over decades of collaborative negotiations to establish a model of shared governance that embraces collective decision-making. In the tiered system mandated by the State of New York, in collaboration with Campus Administration and Faculty Assembly, and with significant input from the SUNY Oswego Student Association and various employee units, we ensure the stability of the institution in areas of Student Success, financial strength, and service to the common good. SUNY Oswego has benefited from a stable, highly qualified, experienced, and cohesive leadership team. We approach a period of transition guided by SUNY in a well-coordinated national search for a new President.

Embedded in SUNY Oswego's governance is the bedrock practice of open communication that involves many lines of availability for dialogue with the diverse populations on campus. We offer multiple opportunities for each voice to be heard and accorded consideration in decisions. The SUNY Oswego Faculty Assembly is the principal academic authority and serves in a consultative role on all matters affecting teaching and learning. Students have a strong voice in governance through the not-for-profit, elected-membership SUNY Oswego Student Association, and employee units have direct lines to governance decisions. Our more than 90,000 alumni are represented, and any individual has access to open forums, presentations, drop-in visits with the President, website information, and an overall welcoming environment for the exchange of ideas.

## Introduction

## Requirements of Affiliation 1, 2, 10, and 11

## **Our Founder's Lasting Impact**

The main campus of the State University of New York at Oswego (SUNY Oswego) was founded on the shore of Lake Ontario in 1861 as the Oswego Primary Teachers' Training School by Edward Austin Sheldon, a proponent of Swiss educator Johann Heinrich Pestalozzi's innovative method of "object learning." Inclusion was an early precept of the Training School, as the pupils taught by teachers-in-training were the children of Oswego's immigrant families. Early Oswego graduates influenced American and international education by establishing or redesigning colleges and schools in keeping with the Pestalozzi motto of "learning by head, hand, and heart." Upholding Sheldon's legacy, SUNY Oswego continues to be an inclusive, student-centered institution that meets the evolving needs of students and society by adapting its broad selection of programs to include internships, co-ops, student teaching placements, service learning, and non-credit community service engagements.

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 SUNY system arts and sciences college that, by 1962, included a range of liberal arts and professional studies. In keeping with our mission, we offer more than 110 undergraduate majors, minors and graduate programs. SUNY Oswego's four colleges/schools include the College of Liberal Arts and Sciences; School of Business; School of Communication, Media and the Arts; and the School of Education. Other major academic areas include the Division of Graduate Studies, Division of Extended Learning, and Penfield Library.

Today, SUNY Oswego is one of 13 public comprehensive institutions in the SUNY system. The main campus comprises more than 700 acres that include lakefront, developed, and wooded land. It lies less than an hour's drive from the New York State Thruway and one hour from the city of Syracuse and the Regional Transportation Center. SUNY Oswego's Syracuse Campus (designated as an Additional Location according to Middle States Commission on Higher Education criteria and as a Branch Campus by New York State Education Department criteria) is located in downtown Syracuse. Together, the campuses serve more than 7,000 students annually.

## Fall 2021 Student Profile

In fall 2021, SUNY Oswego enrolled 7,084 students, with 6,135 undergraduates, 923 graduate students, and 26 exchange students. Since our 2017 MSCHE Periodic Review Report, the geographic distribution of SUNY Oswego students has shifted to reflect where the population of college-seeking students is greatest and densest. Overall enrollment trends reveal that the undergraduate student body is growing more diverse, increasingly more likely to come from large population centers in New York state and elsewhere

in the country (Figure i-1), 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 students in online programs than in the past. In Fall 2017, 413 total students (161 undergraduate and 252 graduate students) enrolled in online programs compared to 684 students (316 undergraduate and 368 graduate students) enrolled in online programs in fall 2021.

Our fall 2021 student population includes 1,168 new first-year students and 546 new transfer students. Also, 168 degree-seeking international students come from 36 different countries. Half of all fall 2021 undergraduate students (3,026) live in one of the 13 campus residence halls.

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 percent 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 percent female and 48 percent male. Students come from 61 of New York's 62 counties, including 222 from the boroughs of New York City. Eighty-seven students are from 21 other states, the District of Columbia, and six countries. Pell grants were awarded to 40 percent of the fall 2021 first-year class, and 30 percent self-identified as first-generation college students.

We are committed to providing access to our motivated and deserving students and offering the support services needed to help them complete their degrees. Our efforts are proving effective—across the last decade, our four-year graduation rate has risen from 38 percent (cohort from 2006 as of 2010) to 48 percent (cohort from 2017 as of 2021)—demonstrating the impact of the additional resources, supports, and programs implemented to advance student success.

## Fall 2021 Main Programs of Study

Our academic programs demonstrate and reflect SUNY Oswego's balanced strength as a comprehensive institution. The undergraduate programs with the highest enrollments in Fall 2021 span across SUNY Oswego's four schools/colleges. They are: Business Administration (664 students in both traditional and online programs) in the School of Business; Childhood Education and Adolescence Education (534) in the School of Education; Psychology (445 students including 27 in the 5-year BA/MBA program) and Criminal Justice (337 students in both traditional and online programs), Biology/Zoology (457 students), and Computer Science (207 students) in the College of Liberal Arts and Sciences; and Broadcasting and Mass Communication (335 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 varied programs also enable

## Undergraduate Students by Region of Origin



Figure i-1. Undergraduate students by region of origin, 2011 to 2020 show declining enrollment from the Oswego region and concomitant increase in enrollments from downstate NY, Long Island and New York City (NYC), along with enhanced enrollments from out-of-state over the last decade.

us to reach students who have access and completion barriers. Growth in the number of our programs, as well as changes in the composition of our faculty, align with mission, strategic plan, and goals. Figure i-2 below shows the array of undergraduate programs in the respective Schools of Business, Education, and Communication, Media and the Arts and in the College of Liberal Arts and Sciences (SI.C1. Fall 2020 Factbook).

SUNY Oswego's graduate programs are highlighted by the international AACSB accreditation for the School of Business, the top-ranked public institution online MBA program in the state, and in our Council for the Accreditation of Educator Preparation (CAEP) accredited School of Education. The top four graduate programs with the highest enrollment in fall 2021 represent each School and the College of Liberal Arts and Sciences: 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.

## Our Syracuse Campus Designed for Greater Access and Opportunity

In 2008, SUNY Oswego established an extension site in nearby Syracuse, New York, to better serve place-bound students seeking high-quality certificate programs and baccalaureate and/or master's degree options from a public institution. Enrollment demand led to subsequent expansion, and the awarding of New York State branch campus designation from Department of Education in 2015 enabled us to offer bachelor's degree completion programs and expanded graduate-level degrees. The site is now referred to as SUNY Oswego's Syracuse Campus (officially registered as a MSCHE Additional Location with the name of "SUNY Oswego"

Metro Center"). SUNY Oswego's Syracuse Campus has retained the Middle States Commission on Higher Education Additional Location designation (rather than "branch campus") because it is administered by the main campus president, and it has the same governance structure and operating budget as the main campus.

The Syracuse Campus offers undergraduate, graduate, certificate and postgraduate programs. The undergraduate programs are completion programs designed for transfer and returning students with courses offered via a mix of online and in person instruction. They are available in Business Administration (BS), Criminal Justice (BA), and Human Development (BA). The Syracuse Campus graduate programs accommodate 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 Sustained Investment in Campus Renewal**

SUNY Oswego's main campus comprises 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 \$137.7 million in projects completed in the last five years, to keep our campus facilities safe, modern, vibrant, and attractive to today's students and scholars.

Since our 2012 MSCHE Self-Study, in order to meet the needs of 21st century students, SUNY Oswego has renovated and upgraded the following structures: Waterbury, Scales and Funnelle residence halls; the School of Education's Park and Wilber halls; and the School of Communication, Media and the Arts' Tyler Hall, Tyler Hall Art Gallery, and Waterman Theater. In 2013, we opened the

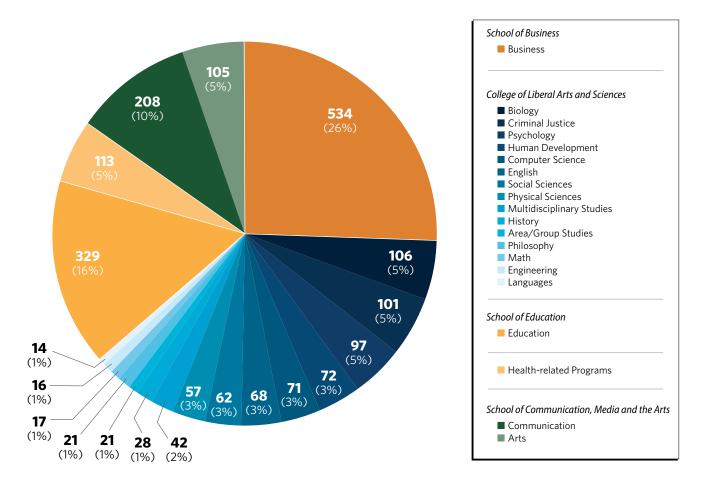


Figure i-2. Mix of undergraduate programs. Annual number of graduates from major programs in the School of Business, the College of Liberal Arts and Sciences, the Schools of Education and Communication, Media and the Arts are shown to document the breadth and vitality of our undergraduate degree programs.

newly constructed \$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 hub of national stature for the 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 Path Forward to Support Student Success**

In 2021, the Oswego College Foundation supported 636 donor-funded scholarships to meet the financial needs of our students. This is an increase from 320 in 2016, with \$1.4 million awarded in merit-based scholarships each year. The Oswego College Foundation endowment reached a record-high \$60.6 million (as of 10/31/21) and includes the more than \$2.5 million dollars raised to double the number of need-based scholarships to 440 through SUNY Oswego's The Path Forward campaign. In addition, SUNY Oswego raised more than \$369,000 since March 2020 from SUNY Oswego employees, alumni, community members and partners for our Student Emergency Fund to help students remain enrolled in college by assisting them with unanticipated expenses due to economic hardship spurred by the pandemic. Additionally, the SUNY Oswego Marano Scholarship provided \$5,000 each to 90 first-generation students in Fall 2021 to support the increasing financial need of enrolled first-generation students.

## **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 practices through feedback and planning fuels the actions we take as a college to 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 institution-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 Process**

As described in our Self-Study Design, SUNY Oswego sought and achieved our intended outcomes through 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 as well as 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 institution-wide annual strategic planning and assessment activities directly to all relevant MSCHE Standards and Criteria by specific evidence.

## **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. Beginning in Chapter One and 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 Organizational Structure of the Steering Committee and Subcommittees

A representative and diverse (in position, experience, background and identity) group of more than 80 faculty members, staff, and administrators (APPENDIX C) embarked on a two-year process that has culminated in the institution's Self-Study. In Fall 2021, a student workgroup was formed to provide comments and input on the final

working draft of the Self-Study report. Our Self-Study preparation efforts also included the creation of our five Institutional Priorities (see the next chapter on Standard I) 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. all Vice Presidents, Director of Institutional Research and Assessment, Chief Diversity and Inclusion Officer, Chair of Faculty Assembly, etc.). Each of the two largest unions on our campus: United University Professions (UUP) and Civil Service Employees Association (CSEA) are also represented. The Steering Committee Co-Chairs are the SUNY Oswego President's Chief of Staff/Executive Director of Strategic Planning and Project Development (who also serves as MSCHE Accreditation Liaison Officer) and a tenured Associate Professor of Biological Sciences.

Steering Committee members serve on a number of the College's planning committees including the College's Strategic Planning Advisory Board, the College's Priorities and Planning Council, the College's Campus Concept Committee, the Information Technology (IT) Steering Committee, and the President's Budget Advisory Group.

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

More than 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 as to 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.

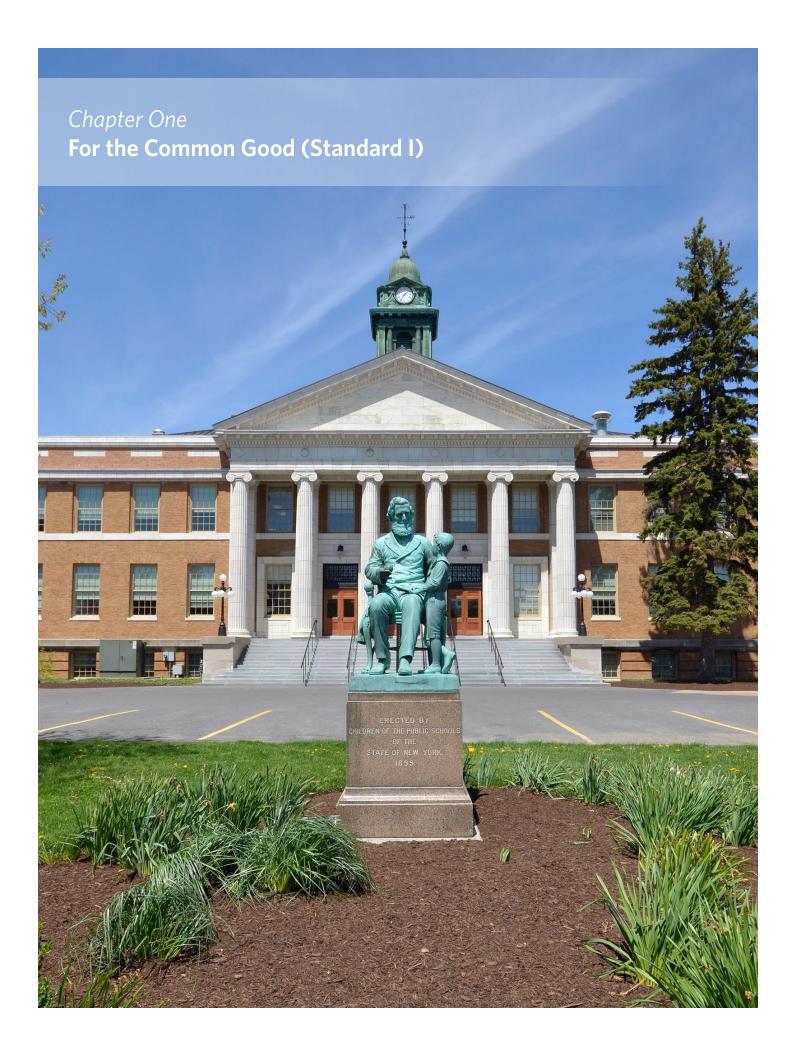
The subcommittee chairs represent the three largest divisions of the college (Student Affairs, Academic Affairs, and Administration and Finance), the Office of Diversity and Inclusion, and the faculty governance body. Therefore, the chairs understood the operations of the college and the planning and 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, the steering committee, and other members and offices of the college, as needed, to gather the information and evidence presented in the subcommittees' reports. Those were submitted to the steering committee in February 2020, May 2020 and January 2021.

## 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 predictable—such as the December 2021 retirement of President Deborah Stanley—or unpredictable—such as the COVID-19 pandemic. SUNY Oswego, with President Stanley's leadership over the past 26 years, has grown into the effective public comprehensive institution 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 fulfill our mission while affording each member of the SUNY Oswego community opportunities to grow.

"The Oswego Way," thoughtful, collaborative, innovative, and deliberate, is fundamental to all we do. We remain committed to knowledge, action, students, and the common good even when experiencing change, including change in leadership.



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

## Requirements of Affiliation 7, 8, and 10

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.

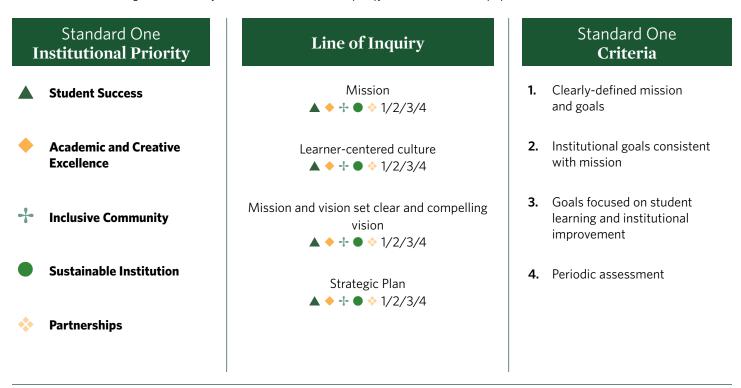


Figure 1-1. Standard I: Alignment of Institutional Priorities (left panel) with Lines of Inquiry (center panel) and the alignment of those Lines of Inquiry with specific Criteria (right panel). Institutional Priorities are identified with a unique symbol, and Criteria are identified by number in the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

## **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?
- 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 declares: "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 precepts that determine our actions and institutional priorities and create a direct link to our annual goals. Our leadership clearly communicates these goals to all constituents each year to describe how SUNY Oswego is taking action and allocating appropriate resources to fulfill its mission.

In 2014, President Deborah F. Stanley launched SUNY Oswego's

current strategic plan, **Tomorrow: Greater Impact and Success**. In its introduction, 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" (SI.C1. Tomorrow SUNY Oswego's Strategic Plan).

Those words could have been written today. They continue to ring true and describe SUNY Oswego as they did 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, in addition to financial reserves and overall fiscal health, have enabled SUNY Oswego to remain an unfaltering institution for its students, employees, and members of the surrounding community.

#### **Clearly Defined Mission and Goals**

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's nearly \$1 billion in campus renewal over the last quarter of a century and the increasingly diverse student population representing all regions of New York State and beyond, combined with our accredited and nationally recognized academic programs - designed to meet the needs of today's learners and to attract future students - demonstrate SUNY Oswego's commitment to upholding its mission and vision in all planning and subsequent actions.

Reflecting back to its founding as a normal school in 1861, SUNY Oswego continues to be an institution that is welcoming and inclusive. We uphold this commitment in all operations of the college. In March 2019, members of the SUNY Oswego President's Council with Deans worked together to make and accept editorial only changes to the college's mission statement to explicitly state SUNY Oswego's 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 (plain font) 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.

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. Our priorities are directly aligned with all seven of the Middle States Standards (Figure 1-2 below).

Student Success is the focus of SUNY Oswego, where we attend to all aspects of student evolvement and address important factors that influence each individual's ability to succeed. The institution promotes Student Success through the allocation of resources to support students' intellectual, mental, social, financial, and

## Institutional Priorities Aligned with Mission and Standards

SUNY Oswego's institutional priorities are intertwined in support of our mission and developed to advance the College's goals. Additionally, all five Institutional Priorities are interconnected and, as the below chart indicates, align with the MSCHE standards.

	Standard I	Standard II	Standard III	Standard IV	Standard V	Standard VI	Standard VII
Institutional Priorities	Mission and Goals	Ethics and Integrity	Design and Delivery of the Student Learning Experience	Support of the Student Experience	Educational Effectiveness Assessment	Planning, Resources and Institutional Improvement	Governance, Leadership and Administration
Student Success	<b>A</b>		<b>A</b>	<b>A</b>	<b>A</b>	•	
Academic and Creative Excellence	•		•			*	
Inclusive Community	+	+		+	+	+	+
Sustainable Institution	•					•	•
Partnerships	*	*					

Figure 1-2.

physical well-being. We develop, implement, and assess applied learning experiences in all forms (internships, co-ops, service learning, student teaching, civic engagement, and undergraduate research) to prepare students for continued success as professionals or graduate-level scholars after commencement. We also cultivate and maintain study abroad and international exchange programs that enable students to develop awareness and understanding of other cultures and respect for other people. In doing so, we promote skills and attitudes necessary for our students to contribute to and succeed in our global society. Participants in all programs receive advisement and mentoring at critical transition points from trained professional advisors, faculty members, and alumni. This support helps students adjust to their first year of college, thrive in subsequent years, reduce the time they need to earn a degree, and proficiently identify and enter their desired career field or advanced degree program.

Academic and Creative Excellence is fueled by SUNY Oswego's learner-centered philosophy. We believe a diverse faculty and staff that are accomplished, caring, inquisitive, committed, earnest, and learner-centered is best equipped to create the environment needed for Student Success. Academic and Creative Excellence is cultivated through effective and ongoing professional development, enabling faculty to share and learn best practices. We also achieve Academic and Creative Excellence through increased collaboration and supportive relationships among faculty and in cooperation with partners in the external community. These intentional procedures ensure that the research conducted by our faculty becomes increasingly more relevant and accessible to existing and potential partners. The end result of making maximum use of our assets is that students benefit by the deep learning that infiltrates all senses

and carries students forward in the fulfilling their potential.

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 amplifies the college's academic programs and facilities, which have been 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.

An Inclusive Community is the foundation of SUNY Oswego's learner-centered approach. Student Success, as well as Academic and Creative Excellence, can only be achieved when the campus community works together across divisions and differences to form mentoring and professional relationships that value, inspire, elevate, and advance all students, faculty, and staff. As an Inclusive Community, we embrace and celebrate all aspects of diversity. We know that including disparate viewpoints and experiences makes the institution stronger. An Inclusive Community attracts and retains new talent to the college each year by achieving annual full-time enrollment goals, hiring 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 inclusive curriculum encourages deep learning. Likewise, cultural awareness learning experiences, on and off campus, promote understanding and knowledge among campus members and the partners we engage. To achieve

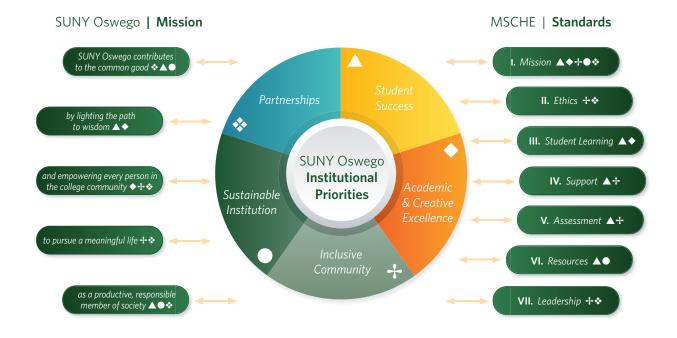


Figure 1-3. Our five Institutional Priorities are central to everything we do, and are derived from our Strategic Plan and Mission Statement. Here we represent how elements of our Mission Statement drive specific Institutional Priorities (coded symbols, left panel), and in turn how those Institutional Priorities are related to specific MSCHE Standards (coded symbols right panel).

an Inclusive Community, campus members will continue to engage in professional development addressing teaching and learning that is specific to an increasingly diverse student population.

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 effectively manage our reserves, cultivate and obtain new development activities and partners, and continue to invest in campus-based actions that reduce our carbon footprint and other detriments to the natural environment. We have completed our need-based scholarship campaign, The Path Forward, and will continue to raise resources in conjunction with entrepreneurial initiatives and public/private partnerships. We shall also study greater efficiencies and effectiveness to build additional financial strength and resiliency. To further ensure our fiscal sustainability, we will consider the following: 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 faculty research and program curriculum; and enhanced prospective enrollment from new geographic locations. In addition, SUNY Oswego continues to examine its enrollment targets and consider new opportunities to ensure a vital campus.

Mutually beneficial *Partnerships* underscore and elevate SUNY Oswego's learner-centered approach. SUNY Oswego will continue to maintain and seek *Partnerships* as we reach out to serve regional and state-wide communities as well as educational partners. Reciprocal sharing of knowledge and resources will allow the institution 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.

For Standard I only, all five Institutional Priorities are emphasized because they are all brought forward from the college's mission and previous years' strategic plans. The institution-wide annual goals 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 know they belong within the SUNY Oswego community and that they feel respected, seen, celebrated and heard. Building an Inclusive Community is an ongoing process that requires conscious choice, resources and attention. An inclusive community is a critical component of a Sustainable Institution which, to be positioned to exist for decades to come, must be committed to the fiscal, environmental, social, intellectual and physical well-being of all. Partnerships help support the achievement of the four aforementioned Institutional Priorities

because, to effectively meet its full mission as a public institution, SUNY Oswego, together with its external partners, must serve to prepare the next generation of leaders.

SUNY Oswego developed 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 of 41 members comprised of representatives of all segments of the college community, including six students, as well as representatives of the Oswego County community.

As themes developed, over the course of the fall 2013 semester, 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

- 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. **Education Ecosystem:** Our academic quality is demonstrated, extended, recognized, sought-after and heralded;
- 3. Communities and Partnerships: Communities we touch experience increased prosperity, social equity, sustainability, self-sufficiency and greater educational attainment;
- 4. **Institution:** Our proven institutional effectiveness results in increased resources, flexibility, academic capacity and institutional success;
- 5. **Grand Challenges:** Our work contributes to finding solutions for the grand challenges of our time

## **Shining a Light on Grand Challenges**

Consistent with mission, strategic plan, and Institutional Priorities, our *Grand Challenges Project* (SI.C3. Grand Challenges) brings faculty, staff, students, and administrators together to investigate and address large-scale global issues over a three-year period. The first Project, "Fresh Water for All" (2018-2021) (SI.C3. Fresh Water for All) brought disciplinary and interdisciplinary focus on the topic of the water pollution and unequal and inequitable access to clean water. Following a review of student, faculty, and staff responses to surveys in academic year 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.

As described in SUNY Oswego's November 2020 MSCHE accepted Self-Study Design, President Stanley's Fall 2019 opening day remarks addressed 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 ("Re-imagining Tomorrow") and a time for campus-wide reflection, planning and renewal to culminate in the writing of the next institutional-wide strategic plan.

Therefore, at the Fall 2019 Opening Day Breakfast (SI.C1. Opening Breakfast Fall 2019), President Stanley announced the evolution of the Tomorrow plan, and the beginning of the next phase of planning. In addition, recognizing there would be opportunities to think beyond the plan, 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. Sixty 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 (SI.C4. Strategic Planning Advisory Board kick-off meeting).

During the meeting, the President illuminated eight core areas for the college community to examine through focus groups across campus 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 then held 18 focus groups over January and February 2020 that included a total of 184 students, faculty, staff and alumni. Those eight focus areas were dissected, and feedback was gathered from all participants (SI.C4. Strategic Planning).

On March 3, 2020, there was a second Strategic Planning Advisory Board meeting to review the data, information, and ideas collected from 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 include: Student Success, Academic and Creative Excellence, Inclusive Community, a Sustainable Institution, and Partnerships.

Just days after the Strategic Planning Advisory Board's meeting, however, the world changed due to the COVID-19 pandemic. On March 11, 2020, SUNY Oswego and all other SUNY institutions suspended 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 individuals while ensuring that students maintained the opportunity to remain enrolled and progress toward degree completion (SI.C1. Oswego Forward, SI.C1. COVID Message from the President, SI.C1. COVID Message from the Provost).

In August 2020, a new SUNY Chancellor brought fresh energy, priorities, and plans to the SUNY system. President Stanley reconvened the Strategic Planning Advisory Board on August 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 emanates 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 five new Institutional Priorities: Student Success, Academic and Creative Excellence, Inclusive Community, Sustainable Institution, and Partnerships.

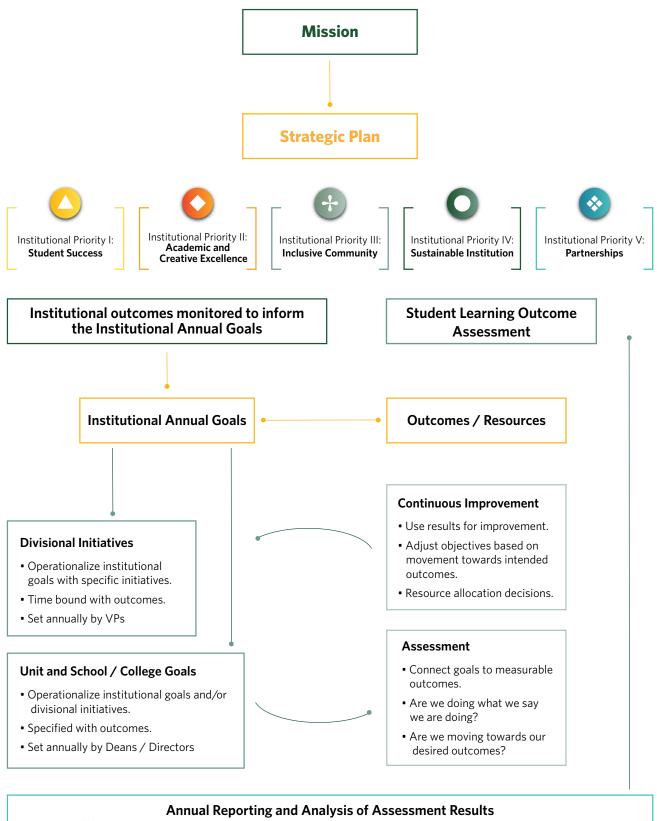
#### Institutional Goals Consistent with Mission

Each year, SUNY Oswego successfully operates according to its mission by developing institution-wide annual goals that link 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. They are also directed by the current fiscal, environmental, and social needs of the college, state and nation (SI.C1. Annual Institutional Goals 2020-2021, SI.C1. Annual Institutional Goals 2021-2022).

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, as described in our Recommendations for Action for 2021-2022, 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 that are prepared to look 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.

The President and Vice Presidents formally communicate institution-wide goals throughout the year beginning with the President's Opening Day Breakfast (Sl.C1. Opening Breakfast Fall 2021) 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 (SI.C1. Annual Report 2021) submission.

The President also shares the goals and aligned initiatives through her reports at each of the three **General Faculty meetings** (SI.C1. General Faculty Fall 2021) during the academic year, and also at



Summary of key accomplishments related to Institutional Priorities, Institutional Goals, Divisional Initiatives and Unit Goals

Figure 1-4. 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.

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 (SI.C1. President's Communication Page).

#### 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 will complete The Path Forward campaign to double the number of need-based scholarships available to SUNY Oswego students, and we 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 faculty members from minority and underrepresented populations.

## 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 events and circumstances.
- 9. With deliberate pace, we will move forward all capital plan projects and advance planned sustainability/conservation goals.

## Shining a Light on Student Awareness and **Engagement in Achieving Our Mission-Driven Efforts**

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 institution and be involved in implementing the objectives of the strategic plan in a real-time manner (SI.C1. Student Interns).

Student interns are frequently included in 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 also being encouraged to voice their perspectives 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.

Student interns are encouraged to share their internship experience with other students to increase other students' awareness of college 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 working group sessions (SI.C1. President's Town Hall Working Groups November 1 2019) 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). 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 requiring University Police members to wear body cameras and removing the housing deposit so all students have equal access to the on-campus housing reservation process.

- 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 regarding enrollment management and seek to enroll a diverse student body 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.

## **Goals Focused on Student Learning and Institutional Improvement**

Across our institution, we link annual goals focused on deepening student learning and advancing institutional improvement to the strategic plan's impacts, to our institutional priorities, and thus to the mission and vision statements of the college (Figure 1-3). 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 institution to examine the goals in the context of their responsibilities and roles, 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.

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. Other members of the President's Council follow a similar process as the Provost.

After the institutional goals are determined, the President charges Vice Presidents 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** 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 (SI.C3. Academic

Affairs Goals 2018-2019, SI.C3. Student Affairs Goals 2018-2019).

SUNY Oswego tracks the progress made on its institutional goals outlined in the Tomorrow plan annually and documents each year's performance and outcomes by division. To gather the strategic plan-aligned annual reports, SUNY Oswego launched AEFIS, an assessment management platform, at the end of the Spring 2020 semester. AEFIS is now used to collect the college's annual reports from each division and department. Each director or department head reviews these annual reports, which are then reviewed by the Vice President and the President. We compile this information to create each year's SUNY Oswego Annual Report (SI.C1. Annual Reports 2018, 2019, 2020, and 2021). 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.

We share this information 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.

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. 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) (SI.C2. The Digital Campus, SI.C2. Strategic Diversity and Inclusion Plan, SI.C2. SAEM Strategic Plan, SI.C2. Syracuse Campus Business Plan, SI.C2. Advancing Online Learning).

### 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 the 25 year-old trailblazing Oswego Guarantee with prospective students, current students and family members at recruitment events, in print communications, and during individual counseling sessions with admissions counselors. 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.

# Shining a Light on SUNY Oswego Institute for Equity, Diversity, Inclusion, and Transformative Practice

At the President's August 18, 2021 Opening Day Breakfast, SUNY Oswego announced the launch of the *Institute for Equity, Diversity, Inclusion, and Transformative Practice* ("The Institute"). The formation of The Institute will provide a powerful platform upon which to build on our successes and will serve to continue to prioritize the expansion of our ongoing anti-oppression work, which is centered on creating and maintaining an inclusive, equitable community where all stakeholders thrive and know they belong.

At the core of The Institute, is SUNY Oswego's mission of enlightening and empowering every person in the college community to pursue a meaningful life as a productive, responsible member of society. The broad-based educational work and community engagements of The Institute are centrally connected to and motivated by the drivers and impacts of 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.

The Institute will sponsor training and programming sessions on topics that include but are 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," President Stanley said. "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" (SI.C4. The Institute for Equity, Diversity, Inclusion, and Transformative Practice proposal).

## **Annual Assessment for Continuous Improvement**

In Spring 2021, SUNY Oswego created another reporting form in AEFIS, the **Continuous Improvement Report**. The form records the current status of 1-3 specific goals submitted from each division and department that align with SUNY Oswego's Institutional Priorities. The Continuous Improvement Report from 2020-2021 then feeds into the newly launched 2021-2022 **Continuous Improvement Plan** to carry forward multiyear goals and provides fields to add 1-3 new aligned goals. For each goal, units must identify measurable outcomes, proposed actions, and assessment methods (SI. C4. Continuous Improvement Reporting and Planning forms).

## Findings/Discoveries

- 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 college, aligns with the institutional-wide goals, and ultimately to a coherent Annual Report. This process is currently evolving and improving with newer administrators in place and the adoption of the AEFIS tool to facilitate reporting efforts.
- SUNY Oswego works to improve how it amplifies and incorporates the student voice. We hold regular student listening sessions and include student representation on all committees and working groups as a matter of course.
- Students also play a key role in shared governance. Student representatives sit on most Faculty Assembly councils and other standing committees.
- 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 understand and incorporate their perspectives in decision-making.
- 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

 Changing demographics in the Northeast corridor, increased competition, and the pandemic dictate a more holistic enrollment management strategy that not only includes traditional students, but also graduate students, online students, and those interested in pursuing studies at the Syracuse Campus.

## COVID-19 Through the Lens of Standard I

The COVID-19 pandemic, like any extreme event, has tested existing strengths and underscored challenges in operations. SUNY Oswego responded by making major adjustments in operations across all units at the institution: including facility retrofitting, procurement of PPE and other supplies; COVID-19 testing

infrastructure; campus density reduction; faculty development in instructional technologies, flexible course design; adjusting academic policies and procedures to accommodate remote work; and meeting students' needs for financial, academic, and wellness support.

To deter rumors and disseminate accurate, current information, SUNY Oswego created an accessible digital source of factual data on its website. Oswego Forward is comprised of details relating to safety protocols, testing sites, facility use, vaccination verification requirements, screening for the unvaccinated, and daily updates on the number of infected and quarantined individuals on and off campus.

Seasoned leadership and commitment to regular and careful planning were key to SUNY Oswego's ability to maintain the richest possible educational environment for students, faculty, and staff from the initial uncertainty to the current situation. 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 SUNY Oswego. This included upgrading infrastructure and support services and greatly expanding the availability of wireless access throughout the campus in the years that would, ultimately, 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 maintained on the SUNY COVID-19 dashboard showed that by early October 2021 the SUNY System had administered a total of 2.7 million COVID tests, or just under seven tests per student (based on fall 2020 headcounts). In comparison, SUNY Oswego has administered more than 92,000 of those tests, for an average of just over 12 tests per student. Widespread testing enabled the campus to remain largely open throughout 2020-21 and, following COVID-19 protocols, 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 and uphold authentic, rigorous academic courses. We also fulfilled students' expectations for the rich traditions that are ingrained in SUNY Oswego practices. For example, Commencement ceremonies were held in May 2020 (virtual) and May 2021 (eight, reduced-capacity in-person ceremonies for nearly 1,000 students and their 2,000 guests). An in-person Commencement celebration was held for the Class of 2020 in December on the same day as the ceremony for the December 2021 graduates.

The lead up to the March 2020 decision to go virtual included a series of planning sessions to ensure campus and academic continuity and provide the best experience possible for our students. SUNY Oswego has been at the forefront of online education for a number of years, thus we already had a large percentage of experienced faculty qualified to teach remotely. A smooth transition to remote learning was made possible through the collaborative

efforts of the Center for Excellence in Learning and Teaching, the Division of Extended Learning, and the Campus Technology Services (CTS) Division, with support from faculty volunteers. The cooperative coalition acted quickly and efficiently to present faculty development sessions and provide hardware (laptops, webcams, etc.). In addition, CTS lent equipment to students who lacked access to it. Faculty development continued throughout the spring and summer of 2020 as it became clear that some level of virtual learning would persist into the 2020/2021 academic year.

Our Office of International Education was in contact with students studying abroad in Spring 2020 more often than normal as issues related to the pandemic grew. The office worked with students individually and with our partners to ensure SUNY Oswego students were able to return safely home as necessary. Moreover, we ensured that students' educational programs continued and helped them maintain timelines toward graduation. We also supported students financially by issuing refunds where warranted.

When, in the fall of 2020, the campus came back to some face-to-face classes, it was accomplished with the health and safety of our students, faculty, and staff at the forefront of all planning. Many classes continued virtually. In-person classrooms were set up to maintain social distancing. Everyone was required to wear a mask in classrooms and other indoor spaces. SUNY Oswego's Facilities Office provided disinfectant supplies to every classroom for students to wipe down their areas prior to class, and they increased the frequency of cleaning public areas and classrooms. By fall 2021, members of the SUNY Oswego community worked together to return to in-person classes and maintain the institution's mission as a residential campus.



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

## Requirements of Affiliation 5, 6, 8, 11, 13, and 14

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**

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

## **Line of Inquiry**

Review and assessment of institutional policies \$\&\ 3/4/5/6/7/9\$

Communicate high ethical standards

Academic freedom and freedom of expression and speech

+ 2/3/4/9

**+** \* 1/2/6/9

Climate of transparency and accountability  $+ \frac{2}{6}$ 

Hiring, retention and promotion + 5/6/9

## Standard Two **Criteria**

- 1. Freedoms and respect
- 2. Climate of respect
- 3. Grievance policy
- 4. Conflict of interest
- **5.** Fair and impartial practices
- 6. Honest and truthful
- **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.

## **Lines of Inquiry**

- 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?
- 4. In what ways does the college promote a **climate of transparency and accountability** in its practices and procedures?
- 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

In this chapter, we detail the policies and procedures that ensure all campus activities are conducted in an open, transparent and inclusive manner that supports our institutional mission and abides by various rules and laws governing New York State and SUNY employees. We will demonstrate how these policies reflect broad ethical standards, how they are communicated to campus constituents, and how they are applied with integrity in all institutional procedures, including our hiring process and orientation of new hires. In accordance with our mission to develop engaged citizens, we document our commitment to free speech, civil discourse, and peaceful assembly on campus.

# 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 correspond-

ing 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.

On the SUNY Oswego campus, this commitment is affirmed in the Provost's clarification of the Criteria for Personnel Decisions for expectations at SUNY Oswego:

"In making personnel recommendations, it is important for departments and divisional committees to remember that SUNY Oswego is committed to the free exchange and healthy debate of ideas within a civil and collegial environment. To this end, it is desirable to engage faculty who possess divergent points of view and styles of expression and who share those views in civil and professional ways. Every faculty member has the freedom to criticize and advocate changes in existing theories, beliefs, programs, policies, and institutions; moreover, every faculty member has the right to support any colleague whose academic freedom is threatened. Academic freedom means that truth can be sought and expressed in one's teaching, in one's research and creative work, in one's service to the institution, and in the debate of ideas."

SUNY Oswego addressed and clarified more general issues surrounding freedom of speech on campus when the Faculty Assembly convened a Task Force on Free Speech, Civil Discourse, and Peaceful Assembly during the 2017-2018 academic year. Following review of existing policy, the Task Force recommended changes both to the policy and to ways in which it is communicated. The Faculty Assembly and the President approved the revised Policy on Free Speech, Civil Discourse, and Peaceful Assembly in Spring 2020 (SII.C1. Free Speech).

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. We support assembly, debate, and discourse outside of the classroom on all issues. Members of the SUNY Oswego community will have different-and often conflicting--perspectives and ideas. Our role is not to shield people from ideas and opinions with which they disagree or are offensive." The Policy defines critical terms, identifies designated public forum spaces, and articulates rules pertaining to invited speakers and events and the use of SUNY Oswego facilities for free speech by third parties. It also includes suggestions for how to respond to controversial speech (SII.C2. Student Handbook 2021-2022, page 51).

SUNY Oswego's Office of Research and Sponsored Programs (ORSP) coordinates invention disclosure, patent preparation and filing, licensing, and marketing activities with assigned campus representatives in The Research Foundation for SUNY (SUNY-RF) Office of Innovation and Partnerships in Albany, NY. A page dedicated to patents and inventions is included on the ORSP website to provide students, faculty, and staff with information on SUNY's policy and the processes involved in taking a novel invention from concept to patent to market.

SUNY Oswego follows the Patents, Inventions and Copyright Policy established by the SUNY Board of Trustees in its support of intellectual property rights: "SUNY's 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, in which either the University or the faculty member may own the copyright, as the parties shall agree and reflect in the contract."

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 (SII.C1. Copyright).

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 revisions to the Policy on Academic Integrity in April 2021, and revisions took effect in fall 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. (SII.C9. Revised Policy on Academic Integrity)

## **Institutional Policies, Processes, Practices**

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, which take place with transparency and broad input, 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 human subjects research. Guided by Federal Government regulations, the Human Subjects Committee revamped its protocols in compliance with changes to federal oversight in 2019 (SII.C8. Human Subjects).

The Student Handbook, Faculty and Staff Handbook and various Collective Bargaining Agreements outline grievance policies. These also appear on both the **Dean of Students** and the **Human** Resources websites. 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, as well as how to contact the New York State Office of Civil Rights. The site 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 (SII.C2. Student Handbook, SII.C2. Faculty and Staff Handbook, SII.C3. Complaint Procedure Allegations of Unlawful Discrimination).

In addition to the aforementioned grievance policies and procedures, students and employees can submit concerns to any office on campus. Personnel in those offices will promptly, appropriately, and equitably address the concerns or help students and employees navigate to the appropriate office to do the same.

### **Conflict of Interest**

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), 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.

SUNY Oswego is participating in the **Pre-Award and Compliance System (PACS)**, a multi-year collaborative project led by SUNY Research Foundation to implement an online toolbox to assist principal investigators, students, and compliance and research administration staff with administering sponsored programs. A COI module prompts first-time principal investigators (PIs) preparing external grant applications and existing PIs, whose training period is approaching expiration, to successfully complete training. Once training is completed, records are automatically transferred to the PACS COI disclosure module to prompt primary investigators to disclose real and perceived conflicts of interest. If potential conflicts are identified, conflict management or mitigation plans are developed, initiated, and monitored at three- or six-month intervals.

SUNY employees are bound by a set of ethics regulations that apply to all New York State civil service employees and cover areas such as gifts, lobbying, consultancies, honorariums, and dual employment. The **New York State Joint Commission on Public Ethics (JCOPE)**, established as part of the Public Integrity Reform Act of 2011, provides oversight and enforcement for policymakers in these areas. To ensure compliance with the state's ethics and lobbying laws and regulations, the commission provides education regarding ethics and lobbying laws and promotes compliance through audits, investigations, and enforcement. JCOPE promotes transparency by making records pubic. SUNY employees whose annual salary exceeds a certain threshold must annually file a **Financial Disclosure Statement (FDS)** to declare private interests and activities, which could identify potential conflicts of interest.

SUNY Oswego's Office of Human Resources (HR) and the Research Foundation for SUNY require periodic updated training on issues including domestic violence, sexual harassment and internal controls for all employees (SII.C4. HR Conflict of Interest).

## **Fair and Impartial Practices**

Guided by the policies of the SUNY Board of Trustees and multiple collective bargaining agreements, SUNY Oswego has transparent and equitable practices in the hiring, evaluation, promotion, discipline and separation of employees. These practices are well-documented and made available to all on the SUNY Oswego web pages.

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. Prior to commencing a search, the committee must 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 (SII. C5. HR Search Guide).

SUNY Oswego Faculty Bylaws guide the **process for annual reviews for retention and promotion of faculty** based on SUNY Policies of the Board of Trustees. Departments review non-tenured faculty each year according to these guidelines. Reviews start at the department personnel committee and chair level, continue to the dean and then the provost and president. Promotions have an additional step that includes review by a subdivision committee of faculty from similar areas. Promotion and tenure decisions go to SUNY for Board approval. Bylaws are reviewed on a regular basis. Recent amendments included guidance for faculty with interdisciplinary appointments and for the personnel committees of smaller departments (SII.C5. Faculty Bylaws Appendix D, SII.C5. Criteria for Personnel Decisions, SII.C5. Criteria Guidelines).

In 2017, Faculty Assembly 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 accurately and faithfully represent the college. In spring 2021, the Provost directed all departments to update written criteria for personnel decisions and to provide the appropriate dean and faculty with a current copy.

We conduct **faculty evaluations** according to 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 to provide support of the process for faculty and peer committees. During this meeting, Deans meet with their constituents to highlight school-specific particulars. This allows for discussion of consistency in the communication of expectations across different departments (SII.C5. Tenure and Promotion Provost Workshop, SII. C5. Tenure and Promotion Workshop Provost Memo).

SUNY Oswego has a process for providing **Discretionary Salary Increases (DSI)** for United University Professions (UUP) employees. For faculty, a request for DSI is sent to the depart-

ment personnel committee and chair. Requests are reviewed and sent to college/school subdivision committees for review and recommendation, then sent to the appropriate dean, who makes a recommendation to the provost. DSI increases are merit-based. For non-Student Affairs staff, supervisors provide recommendations to the appropriate Vice President. For Student Affairs staff, staff submit a self-nomination request for DSI articulating their annual contributions. These nominations are then reviewed by the Student Affairs Leadership Team against a pre-determined rubric, and staff members who achieve a certain score receive a proportional amount of DSI.

The UUP contract also provides for a process to evaluate equity payments that is based on a system-wide formula and administered through Human Resources each year. Employee discipline and separation of employees follow the appropriate steps as detailed in the union contracts. When an employee voluntarily separates employment due to resignation or retirement, the employee is required to submit intent in a written letter to Human Resources. This ensures that all appropriate and necessary off boarding processes, such as terminating benefits and payroll, occur.

When an employee is terminated involuntarily, Human Resources receives the intent in writing from the supervisor. The involuntary separation procedures outlined in the applicable collective bargaining agreements are then followed. Any discipline process is conducted in accordance with the respective union contract. This process allows for the employee to have due process prior to issuance of discipline while being afforded an opportunity for union representation. HR drafts and issues the necessary termination letter and provides the appropriate notice period to the employee.

## **Procurement, Internal Control Review and Annual Audits**

NYS guidelines ensure a fair and equitable process for all capital and operating procurement at the institutional level. SUNY Oswego 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 vendors to submit documentation of their ability to perform without bias. Competitive bidding not only secures an advantageous price but also protects against favoritism and/or fraud. Procurement at SUNY Oswego follows the NYS guidelines of selection by choosing vendors from preferred sources, minorityand women- owned enterprise vendors and small businesses. Our prescriptive process ensures that each vendor has the opportunity to bid using the same information; bids are verified by a third party to ensure fairness.

SUNY Oswego regulates 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. Every two years we require mandatory training for internal control for all employees, who are required to find frequent updates and guidance on our website regarding methods of protection for the individual and campus. An anonymous hotline exists to report any suspicious activity or fraud, and reports are reviewed and investigated promptly (SII.C4. Internal Control).

The operations of the Oswego College Foundation, a 501(c)(3) not-for-profit corporation established for the advancement of SUNY Oswego, has its mission, governance structure and membership listed on the college website. Managed by the division of Development and Alumni Engagement, the Foundation services more than 700 active accounts in support of academic programming, processing, and stewarding of all gifts, and managing more than \$60 million in assets. An independent public accounting firm audits its financial statements and related records annually; the Foundation consistently receives a clean audit with no adjustments or management letter comments.

SUNY Oswego and the Oswego College Foundation follow all laws in distributing the funds and honoring donors' intentions. The college regularly communicates with donors and annually sends an impact report to each individual fund donor that includes a statement sheet with transactions, beginning and ending balance, and information about how the funds were used. Meetings are posted on the website and in the OSWEGO Alumni Magazine events calendar. These annual meetings far surpass legal requirements in the number of alumni proxy statements needed for votes on official business. Financial statements are reviewed by board members at every meeting, and staff and alumni experts help lead a tutorial session for new board members on reviewing financial statements. An external auditor reviews financial statements and ensures the organization is executing its mission and responsibilities ethically and legally. Scholarship donors receive personal thank-you messages from the students who benefit from the funds. These letters help assure the donors that their contributions are directly benefiting students as they intended (SII.C9. SUNY Oswego College Foundation Financial Statement 2021, SII. C9. SUNY Oswego Alumni Association Financial Statement 2021).

## **More Inclusive and Effective Hiring Procedures**

The 2017 Strategic Diversity and Inclusion Plan included the specific goals and actions to address the need to improve hiring and retention of faculty and staff from diverse backgrounds. Every search is a strategic opportunity to enhance our faculty and professional staff, increase our campus diversity, embrace our institutional mission, and realize our institutional vision. Therefore, we have implemented and improved search practices to achieve these goals.

Constituents (e.g., academic departments, student affairs, administrative support divisions) participate annually in a "Prior to the Search" workshop conducted by a Human Resources Associate in partnership with the Chief Diversity and Inclusion Officer. Pre-search planning topics address: composing a comprehensive job description that centralizes diversity, equity and inclusion in the duties; updating the description of the hiring department/ division; and defining required and preferred qualifications, particularly in regard to creating criteria that capture diversity, equity and inclusion (DEI) standards for the position. These workshops demonstrate how proactively planning for vacancies can have an impact on attracting a more diverse candidate pool.

In 2019, the approval process for faculty and professional searches was revised. On the Request to Fill form, affirmative action goals were replaced with DEI goals in order to centralize DEI in the search process at an early point. These DEI goals require that hiring managers not only articulate how they will actively recruit a diverse candidate pool as well as how this position will contribute to our institutional DEI efforts or initiatives. Beginning in 2020, the search approval process for faculty and professional positions was further revised, and the Chief Diversity and Inclusion Officer was added as a required signatory in the approval process.

The Human Resources Associate and the Affirmative Action Officer conduct search committee education for all faculty, professional and management/confidential searches. Meetings are held with all committee members and often include the hiring manager, who will give the committee the charge. Each step of the search is reviewed, and best practices for conducting a thorough and proper search with integrity are explained. Throughout the search process, the Human Resources Associate and search chair work collaboratively to ensure a fair, equitable, and successful outcome.

Once the search committee submits the names of candidates being considered for first round interviews, the hiring manager, Human Resource Associate, Affirmative Action Officer and Chief Diversity and Inclusion Officer conduct independent evaluations. The team reviews the submitted list to ensure that candidates meet minimum thresholds regarding required qualifications and DEI search criteria. In addition, the Affirmative Action Officer (AAO) conducts a separate review of the evaluation process of all candidates in the pool, with particular attention to candidates from protected classes. If there appears to be applicants who are qualified and not included for first-round interview consideration, the AAO will follow up with the search chair for clarification to ensure fair and equitable practices are being applied. A similar review is conducted prior to approving any candidate for on-campus interviews.

Beginning in 2019-2020 searches required candidates to include a diversity statement with their application. Faculty candidates were generally asked to specifically address how they would incorporate issues of diversity, equity and inclusion into their pedagogy, service and scholarship. Professional staff candidates were asked how they envision contributing to diversity, equity and inclusion in the open position.

Additional efforts to increase the diversity of candidate pools include placing job vacancy announcements in targeted, diverse publications, using Integrated Postsecondary Education Data System (IPEDS) to identify institutions that produce diverse cohorts of terminal degree earners; attendance at recruitment events for underrepresented minority candidates such as the Southern Regional Education Board, American Indian Science and Engineering Society and Black Doctoral Network Annual Conference; and exploration of discipline-specific diversity associations.

Since our 2017 Periodic Review Report, 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 (as described above) 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 also has continued to develop its faculty and staff recruitment processes by moving from passive to active strategies. For example, data from IPEDS is used to identify institutional/educational programs that have produced the most diverse cohorts of terminal degree-earners. We then use these data to actively recruit candidates for faculty and staff positions. In addition, we have increased our involvement in the Upstate New York Higher Education Recruitment Consortium (Upstate NY HERC). By joining the Upstate NY HERC's advisory board, we have a voice in leading regional diversity recruitment and retention efforts. Also, the Chief Diversity and Inclusion Officer and the Human Resources Associate work with hiring managers and search committees to identify diversity recruitment resources, including affinity group focused listservs, professional organizations and conferences.

## **Honest and Truthful**

The Office of Communications and Marketing (OCM) oversees a large portion of the college's digital presence. In that capacity, OCM staff review SUNY Oswego'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 OCM 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 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. SUNY Oswego's 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 (SII.C6. Oswego Today).

## Affordability and Cost Transparency

To increase students' understanding of cost and aid available, Admissions, Financial Aid, and **Student Accounts** worked together to redesign the Student Accounts website in Spring 2021 to effectively describe 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 **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. website (SII.C7. Student Accounts Transparency, SII. C7. Financial Aid website).

## Oswego College Foundation - Investing in **Student Success**

Students are informed of the Oswego College Foundation's donor funded scholarships through multiple direct emails, Oswego Daily Digest notifications, campus digital signs, campus posters, table tents in the dining halls, staffed information tables, social media outlets, and a direct mailing to students' permanent addresses during semester break. In addition, parents of current students are also notified of these scholarships through multiple emails as well as the parent e-newsletter. Finally, departments, faculty and staff are made aware of these opportunities and encouraged to promote them to their students and advisees directly.

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. As mentioned in chapter one, 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 promises that first-time, full-time undergraduate students will 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 ensures that there will be no increase in the cost of room or meal plans for four consecutive years. In 2013-2014,

SUNY Oswego enhanced this commitment with the addition of a \$300 Oswego Graduation Return on Investment (ROI) awarded to all Oswego Guarantee recipients who graduate in four years or less (SII.C7. Oswego Guarantee).

The Oswego College Foundation has consistently grown since 2016 resulting in the allocation of more financial support to our students through privately funded, need-based scholarships (Figure 2-2). With SUNY Oswego's increase in scholarship support, along with other funding (such as New York State's Excelsior Scholarship Program which, when combined with other financial aid programs, for the 2021-2022 academic year enables families who earned \$125,000 or less in the tax year 2019 to be eligible to apply to a SUNY or CUNY college tuition-free) we have seen a decrease of the percent of incoming students needing to take out loans (73percent in 2011-2012 to 65percent in 2019-2020).

## Compliance

The Consumer Information: Student Right to Know webpage, maintained by the Office of Institutional Research and located on the SUNY Oswego homepage, includes information on policies and procedures, student achievement outcomes and links to information associated with academics, costs, financial aid, institutional complaint procedures and more.

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 regarding 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 opportunities, particularly in creating material for classroom and web use. CTS includes a staff position specifically charged with promoting Digital Accessibility through education and remediation. In addition, we used the opportunity to create our Accessibility Fellows program, which engages faculty

## Oswego College Foundation, Inc. — Number of Donor Funded Scholarship Recipients Years ended June 30, with projected for 2022

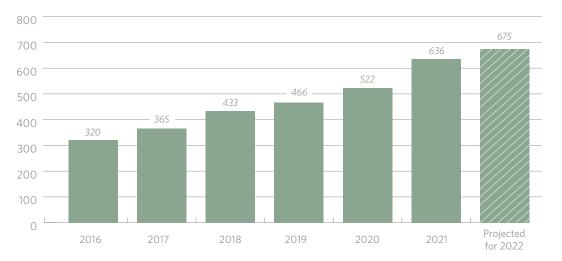


Figure 2-2. The number of Donor Funded Scholarships increased from 320 students to 636 over the period 2016 to 2021, with projection of 675 students for 2022. Such scholarships demonstrate the mission-centric efforts of the Oswego College Foundation in addressing our students' needs. Scholarship opportunities are routinely advertised to the students and campus community.

in professional development with accessibility best practices and enables them to be a resource within their college/schools. For example, 200 faculty and staff undertook the 10-day accessibility challenge during the 2020-2021 winter breakout. The challenge was highlighted at several conferences, including the Spring 2020 City University of New York (CUNY) Accessibility conference (SII. C8. Accessibility Fellows Programs, SII.C8. CUNY Accessibility Conference).

## Shining a Light on Ethical Approach to Our **Sustainable Institution**

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 programming centered around the Great Lakes. Our recent Grand Challenges efforts focused 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.

## Findings/Discoveries

- SUNY Oswego has an effective task force model and process that it uses to examine areas of immediate concerns, 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 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 at 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, where they also respond to questions from faculty.

## **Areas for Innovation and Improvement**

- SUNY Oswego strives to stay current with the evolving academic profession. Our efforts include clear 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, works continuously with departments on this issue to ensure the use of best practices.
- The campus has made significant 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.

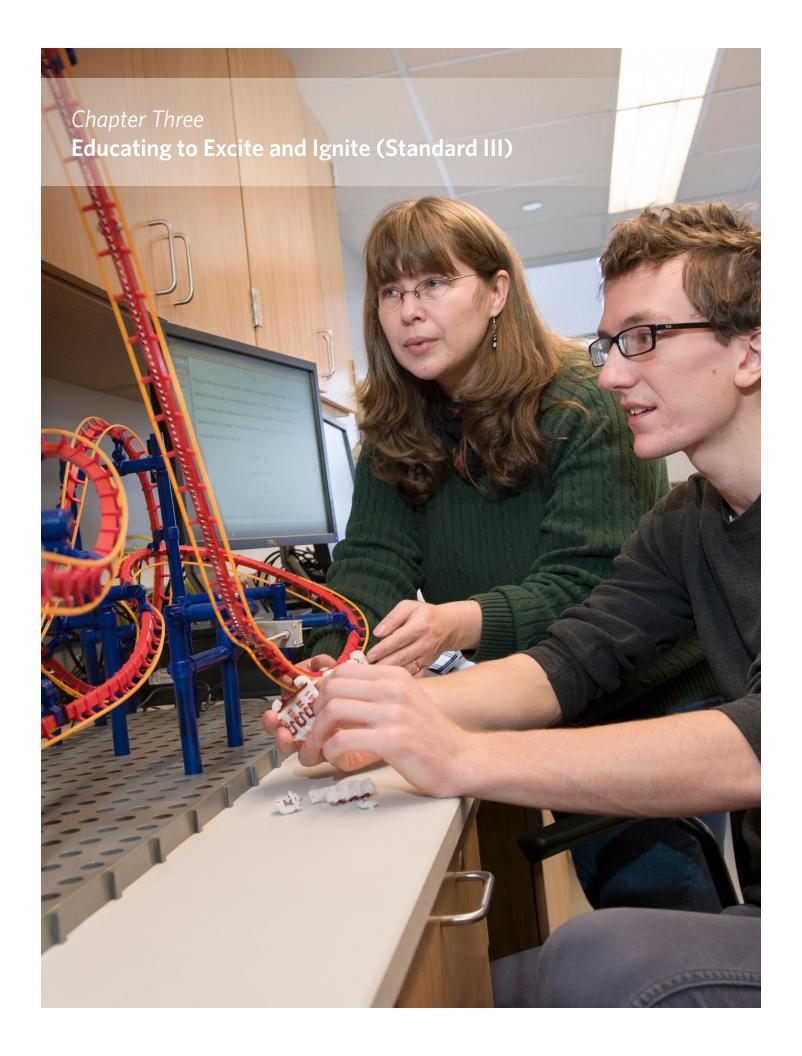
## **COVID-19 Through the Lens of Standard II**

SUNY Oswego's response to the pandemic beginning with its onset in Spring 2020 and continuing to this writing, has exemplified our commitment to ethics, integrity and transparency across our entire institution. Throughout the immediate response in March 2020 (near instantaneous pivot to remote learning) and the unfolding and planning for the following fall and spring semesters, our response has relied on, and been guided by, our core principles and our mission, and response has been facilitated by our Strategic Plan and shared with the public on the well maintained Oswego Forward website (SI.C1. Oswego Forward website).

Understanding the importance of timely and complete information in times of uncertainty, the college has maintained a COVID Information Dashboard with up-to-date details 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.

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 2020-2021 academic year.

Prioritizing public health and modeling good citizenship, SUNY Oswego began the fall 2020 semester with a highly 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.



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

## Requirements of Affiliation 8, 9, and 15

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.

## Standard Three **Institutional Priority**

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

## **Line of Inquiry**

Professional development

2/4/8

Faculty and staff diversity

▲ 1/2/5/6/8

Mix of programs

**▲ ◆** 1/3/4/8

Quality Instruction • 1/4/5/6/8

Co- and extracurricular experiences

**▲** 1/5/8

Learner-centered culture

**▲** 1/5/8

General Education

**▲** 1/2/3/8

Assessment

**▲** 1/2/4

## Standard Three **Criteria**

- 1. Student learning experience
- Rigorous and effective teaching and assessment
- **3.** Clear program requirements
- **4.** Sufficient learning opportunities and resources
- **5.** Research and scholarship opportunities
- **6.** Graduate and professional programs
- 7. Third-party providers (not applicable)
- 8. Periodic assessment

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.

## **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 the meeting workplace needs?
- 5. What innovative practices has the college deployed to 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 the Center for Excellence and Learning in Teaching (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?

## Introduction

Standard III embodies the very essence of what we aspire to at SUNY Oswego, where the core of our mission is to promote student success. We do this by supporting and enhancing faculty and staff, so that they are equipped to engage students in rigorous, disciplined, and interactive learning. Likewise, we directly support students in learner-centered environments that promotes their passion for individual academic achievement and community involvement during and beyond their time here.

Our general education program empowers SUNY Oswego graduates to employ the comprehensive academic foundation they

acquire here to become contributors to and leaders of their communities. The SUNY Oswego general education program flows from general education requirements imposed by SUNY System and the Board of Trustees. The program includes a series of content and skill development courses, with students having choices regarding specific courses within each mandated category. In addition, each academic program is required to have an approved writing plan that ensures a minimum of five intensive writing courses beyond English Composition.

Major and minor programs add depth to our students' education. Each program has defined learning outcomes flowing either from external accrediting agencies and/or from faculty based disciplinary or interdisciplinary expertise. All programs have a capstone course or experience based on their program of study. Each program values engaged learning and requires or encourages high impact experiences such as internships, research projects, service learning or study abroad.

## **Coherent Student Learning Experience**

SUNY Oswego offers a range of baccalaureate programs most of which require 120 credits for completion. All students within these programs must complete General Education requirements that are described below and accrue at least 42 upper- level credits (SUNY Oswego Undergraduate Catalog).

SUNY Oswego also offers more than 40 graduate program. 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 satisfy a culminating final assessment. Credit and completion requirements for certificates and other awards vary depending on their purpose.

Faculty and Division of Academic Affairs members work to ensure that the 70+ undergraduate majors, 60+ minors, and 40+ graduate programs are rigorous, have internal coherence, and align with our mission and academic goals. Our external accreditations demonstrate the rigor of our academic programs. These programs are shown in Figure 3-2 below.

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 (SUNY Oswego Institutional Research and Assessment office). 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 (SIII.C2. Linguistics Self Study, SIII.C2. Linguistics External Review, SIII.C2. Global Studies Self Study, SIII.C2. Global Studies External Review, SIII.C2. Creative Writing Self Study, SIII.C2. Creative Writing External Review).

New programs and changes to existing programs follow a process uniting faculty and administration 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 appropriate, the General Education Council. With council approval, these changes go to the Faculty Assembly, which votes on approval before forwarding their recommendation to the President. As a state university institution, 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 and, when applicable due to qualifying as a substantive change, to the Middle States Commission on Higher Education.

As an example, faculty across the institution worked together to create the new Integrative Professional Studies major (AY 2020-2021) to better meet the interest of students, including a population of students in need of degree completion to enhance job and career possibilities. Since Fall 2017, SUNY Oswego has added new majors in: Philosophy, Politics, and Economics, Audio Recording and Production, Interaction Design (BFA and BA). We have also added new minors in Dance, Business Analytics, Entrepreneurship, and Sales, an advanced certificate in Studio Art, and a microcredential in Digital Media Design and Communication (SIII.C1. New Programs).

Externally Accredited Programs at SUNY Oswego		
Program	Accrediting Organization	
Art	National Association of Schools of Art and Design (NASAD)	
Chemistry and Biochemistry	American Chemical Society (ACS)	
Electrical and Computer Engineering Software Engineering	Accreditation Board of Engineering and Technology (ABET)	
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)	
Education	School of Education the Council for the Accreditation of Educator Preparation (CAEP)	

Figure 3-2

## Shining a Light on Program Development: ABET Accreditation Achieved by Engineering Programs

In summer 2019, after a rigorous review of self-study reports prepared and submitted by SUNY Oswego for the Electrical and Computer Engineering and Software Engineering programs, the Engineering Accreditation Commission (EAC) of ABET (made up of engineering faculty from other accredited, highly reputable engineering programs) visited the campus for an intense three-day visit, before making its official decision in August 2019.

SUNY Oswego's Bachelor of Science degree programs in Electrical and Computer Engineering (ECE) and Software Engineering (SE) were accredited by the EAC of ABET – the global accreditor of college and university programs in applied and natural science, computing, engineering, and engineering technology. ABET accreditation ensures that programs meet standards to produce graduates ready to enter critical engineering fields. Sought worldwide, ABET's voluntary peer-review process is highly respected because it adds critical value to academic programs in the technical disciplines, where quality, precision and safety are of the utmost importance.

As stated in a campus news article (9/3/2019), "ABET accreditation affirms that Oswego's engineering programs meet rigorous industry standards," said SUNY Oswego President Deborah F. Stanley. "Our state-of-the-art labs and facilities, highly skilled and involved faculty, and rigorous curriculum have all contributed to this 'best practices' recognition—a testament to how Oswego prepares our students to graduate from an ABET-accredited program, enter critical STEM fields, and lead the way in innovation and emerging technologies."

SUNY Oswego's Engineering Advisory Board, comprised 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 the development of engineers who are effective and socially responsible. Following the achievement of the accreditation, SRC Inc. provided a 2019 gift of \$1 million dedicated to an endowed professorship in engineering.

To prepare for the accreditation, 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 ensure collections and journal databases were up to standards. Across all divisions of the college, collaboration guaranteed that ABET expectations were met: Institutional Research and Assessment, along with the Registrar's Office, conducted full transcript reviews, and the finance office documented a sustained resource commitment to the programs, while the office of Facilities Services designed physical spaces to meet program needs.

## Academic Programs Committed to Diversity, Equity, and Inclusion

The Division of Academic Affairs continues 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 with SUNY **Oswego's Center for Excellence in Learning and Teaching (CELT)** on training and other professional development opportunities for faculty, staff and student leaders.

We work collaboratively to ensure that DEI will be represented and, ideally, infused in all academic programs. We recognize that delivering on this commitment requires frequent collaboration and communication and sustained resources. Therefore, we have allocated resources and devoted energies beyond those offered by the Office of Diversity, Equity, and Inclusion and the DEI committees in the schools and college.

For example, during 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. SUNY Oswego's Center for Excellence in Learning and Teaching (CELT), which will be described in detail later in this chapter, has also worked with our Chief Diversity and Inclusion Officer to offer workshops and professional development opportunities on DEI topics including 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" SIII.C2. CELT Race Talk Schedule, SIII.C2. CELT Website, SIII.C2. CELT Tea for Teaching).

In addition, during the Spring 2021 semester, CELT piloted the **Open Classrooms** initiative with 13 classes and 11 faculty observers. The Open Classrooms program allows faculty to "open" their course for an informal, non-evaluative observation by other SUNY Oswego faculty members. Faculty members can choose to participate as a host, as an observer, or both regardless of whether they are teaching asynchronously, synchronously, or in person. Before and after the observation, the faculty host and faculty observer(s) gather informally to discuss the observation experience and share ways to support each other. In Fall 2021 the program continued with seven faculty opening eight classes to six faculty observers.

As described in the previous chapter on Standard II, we continue to prioritize finding, hiring, and nurturing the strongest possible faculty members who are committed to teaching and learning, student success, and academic and creative excellence. We support a faculty that mirrors our diverse student body and, in so doing, provide under-represented minority students with additional models and mentors. Therefore, 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

that meet qualifications for the program. PRODiG faculty members are provided support across the campus and SUNY System to encourage professional development and retention. Additionally, the PRODiG Fellows program (a two-year position for post-doc or all-but-dissertation candidates) 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 (SIII.C2. PRODiG Fellows Program).

#### **Rigorous and Effective Teaching and Assessment**

We have made a conscious, significant investment in creating more full-time faculty positions to better engage and mentor students. (Figure 3-2) Over the past 10-year period (Fall 2010-Fall 2019), the total number of faculty increased by five percent, while our number of full-time faculty increased by 17 percent. 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 percent. During the past 10 years, there has also been an increase in the percentage of faculty with terminal degrees (from 89 percent to 93 percent).

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 percent 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.

SUNY Oswego has 600+ faculty and instructors (includes both full and part time). Our current student: faculty ratio is 16:1 with an average class size of 22. The campus has worked to ensure that 50 percent of its classes have 19 or fewer students if possible. And 89 percent of our full-time, tenured or tenure track faculty hold the highest degree in their field.

Our **New Faculty Orientation** program welcomes faculty and acclimates them to our community. While mentoring is highlighted during the program, we deliberately decentralized formal mentoring of junior faculty. We recognize that specific departments, programs, and disciplines can provide appropriate help to newer faculty by addressing specific points of emphasis and concern that are critical to their specific circumstances and department/program culture. For more than a decade, we have had an all-campus mentoring group created and supported by governance and administration that is specifically designed for faculty and staff of color. In 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 to supplement the mentoring that occurs within departments.

#### External and Internal Investments in Academic and **Creative Excellence**

To help cultivate and sustain academic and creative excellence, SUNY Oswego's branch of the Research Foundation for SUNY, the Office of Research and Sponsored Programs (ORSP), is responsible for the development, coordination and financial management of all externally sponsored research projects, grants and related contracts. In 2018-2019 (a pre-COVID year that is representative of a typical year), 50 external grants totaling \$4.7 million were funded and managed by more than 30 unique project Directors (SIII.C2. External Grants Awarded 2017-present). External grant funding opportunities in recent years, especially those at the

#### Instructional FTE by Full\_time and Part-time

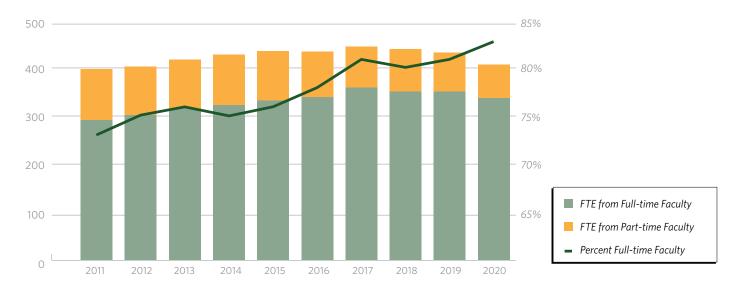


Figure 3-3. Instructional FTE over the period from 2011 to 2020. Stacked bars represent the number (left axis) of full-time and part-time faculty (FTE). The line describes the percent (right axis) of full-time faculty (FTE).

federal and state levels, have been getting more competitive as budgets tighten and the numbers of submissions continue to rise. To enhance grant proposal competitiveness, SUNY Oswego contracted in March 2021 with **McAllister & Quinn** (M&Q), a Washington, DC-based consulting firm that is assisting SUNY Oswego in securing funding from federal, state, and private organizations. With a staff of 40 and a network of 250+ grant writers from across many disciplines, M&Q works with our faculty, staff, and administrators to pursue and secure funding in support of institutional priorities, including academic and student support programs, and research. The firm is also providing our campus community access to professional development programs relating to grant writing.

ORSP also manages several **internal grant programs** on behalf of SUNY Oswego, which invests more than \$900,000 annually in overall institutional research and development support. Internal grant opportunities are available for SUNY Oswego faculty, staff and students. These grant programs exist to spark and support innovation, creativity, faculty-student research, and collaborative projects that will benefit the SUNY Oswego community and its partners. Several grant opportunities are evaluated by SUNY Oswego's **Scholarly and Creative Activity Committee** (SIII.C4. Scholarly and Creative Activity Committee Bylaws).

Further, all SUNY Oswego constituents can apply for small (<\$5,000) and large (>\$5,000) grants via the **Shineman Endowed Fund** @ **SUNY Oswego**. The Shineman Endowed Fund was established through a generous \$5 million gift to SUNY Oswego in 2012 from the Richard S. and Barbara P. Shineman Foundation. Annually, the Fund supports an endowed chair in the Chemistry Department. Starting in 2021 - 2022, it also provides a flexible pool of funds awarded to faculty, staff or student proposals for research projects, guest speakers or community activities that significantly impact the campus and the regional community (SIII.C2. Internal Grants Previously Funded, SIII.C2. Shineman Endowed Fund).

To help attract and retain talented and committed faculty, ORSP offers newly appointed first-year tenure-track or tenured faculty members the opportunity to participate in the **Early Start Program** at **SUNY Oswego**. The Program provides each qualifying faculty member up to \$5,000 as a summer stipend if the faculty member chooses to come to the SUNY Oswego campus to write their first external grant proposal during the summer prior to the beginning of the academic year. To be eligible to apply, faculty members must have the support of their department chair and dean for their scholarly and creative project and the project must be expected to be competitive as an external grant application. This program has been very successful since its start in 2012 with more than 90 faculty members participating to date (SIII.C2. Early Start Program Application Guidelines).

SUNY Oswego's **Research and Individualized Experiences (RISE) program** exists to encourage and support students' scholarly and creative activities by providing micro grants to students. RISE student grants provide funds (up to \$500) to help offset travel costs associated with presenting student research at conferences. Students interested in doing research related to SUNY Oswego's Rice Creek Biological Field Station may apply for funds through their program up to \$3000. In the 2018-2019 academic year (example of typical year not impacted by COVID-19) \$58,000 from various student research sources was awarded across several disciplines. Most importantly, the RISE program and other student

research opportunities provide students with faculty mentors who assist the students as they define their interests, take ownership of their learning, and grow as scholars (SIII.C4. RISE reports).

SUNY Oswego's Campus **Technology Services administers the Technology Initiative Project (TIP)** grant program, which funds academic initiatives that relate to instruction, student usage, improving student use, and/or improving student learning using 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 (SIII.C4. TIP Grant Overview, SIII.C4. TIP Grant Updates, SIII.C4. TIP Grant Report).

#### **Professional Development Opportunities**

CELT's services include: professional development workshops on effective teaching practices; advocacy for the adoption of evidence-based teaching practices; one-on-one consultations with faculty to support curricular development and revision; recognition of teaching excellence through the President's and Provost's Awards for Teaching Excellence; invitations to excellent teachers to share their strategies and classroom activities, and awarding of Curriculum Innovation Grants. CELT typically offers more than 300 sessions throughout the year with attendance approaching 3,000 participants (about 400 unique attendees). CELT's Winter and Spring Breakout sessions provide intensive faculty development. The Committee on Learning and Teaching (COLT) advises CELT and oversees Faculty Enhancement Awards for Curriculum and Program Development and the President's Award for Excellence in Teaching (SIII.C2. CELT Website).

Since the Spring 2019 semester, **SUNY Oswego 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 expanded participating faculty's knowledge of evidence-based teaching practices (SIII.C2. ACUE Summary Report).

According to an assessment conducted by ACUE at the completion of the first cohort, 100 percent of the participants found the program was helpful in refining their teaching practices and that

#### Shining a Light on CELT's Tea for Teaching

In 2017, CELT's Tea for Teaching podcast was created to share knowledge, strategies, and best practices. The series, with more than 200 episodes, highlights emerging national and local research on teaching and learning. The widely available podcast format enables users to listen and learn in their personal time frame, thus increasing the number of listeners. For example, in 2020, the podcasts exceeded 58,000 downloads covering every state and many countries (SIII.C2. CELT Tea for Teaching).

the content was relevant to their work. The cohort had implemented 30 new practices (and planned 68 more). After completing the course, more than 90 percent of the cohort reported confidence in "using active learning techniques" compared to less than 40 percent at the start of the course.

Faculty development opportunities also include semester-long reading groups where participants read and discuss ways in which ideas generated within the group can be applied to their individual teaching practice. Past readings include Minds Online, Make it Stick, Small Teaching, Race Talk and the Conspiracy of Silence, and Teach Students How to Learn. Featured authors serve as keynote speakers for the college's Academic Affairs Retreat, and some have facilitated on-campus workshops.

The variety of faculty development programs support our faculty in course and program delivery regardless of the modality. SUNY Oswego has been a SUNY system leader in online teaching; we support these efforts with faculty development, including the ACUE course. Faculty members work with an instructional designer in course development to ensure quality and best practices. As a result, a large percentage of our faculty develop high quality courses/programs in the online space. We evaluate these courses and those teaching them in the same way we do our in-person courses.

In addition to the Diversity, Equity, and Inclusion efforts and initiatives described above and in the chapter on Standard I, SUNY Oswego became an institutional member of the National Center for Faculty Development and Diversity (NCFDD) in 2020-2021. NCFDD offers nationally recognized faculty success programs as well as mentoring resources and weekly/monthly seminars. These programs focus on improving participants' strategic planning, research and writing productivity, work-life balance, and professional relationships. With this membership, all Oswego faculty, staff, and administrators have access to a wide array of materials and opportunities devoted to development, training, and mentoring.

#### **Clear Program Requirements**

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 four on 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, combine to help students persist, thrive, and earn their degrees.

#### **Sufficient Learning Opportunities and Resources**

The development of online offerings and online programs, guided by our Online Learning strategic plan, is one area where SUNY Oswego provides additional learning opportunities. 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 percent in the number of students enrolled in online, evening degrees, and completion programs at the Syracuse Campus in Fall 2020 versus Fall 2019 and an increase of 35 percent in students enrolled in Spring 2021 over Spring 2020.

Our Advanced Technology Classrooms (ATCs), located at both our main campus in Oswego and at our Syracuse Campus, include teaching podiums with computers, projection, document cameras, and CD/DVD players. The campus also equips selected classroom 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 provide a high-speed internet connection 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 support.

**Penfield Library** serves students, faculty, and staff as a site dedicated to learning, academic and creative excellence, and student success. The library supports curriculum, teaching, and research, and it provides information literacy instruction, specialized reference help, and collection development. Librarians are available to help students in one-on-one meetings and in scheduled class sessions. Additionally, customized research guides are available to help students follow specific style protocols, and reference assistance is available 24/7. Resources relating to all programs of study can be found throughout the existing physical and electronic collections, and an interlibrary loan service is provided so students and faculty can access materials not part of our holdings. In keeping with our commitment to access and inclusion, the Library purchases materials in electronic format whenever possible to make them most readily available to the widest possible audience of users (SIII.C4. Penfield Library Homepage).

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

#### Faculty-Led Experiences:

- Faculty in the School of Business (SOB) 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 more than 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. In another example, 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 (SIII.C4. Hollywood POV).
- Science, technology, engineering, and mathematics students taking part in the **SUNY Oswego 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 (SIII.C4. Global Laboratory, SIII.C4. Possibility Scholars).
- 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." Contributors include U.S. Poet Laureate Emeritus Juan Felipe Herrera and other well-established literary artists.

#### Mutually-Beneficial Partnerships:

- **ARTSwego** administers the use of the SUNY Oswego Student Arts Fee to provide professional arts programs that are available for SUNY Oswego students, faculty and staff to attend at discounted rates and for members of the greater community to purchase tickets at the public rate. ARTSwego's mission is to "introduce students to art forms and performances different than those offered by the mass market. ARTSwego enriches the greater SUNY Oswego community and surrounding region with its unique and high-quality arts programs. In Fall 2021, the Dean of the School of Communication, Media and the Arts and ARTSwego launched the inaugural SUNY Oswego Artist-in-Residence program with artist Ellen M. Blalock and her project titled, "...While Black." Her art installation in SUNY Oswego's Tyler Hall includes photographs, quilts and words to describe and honor the African American experience. A central focus of this residency program is on artistic work that engages with issues of diversity, intersectionality, inclusion, and belonging. Each year, the artist-in-residence will work with students across disciplines through teaching and creating work in their respective field of study (SIII.C4. Artists in Residence, SIII.C4. ARTSwego).
- 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 participating in the school community and culture. The Leighton-Fitzhugh Learning Community offers on-site classrooms and field placements, teacher professional development, and collaborative research for all five Oswego City School District elementary schools. Each fall, SUNY Oswego students engage in practicum and

- methods coursework followed by student teaching in the spring. Students experience hands-on learning opportunities by co-teaching alongside professional teachers. For the past several years, the district has expanded its involvement by also hosting a spring to fall cohort as well. The partnership is overseen by a Professional Development School Management Team comprised of educators and administrators from both the SUNY Oswego department of Curriculum and Instruction and the Oswego City School District. The team collaboratively plans for the undergraduate clinically rich field experiences, teacher professional development, and regional and national presentations that showcase this work. The group has regularly presented at the National Association of Professional Development Schools.
- 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 more than 22,000 hours of service to the community in 2019-2020 and more than 32,000 hours in 2018-2019, a year not disrupted by the pandemic and more representative of a typical year.

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 the Division of Development and Alumni Engagement, helps us track and coordinate the great variety of programs and enables students to find and formalize experiential opportunities. The Oswego College Foundation 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 the Division of Development and Alumni Engagement

Additionally, among the 700 funds the Oswego 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, 129 SUNY Oswego students enrolled 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. SUNY Oswego makes available significant scholarship funding to help alleviate the costs of these international opportunities.

#### **General Education**

Our general education requirements, offered across multiple departments 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 ample student choice. 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 competencies (SIII.C5. General Education Homepage).

SUNY mandates the categories available to students in our GE21. The SUNY Oswego GE21 program requires between 30-33 credits comprised of required areas, student choice, and infused elements. All students must take Writing, Mathematics, Natural Science, Foreign Language, World Awareness, and starting in Fall 2022, a Diversity/Equity class. Students select the remaining credits from Natural Sciences, Social & Behavioral Sciences, American History, Western Civilization, Humanities, Fine & Performing Arts, and

#### Shining a Light on "Launch It": Cross-Divisional Collaboration and Innovation

Faculty research and scholarship in the area of entrepreneurship has supported the development of courses in the field and an entrepreneurship minor. Academic curriculum aside, the program has fostered a strong college-wide entrepreneurial culture by the hosting of an annual student competition for entrepreneurial ideas called "Launch It," which SUNY Oswego, along with the college's student organization Enactus, inaugurated. Started in 2017 as a two-step competition with certificate for winners, the competition most recently engaged 20 teams from all four schools on campus participating in a series of increasingly competitive levels for donor-provided cash prizes. In all, 35 alumni and professionals mentored or judged the competitors, working with eight faculty members who reviewed and coordinated the event. Sponsors have provided more than \$30,000 in support of the program, and winners are invited to advance to regional and state levels.

World Awareness. Both Critical Thinking and Computer and Information Literacy are infused into the coursework in each major program.

In November 2021, the SUNY Board of Trustees passed changes to the SUNY General Education Requirements (SUNY-GER), which were first proposed in a 2018 white paper written by SUNY System leaders. While waiting for the Board of Trustees to act, Oswego added a requirement focusing on diversity, equity, and inclusion in the United States.

The category was born of our mission to contribute to the common good, connects to our institutional priorities of student success and inclusive community, and recognizes the critical importance of awareness, understanding, and study of diversity in the United States as well as abroad. 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 are offering the category as a "student choice" in the general education program for 2021-2022. It becomes a required category for all students entering Oswego beginning in Fall 2022.

The new SUNY-GER goes into effect in Fall 2023. SUNY Oswego will be working in the coming months to revise our own general education program to align with the recently passed SUNY-GER.

### Graduate-Level Research and Scholarship Opportunities

SUNY Oswego, while primarily an undergraduate institution, offers more than 50 graduate and certificate programs including micro-credentials, post-baccalaureate graduate certificates, master's degrees, and advanced post-master's certificates.

Since our 2017 Periodic Review Report, there have been several improvements to the way graduate students are able to gain access to scholarships and financial aid. For example, in 2021 the Division of Graduate Studies moved from a manual financial aid package process to an automated process for all graduate students who received an offer of admission. Now, once students fill out their FAFSA and receive an admission offer they are able to understand the amount of federal student loans that are available to them.

In addition to Federal Student Loans, graduate students can apply for these SUNY Oswego funding opportunities:

• Graduate Assistantships provide support to full-time graduate students through part-time positions in research, teaching, special projects, and administrative duties. Many students apply for graduate assistantships upon entrance into graduate school. All graduate assistantships have specific learning outcomes and each opportunity is categorized into one of the following experiences: Teaching Assistantships, Research Assistantships, Academic Support or Pre-Professional. We offer approximately 120 assistantships to graduate students across campus each year. Graduate assistantships provide students with varying levels of tuition scholarships, stipends, and additional benefits by the GSEU union. A newly established Graduate Assistantship survey is deployed annually to measure satisfaction and to gather feedback on these experiences (survey available for inventory, if necessary).

- Graduate Scholarships are available to newly accepted and matriculated graduate students, who can access a variety of scholarships and grants that support program specific goals and a broad array of ideals. Criteria are defined by donors and address such areas as academic excellence, diversity, service, social justice, and research.
- Graduate Opportunity Program SUNY Oswego manages funds associated with the Graduate Opportunity Program that provides tuition assistance to EOP, HEOP, and SEEK candidates who are pursuing graduate study.
- The Diversity Fellowship supports full-time graduate students who will be part of the diverse student body at SUNY Oswego. The full-tuition and \$5,000 stipend award supports students who demonstrate they have overcome a disadvantage or other impediment to succeed in higher education.
- Graduate Ambassador Program was established in 2020 to enhance the recruitment of students from diverse backgrounds and represent the multiplicity of experiences and backgrounds in the SUNY Oswego learning community. Ambassadors are matriculated graduate students who embody the mission of high-quality graduate education and exemplify principles of equity, diversity, inclusion, and representation. Tuition scholarships and graduate stoles are provided each graduate ambassador.
- **Stay and Complete Award** was newly established to recognize SUNY Oswego undergraduate students who complete their bachelor's degree and move into a SUNY Oswego graduate certificate or degree program within 12 months of their bachelor's degree conferral. This one-time \$300 tuition grant is awarded in the first semester of graduate study.

The Division of Graduate Studies also offers 5-year programs and newly established 4+1 pathways enabling students to save 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 923 (2021). A Graduate enrollment proposal identifies specific areas of growth between 2021-2025.

While we have delivered graduate education for more than 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 an online program in Strategic Communication. Our faculty are currently seeking approval for two additional master's programs, including Higher Education Leadership and Behavioral Health and Wellness. Our newer programs are leveraging online delivery and designing learning pathways that will support both full and part time students equitably.

#### **Graduate Studies: High Impact Practices**

All of our graduate programs have embedded high impact practices in the curriculum that may include internships, practicums, thesis, and/or applied projects. Outside of the curriculum, the Division of Graduate Studies provide additional high impact practices that often include additional funding for graduate students to engage in leadership or engaged learning opportunities.

- The Festa Leadership Fellowship This program seeks accomplished and motivated individuals who are eager to prepare for greater leadership responsibilities within their communities and professions. Students partner with faculty and industry leaders, often CEO's, to help attain leadership goals. The program expands the student's experience to new learning environments that would be inaccessible without the fellowship.
- Impact Scholars Program This program supports students' commitment to and capacity for sustained, informed, and deliberate community engagement. Scholars work in collaboration with community partners and a faculty sponsor to engage in a proposed project that addresses a community need. At the conclusion of this program students share their findings with the greater community and in a public format.
- Three-Minute Thesis Competition Our 3-minute thesis competition reinforces the importance of translating complex information to non-technical audiences and assists students in communicating clearly and concisely about the importance and impact of their graduate level research/projects.

#### **College-wide Quest Symposium**

SUNY Oswego fosters a strong culture of undergraduate research that is showcased annually at Quest, a symposium in which students and faculty/staff members share scholarly and creative activities. 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-centered event with presentations, thesis contests, and poster sessions throughout the day. Scheduling Quest as a non-instructional day allows all students to participate

#### Shining a Light on Cinema and Screen Studies Self-Study and Program Realignment

A recent self-study for the Cinema and Screen Studies program, previously a program housed in the English and Creative Writing department in 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 affords faculty the opportunity to expand existing collaborative efforts and brings together programs committed to collaboration in the purpose-renovated Hewitt building.

## Shining a Light on CELT's Responsive Course Design Workshop Series

CELT's annual Spring Breakout in Spring 2020 built on the work it did to help faculty pivot to fully online instruction by holding a four-part Responsive Course Design Workshop series. Participants worked collaboratively with their peers either synchronously (during scheduled times) or asynchronously to design courses for either face-to-face or online/remote environments. In a four-part series, topics addressed such topics as: design, meeting course objectives, assessment, inclusion in all formats, and communication-instructor to student as well as student to student. Additional optional workshops were held each day focusing on tools and techniques related to that particular day's series workshop.

and demonstrates the college's commitment to academic and creative excellence (SIII.C4. Quest).

#### **Periodic Assessment**

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 new majors or tracks and five new minors created with revisions to 75 existing majors and programs; and, at the graduate level one new program and eight programs revised, one new micro-credential and one new advanced certificate. In several instances, external reviewer recommendations and/or student needs spurred the changes.

We will address specifics of our program assessment process in Chapter 5 but provide a few examples of where assessment of learning outcomes has led to changes and improvements to programs. In Anthropology, for example, external review led to an expansion of the theory sequence in the major to better ground students in the discipline. Changes in the Theater BA brought the program in line with other Theater 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 AY 2018-2019), 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).

#### Findings/Discoveries

 SUNY Oswego provides robust faculty and staff professional development opportunities that support our learning and teaching mission. These efforts are primarily managed by the Center for Excellence in Learning and Teaching (CELT) that provides hundreds of events annually and facilitates the ACUE Effective Teaching Practices program.

- SUNY Oswego pursues a range of activities in its attempts to diversify its faculty. This includes participation in the PRODIG Fellows program and PRODIG program, for which SUNY Oswego has received SUNY support.
- The Oswego College Foundation provides significant resources to support student learning. This includes monetary support through scholarships and funds to support student learning and high impact experiences.
- SUNY Oswego, recognizing a need in 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 described 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, as on most campuses, is quite complex. The campus has a strong network as well as collaborative people in place to provide greater understanding on the curricular process. To support this effort, the campus will be installing curricular management software (CurricuLog).

#### **COVID-19 Through the Lens of Standard III**

With March 2020 came an immediate pivot to remote learning, bringing varying degrees of challenge and opportunity 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 CELT to provide support for faculty with limited experience teaching online. 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 2020-2021. CTS provided individualized attention to students transitioning to online learning.

Our Field Placement office worked with school partners to ensure SUNY Oswego students had placements (often virtual) that would support their programs. Similarly, EXCEL worked with our partners to create and support virtual internship opportunities for students. These efforts revealed new options for internship opportunities that will continue beyond this time.

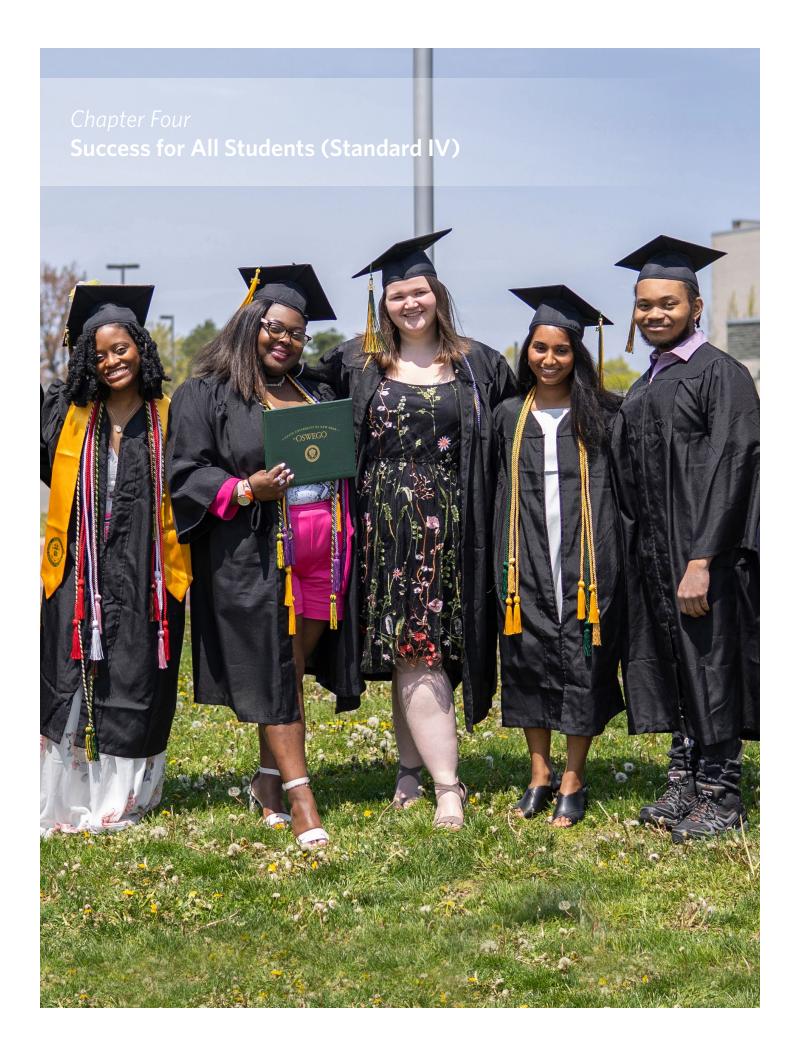
Penfield library also adjusted its delivery methods of support for our students and faculty by creating more virtual research opportunities, setting up a process for book and equipment lending, and continuing classroom and instructional support virtually.

With the Spring 2020 global lockdown 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 existing and planned education abroad programs.

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 campus offices. Advising and support by OIEP staff and others helped students deal with disruptive departures (often complicated by shifting immigration policies), online academic transition, and financial hardships. International students who chose to return home required intensive advising to support their shift to remote instruction and well-being. OIEP provided ongoing sophisticated advising to international students trying to come back to campus for Fall 2020. This well-orchestrated effort continued through Spring 2021 and involved offices such as Residence Life and Housing, Mary Walker Health Center, and Academic Affairs. OIEP staff guided students via virtual information sessions, expanded use of social media (using platforms specific to various countries), and personal counseling.

OIEP and IGE each played important roles in academic life during COVID-19. In summer 2020, OIEP offered virtual international education programs. These included virtual internships through 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 pandemic-related podcast series through IGE that brought SUNY Oswego campus faculty and international experts to a wider audience on topics such as trade and supply chains, U.S.- China policies, and the role of media and "big tech" in the global pandemic conversation.



# Chapter Four: Success for All Students (Standard IV - Support of the Student Experience)

#### Requirements of Affiliation 8 and 9

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**

#### ▲ Student Success

Academic and Creative Excellence

#### Inclusive Community

Sustainable Institution

Partnerships

#### **Line of Inquiry**

Student support programs evolved

1/2/6

College-wide redesign of advising

▲ 1/2/3/6

Address students' needs across campus locations and instructional modalities

**1**/6

Transformed orientation, advisement and counseling services

**1** 1/2/6

Enhanced cooperation

▲ 1/2/3/4/6

## Standard Four **Criteria**

- 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 (not applicable)
- **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.

#### **Lines of Inquiry**

- 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 environment 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 represent all points of diversity and their route to success depends on high quality academic programs in conjunction with holistic and broadbased support. To that end, the SUNY Oswego offerings occurring beyond the classroom that serve to supplement and compliment students' academic experiences must 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.

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 peer institutions' average graduation rate of 43 percent. 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.

#### **Assessment-driven Restructured Offices and Programs** to Better Support Student Success

The July 2020 hiring of a new Executive Director for Enrollment Management position, reporting directly to the President enabled the Division of Student Affairs to stand alone rather than as part of the Division of Student Affairs and Enrollment Management. In the summer of 2021, prior to hiring a new Vice President for Student Affairs, SUNY Oswego took the opportunity to make additional changes and refinements to reporting structures. The changes aligned the Office of Financial Aid to report to the Executive Director of Enrollment Management, and the Office of Career Services to report to the Division of Development and Alumni Engagement. In 2018, the Dean of Students Office expanded to include the Associate Dean of Students, Health Promotion Coordinator, Director of Student Conduct, and the Alcohol and Other Drug Coordinator to form a network of care framework to support the personal needs of students. Additional changes within Student Affairs will be finalized for 2022-2023 under the Vice President for Student Affairs. Further, we have restructured a number of our academic support offices to report to an Assistant Vice President for Student Support within the Division of Academic Affairs. These offices include Academic Advisement, Office of Learning Services,

Educational Opportunity Program, and Accessibility Resources. These changes position offices and personnel across campus to more effectively provides services and programs that support the student experience.

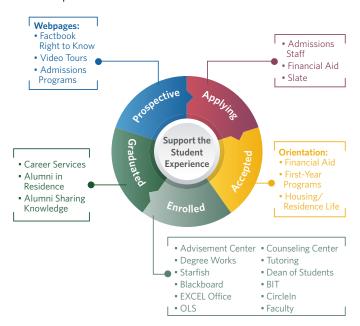


Figure 4-2. The support of our students involves recognizing and addressing the needs of students throughout their experience with the college. Shown here are the offices and programs that serve students as they progress from prospective students, applicants, accepted students, enrolled students, and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

#### **Team Approach to Enrollment Management**

Each year, under a team-based approach, leadership for Student Affairs, Academic Affairs, Enrollment Management, and Development and Alumni Engagement alongside SUNY Oswego faculty, staff and alumni work together to reach prospective students at events held across the nation and globe. At virtual and in-person admissions events, we describe the college's commitment to our institutional priorities of Student Success, Academic and Creative Excellence, an Inclusive Community, a Sustainable Institution, and student-centered Partnerships. This commitment leads to an array of rich learning experiences both on campus as well as through study abroad.



#### Shining a Light on Fall 2021 Enrollment Campaign: "Go Oswego"

In response to the pandemic's lingering effects on enrollment, SUNY Oswego formally launched a robust enrollment marketing effort in Fall 2021, called Go Oswego with the goal of increasing its application pool and broadening awareness of the college and its generous scholarship offerings. The Office of Admissions teamed up with the Office of Marketing and Communication to design an aggressive, all-encompassing campaign centered around Free Application Weeks and a new Free Tuition Plus Scholarship Program, aimed at attracting the best and brightest students to SUNY Oswego. The campaign was rolled out all across New York State from Nov. 8 through mid-December with aggressive investments made in billboards, digital and social media advertising, direct mail postcards, SLATE emails, text messages and video advertisements strategically directing prospective students, families and high school counselors.

The Free Tuition Plus Scholarship Program was created to inform qualifying students who may be eligible to attend SUNY Oswego tuition-free future via New York State's Excelsior Scholarship program. The Free Tuition Plus scholarship provides the added support of SUNY Oswego's first-year merit awards (Presidential Scholarship, Possibility Scholarship, Destination Oswego Scholarship) for high-achieving first-year students with no additional scholarship application necessary. This additional scholarship is being touted to Excelsior Scholarship recipients as an increased award that could cover a full-meal plan or other costs at SUNY Oswego. Students who receive this award can think more about their studies and less about budget. The campaign is proving to be successful in increasing applications for the upcoming academic year and we believe it will have a multi-year positive impact due to raising the public's awareness about the value and quality of SUNY Oswego.

#### **Institutional and Oswego College Foundation Investment in Student Scholarships**

Information regarding tuition and aid are easily found by a user visiting the SUNY Oswego Admissions homepage that guides the user to dedicated webpages devoted to Undergraduate Admissions, Graduate Admissions, Tuition and Aid, Fast Facts and more. This information is made easily accessible to the general public (SIV.C1. Financial Aid, SIV.C1. Student Accounts, SIV.C1. Admissions).

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. In Fall 2021, 75 percent of our students received aid and more than \$80 million was awarded to students in federal and state need-based aid.

SUNY Oswego awards an annual average of \$6.8 million in student scholarships from its own institutional funds and an additional \$1.4 million is awarded in privately funded scholarships by the Oswego College Foundation. In Fall 2021, 41 percent of incoming first-year students received a four-year renewable scholarship supported by SUNY Oswego's institutional funds and/or by the Oswego College Foundation. Such 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) (SIV.C1. The Path Forward Scholarship).

#### **Graduate Studies: Enrollment Management and Data-Informed Decision Making**

The Division of Graduate Studies invests time and resources to better understand the prospective student enrollment funnel, graduate student experience, and data visualization tools necessary to effectively attract and yield a stable and desired graduate student population. Over the course of the last few years, several surveys have been created and deployed regularly including 1) Incomplete Application Survey, 2) Admissions Survey, 3) Graduate Student Experience, 4) Graduate Assistantship Satisfaction, and 5) Graduate Alumni Survey.

#### Shining a Light on Data Visualization and **International Outcomes**

Over the last year, Graduate Studies has partnered with SUNY Oswego's Office of Communication and Marketing and Campus Technology Services (CTS) on a data visualization initiative. We successfully built data connectors between Google and Slate so we can quickly build interactive reports and dashboards to closely monitor graduate enrollment. We are now able to "at a glance" examine graduate application trends, acceptance rates, completion rates, and demographic variables such as race/ethnicity and gender. For example, based on information from our data visualization tool we noticed we were getting attention from prospects in India for our Biomedical and Health Informatics master's program. We decided to leverage this interest by designating some digital marketing dollars and designing an international campaign for this region. Over the course of five months, we have seen that this small and targeted investment has resulted in more than 3,000 percent change in visitors to our website and applications created is more than 230 percent from the previous time period. Overall, this project has enhanced Graduate Studies ability to close the feedback loop when making decisions regarding admissions, enrollment, marketing, and general resource allocation.

## Policies and Procedures Regarding Evaluation and Acceptance of Transfer Credits

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. Course work completed with a passing grade from regionally accredited institutions (SUNY or Non-SUNY) will transfer, as described in the SUNY Oswego Transfer Course Guide that defines course-to-course equivalencies predetermined for SUNY and Non-SUNY colleges and universities. Although the Guide is helpful for 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 two weeks of an offer of admission to ensure students have the necessary information to make an informed college decision.

Our **Dual Enrollment, Admission Promise Program**, and **General and program-specific agreements** allow students to view which courses they have completed will translate into credit while enrolled at SUNY Oswego (SIV.C1. Admission Promise Program, SIV.C2. Articulation Agreements, SIV.C2. SUNY Transfer Students Webpage).

SUNY Oswego encourages faculty to implement the use of prior learning assessment (PLA) to recognize college-level knowledge and skills that students acquire outside of formal higher education. The Prior Learning Assessment website 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. SUNY Oswego faculty do the evaluation of PLA options in alignment with established SUNY Oswego policies, equivalencies and course outcomes at the departmental level. Credit earned through prior learning assessment does not count toward the required 30 hours of residency. 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. 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 (SIV.C2. Prior Learning Assessment Policy).

The Mathematics Placement exam and the Computer and Information Literacy waiver exam are available prior to the beginning of the academic year to ensure adequate placement of students 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. We are also piloting a co-requisite model in Fall 2021 (SIV.C1. Math Placement).

#### **Orientation and Advisement for All**

Our commitment to helping students succeed is evident in such things as the careful review of each student's academic plan 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 and transfer students provide the 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 family relations. The orientation program also provides an important time for students to begin to make friends and become part of the SUNY Oswego community (SIV.C1. New Student Orientation).

A highly effective 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 college.

**Sail into Oz** was launched in summer 2020 as 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 offers expanded resources and campus information. We repeated Sail into Oz in summer 2021 and paired it with an optional in-person orientation experience due to COVID-19 (SIV.C1. Sail Into Oz Program, SIV.C6. Sail Into Oz Program Assessment).

### **Graduate Student Culture and Celebrating Excellence** at the Institutional Level

We have enhanced the graduate student experience by investing in recruitment, orientation, programming, recognition and commencement activities to reflect our holistic approach to graduate student success and satisfaction. This year we are investing in a three-week **Graduate Application Boot Camp** that will provide resources and support to demystify the graduate application process. Over the course of the last four years, we have created a successful in person **Graduate Student Orientation** program before each fall semester at both our main campus and Syracuse Campus. To serve students that start after the fall and our online student population, we have established an **online orientation** program that runs asynchronously for all students (including a standalone SUNY Online orientation program).

Once students have started their programs, graduate students are invited to participate in **Graduate Studies Week**, week-long celebration to raise awareness on graduate level offerings and to celebrate the graduate student experience across both our campuses and online (SIV.C1. Graduate Studies Week). Included in this week, is the annual **Diversity Fellows Luncheon** that celebrates our long standing competitive program that provides tuition scholarships and stipends to 7-10 graduate students who represent a diverse. The Division of Graduate Studies also has established **Outstanding Graduate Student Awards** and student-nominated **Outstanding Graduate Mentor Awards** that are recognized at a well-attended reception each year.

## Assessment Driven Improvements to the First-Year Experience and High Impact Practices

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 several actions because of our NSSE results, including changing the way we serve first-year and transfer students by creating First-Year Signature Courses, restructuring EXCEL, and transforming our Advisement Center to better serve all students. The campus last administered NSSE in Spring 2020. The last three NSSE results (2014, 2017 and 2020) show SUNY Oswego's significant improvements along a number of dimensions (Collaborative Learning, Discussions with Diverse Others, Learning Strategies, Quantitative Reasoning, and Student-Faculty Interaction) that surpass the SUNY comprehensive average (SIV.C6. First-Year Experience NSSE).

Recognizing the importance of a student's first year at college, we have devoted considerable time, attention, and resources to the First-Year Experience (FYE), implementing a range of programs designed to ensure a more coherent experience that provides 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 (SIV.C6. First-Year Signature Courses Assessment).

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 percent) compared to those who did not take such a course (66 percent). These students also were more likely to graduate in four years (80 percent compared to 62 percent), and they were fewer that disqualified (6 percent compared to 10 percent). 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.

In 2018, our experiential learning office rebranded itself to the **Experiential Courses and Engaged Learning (EXCEL)** office. EXCEL serves as a centralized hub to provide policies, structure and support to departments and programs offering experiential

learning opportunities for credit. This office 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 4-3 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.

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 internship and co-op approval process online 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 academic relevance of the position and the student's proposed learning objectives to determine the academic assignments used for the final evaluation and grade. Each student must complete 40 hours at the site per credit hour earned (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 they receive all approvals. 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. In Fall 2021, SkillSurvey announced its 2021 Career Readiness Leaders and SUNY Oswego rated in the "Top 10 'Career Ready' Institutions," and "Top 10 Institutions for 'Critical Thinking." 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.

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.

Academic advisement has 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 2019-2020 we created a **centralized Advisement Center** staffed with professionals whose primary responsibility is advising first-year, transfers, and Syracuse Campus students. Staff members 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 students having an immediate need. Center staff serve as resources 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 their first year, in our

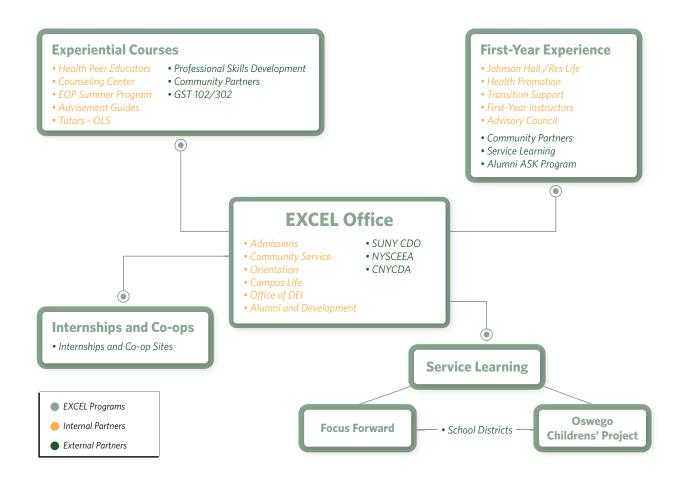


Figure 4-3. The Office of Experiential Courses and Engaged Learning (EXCEL) oversees experiential courses, internships and co-ops, service learning, and firstyear experience programming. EXCEL staff are assisted in the delivery of these activities by numerous internal and external partners.

advisement model, students are transitioned to their academic major advisor, typically a faculty member, for discipline-focused mentoring. Students who are placed on academic probation are assigned a specially trained counselor who mentors students to create and implement a "success plan" to repair their academic standing while making progress toward earning their degree.

#### **Academic Support 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.

Our commitment to an inclusive campus means that we ensure that all students have the opportunity to succeed. 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 **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 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. Therefore, we strive to provide programs and services along the length of the continuum, recognizing the varying needs of our diverse student population.

Student Affairs staff members offer wellness and behavioral health programming throughout the year including an annual Wellness Fair, Involvement Fair, Opening Week Programing, 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, which earned accreditation by the International Accreditation of Counseling Services in 2020, 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, (Embracing U: Women of Color Support, Boys to Men: Men of Color Support Group; Trans Support Group; Bi/Pan Support Group, and Eat, Pray, Love: Women's Empowerment Group). Counseling Services offers outreach and educational programs to support the well-being of students. These include mental health psychoeducation programs to promote self-care; multiple expressive arts programs; as well as programs at Rice Creek Field Station based on principles of eco-therapy. Students of color, students identifying as LGBTQ+, and transgender students are accessing Counseling Services higher rate over the past five year, and there has been an increase in utilization by graduate students.

We participate 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 percent from 2015 to 2019 (534 to 754) and the number of appointments (2140 to 3376) scheduled increased by 58 percent 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 2019-2020, 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 available to any interested SUNY Oswego students and employees and to relevant community partners beyond the campus. The grant facilitates an increase in coordination between emergency community resources and SUNY Oswego to reduce the stigma and trauma associated with mental health emergencies. Moreover, the grant supports our culture of wellness on campus, 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 and an after-hours crisis line is staffed on weekends and holidays. In February 2021, SUNY Oswego signed an agreement with Liberty Resources to provide Mobile Crisis for students who need 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 text line.

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

SUNY Oswego Health Services is a primary care provider to students while they are at SUNY Oswego. Health Services focuses on holistic care and coordinates with many other campus partners to serve approximately 7,500 students per year.

A focus of the Health Services Center is the management of acute and chronic illness. This care is accomplished by offering a limited in-house laboratory, collection of laboratory specimens that are sent to our reference laboratory, and an in-house dispensary that provides common prescription medication to students, so they do not need to leave campus. Health Services also provides diagnostic testing for symptomatic students and COVID result management. Other services provided are emergency first aid for campus visitors, sexually transmitted infection testing and treatment, free condoms and sexual health products, referrals to outside providers and a self-care clinic (which offers over the counter medications). Health Services also offers physicals for students for employment, travel abroad, internships and returning athletes.

Health Services manages immunization compliance (both routine and COVID) and communicable disease control and treatment in conjunction with many campus and community partners. Since the pandemic, telehealth has become an option for students, including fully online students and students enrolled at our Syracuse Campus, access to care.

As another artifact of our institutional commitment to diversity and inclusion, SUNY Oswego Health Services staff members are proud to provide care that is not found on all (or many) college campuses such as prescriptions for PrEP (preexposure prophylaxis) and care for Transgender and Non-binary students.

Access to food and housing is another foundational component of health and well-being and another example of our commitment to diversity and inclusion. 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 (SIV.C1. SHOP Students Helping Oz Peers Homepage).

SUNY Oswego main campus **residence halls** can accommodate approximately 4,000 students, but over the past several years Residence Hall occupancy has declined as students have moved into off-campus options. In its work in promoting the strong residential experience, under the leadership of the Vice President for Student Affairs, the campus is redesigning the programming necessary to meet student needs and articulating the value of the residential experience for student success and learning. In addition, business practices, capital improvements, and student housing contracts are being reviewed to ensure greater understanding by students and greater competitiveness with the off campus market.

The **Fitness Centers** on campus provide personal training, group exercise classes, and wellness coaching. Consultations are available with the registered dietician on campus, and Dining Services provides support for and healthy options for the dietary needs of students. SUNY Oswego adds to overall well-being opportunities in the extraordinary natural resources surrounding campus, including enormous green and blue space on the shore of Lake Ontario and four nature trails at the Rice Creek Field Station, which provides a dedicated space for academic instruction, research, and programs in nature education for the public.

Student well-being depends on collaboration and communication. Perhaps nowhere is this clearer than in the case of our **Behavioral Intervention/Care Team**, 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 services they need to be successful. Once they receive a referral, the team follows a clear procedure in order to determine the best course of action, including gathering relevant information to put behavior into the context needed to best serve the student.

In addition to the Behavioral Intervention/Care Team, SUNY Oswego also has a Bias Prevention and Response Team (BPRT) which educates the SUNY Oswego community about how to report bias related incidents. The BPRT provides initial response to and triage to all campus affiliated bias related incidents, utilizes incident data to educate and activate campus leaders about campus climate, and encourages the community member agency to both report incidents and to be vocal about the community standards and culture expected on campus. The BPRT is composed of members from across campus including the Vice President for Student Affairs, Dean of Students, Chief Diversity Equity and Inclusion Officer, Affirmative Action Officer, Assistant Vice President for Residence Life and Housing, Title IX Coordinator, a representative from Academic Affairs and a representative from the President's Office. The roles and responsibilities of the team include mediation, community outreach, prevention and education.

The Office of the Dean of Students, in partnership with Academic

Affairs, supports students identified by faculty, staff, and residence hall staff as having a concern. Utilizing the Starfish Early Alert system enables information to be centralized and appropriately shared for timely outreach to students. The Office of the Dean of Students 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. The Dean of Students Offices utilizes the "Green Folder" (a comprehensive resource for faculty, staff and stakeholders who are concerned about a student) to provide information on how to recognize, respond, refer, and report concerns (SIV.C1. Faculty and Staff Crisis Resources).

Our commitment to each student's overall well-being can be seen in our approach to **facilities design and remodeling**, which includes soft 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 relax, study, or work on group projects.

We ensure that students in natural sciences lab courses/sections are educated on proper procedures and practices, and Human Resources provides mandatory online training concerning hazard materials handling. Overarching all, the **Environmental Health and Safety (EHS)** 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 contribute 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 Yeardley, all of which include service and educational components. 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 (SIV.C1. Title IX Prevention Programs).

The **University Police (UP)** is a full-service community-oriented police force that protects SUNY campuses. The Office of the Dean of Students 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 (SIV.C1. Security and Safety Report 2021). Additionally, UP participates in outreach, including programming available for campus organizations and residence hall staff, and a one-hour credit self-defense course. UP cultivates a supportive presence through "Coffee with a Cop" and tabling at admissions. Partnering with the Oswego City Police, UP conducts a welcome back fall outreach to off campus students.

#### **Developing the Skills and Connections for Post Graduate Success**

New Student Orientation, the redesigned Advisement Center, and our Comprehensive Counseling Center model focus on helping all students develop a sense of belonging so they are more likely to persist, to feel included, and achieve their degree or certification goals; We reach out to students (residential, off-campus, fully online, Syracuse location, traditional, non-traditional, domestic and international) to help them identify future career path and take action to pursue and achieve their desired career and/or other postgraduate plans. SUNY Oswego's Office of Career Services and the Division of Development and Alumni Engagement drive this effort by collaborating with faculty members and professional staff from across the institution to provide a wide breadth of applied learning experiences (internships, co-op, research, service learning, study abroad), mentors, and career shadowing and networking opportunities to all interested students.

In 2015, Career Services staff duties were redesigned to align with the changing needs of students and the world. The redesign followed an industry-centric model and was spurred by the premise that career development must be integrated into the fabric of the entire student experience and be customized to be industry specific. The Career Services industry-centric model was established to meet the unique needs of each of our students and better serve our many stakeholders.

#### The objectives of the industry-centric model are to:

- Offer high impact and customized assistance to students through career communities and ecosystems
- Engage students who are uncertain about their major or career in self-assessment and exploration to help them make timely and informed decisions about their academic and career path
- Provide supportive and effective advisement and personalized mentoring
- Advance support and collaboration with academic partners
- Increase service to and collaboration with alumni
- Increase engagement with external partners
- Demonstrate post-graduation return on investment

For many years, the Career Services office has planned programs and events in tandem with staff from SUNY Oswego's Division of Development and Alumni Engagement to invite alumni to serve as guest speakers in classrooms as a part of the popular Alumni in Residence program and/or to pair alumni mentors with students through the Alumni Sharing Knowledge program. Starting in November 2020, SUNY Oswego guaranteed any interested SUNY Oswego student an alumni mentor. In 2020-2021, more than 250 alumni connected with approximately 3,290 students during virtual events and programs through the ASK program.

In summer 2021, the Office of Career Services was shifted from the Division for Student Affairs to the Division of Development and Alumni Engagement to lead to an even more collaborative approach to career readiness and continue to evolve and increase students' employability and overall success. This change is intended to help foster new connections among students, alumni, and employers to provide more comprehensive career development and exploration opportunities and expand upon long-standing partnerships.

#### 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 inspiration from 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, 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, more than 350 participants attended the synchronous events/workshops. This number included over 225 current students and 2020 graduates, 79 alumni speakers, 41 Oswego faculty/staff, and 10 guest speakers. In addition, there were over 700 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 in January 2022 (SIV.C1. Imagine 2021 Program Agenda, SIV.C6. Imagine 2021 Program Assessment).

Using a multi-pronged and collaborative process of data collection yielding the second highest response rate in SUNY, Career Services' 2020 First Destination Survey revealed that 97 percent of the Class of 2020 was employed or continuing their education within one year of graduation. Furthermore, 84 percent of employed graduates reported that they were working full-time in their field of choice. Finally, the survey data show that most graduates (84 percent) were employed in New York, using their skills and talents to strengthen the economy and workforce of the state (SIV.C6. Career Services Class of 2020 First Destination Survey).

#### **Population Specific Support Programs**

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 five-year award that provides nearly \$200,000 a year to support this program. The program launched in Fall 2020 and included 101 students representing more than 20 different majors and programs from all class years. In the year-end assessment, more than 90 percent of students reported they were satisfied or

highly satisfied with CSTEP programming and 77 percent reported they used tutoring services and were more than satisfied with tutoring services (SIV.C6. CSTEP Review 2020-2021).

SUNY Oswego's **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, uses a holistic admissions review process to identify students who fit this criterion and appear underprepared for college-level study. EOP supports approximately 325 full-time, matriculated first-year and transfer students annually, and students receive additional academic and financial support throughout their time at SUNY Oswego (SIV.C1. Educational Opportunity Program).

SUNY Oswego is 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.

### **Processes Designed to Enhance the Achievement of Educational Goals**

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 and their majors and/or minors five times a semester corresponding to key contact times. They include advisor assignments with flags to indicate where an advisor assignment is missing and must be filled. PINs ("Alt PINs") are assigned for registration access to first-year students, transfers, juniors, and EOP students to ensure they discuss degree requirements with their advisors and are progressing toward a 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 concerns.

The Registrar's Office engages all new and returning students through targeted 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, the Registrar's Office shares data with the Deans regarding registration methods, occurrences of registration errors, and measures of scheduling effectiveness. This information enables improved course offerings, advising, and registration processes.

Prior to every advance registration, the Registrar's Office emails matriculated students who have missed one semester or more at SUNY Oswego to inform them of the **readmission process** and encourage them to comply early enough to participate in advance registration for best course selection. The former students are directed to resources on campus (Financial Aid, the Registrar, the Advisement Center) for assistance in developing a path to re-enrollment (SIV.C2. Registrar Readmission Process).

The Registrar's Office manages **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 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 (SIV.C1. Registrar Degree Works).

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.

**AskOz** chatbot 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 **OzConcern Navigator** to provide a list of resources based on students' concerns, connecting them to on and off-campus resources. The OzConcern Navigator is utilized by faculty and staff to better assist students (SIV.C1. Oz Concern Navigator).

### 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 (SIV.C3. FERPA Information).

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 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)** conducts internal phishing e-mail scams in an effort to

keep our community aware of best practices to avoid inadvertent computer and network infection and disruption.

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.

#### **Shining a Light on Account Creation and Modification Policy and Procedures**

Account access granted based on the following criteria:

- Accounts are only created after the requesting user's supervisor has signed for approval (physically or electronically).
- Users are granted access based on the standard security principle of "least required access" to fulfill their job responsibilities.
- Departments have the responsibility of maintaining the integrity of the accounts in their unit. When a user changes roles within or outside of their existing department, it is the department's responsibility to report this change so that individual access is maintained to the level required for their job function.
- Where possible, account usernames should follow the established standards (Laker NetID).
- Users must agree to adhere by the Acceptable Use Policy to ensure that privacy and confidentiality are maintained.

With the guidance directed in FERPA and in conjunction with SUNY's general council only account users who have been granted permission by a designated CTS Database Administrator have access to student records within Slate, a management tool used primarily by Admissions. The CTS Administrator has the ability to monitor the access logs and user login history to determine which users should be deactivated and when. Additionally, when users attempt to login from unrecognized locations, notifications are sent to the CTS Database Administrator to either approve or deny the login attempt.

Faculty and staff must request access to myOswego (Banner self-service and related online services data) via an authorization form wherein they are provided FERPA information and agree to their understanding thereof. Controls for myOswego and Degree Works access are reviewed for accuracy at least twice per year, ending/removing access for those who have left or changed roles and ensuring that active faculty/staff have proper permissions.

#### Athletics, Student Life and Other **Extracurricular Activities**

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 agent, facilitating an annual audit, and ensuring, in partnership with a contracted attorney and accounting firm, that their practices are compliant.

SUNY Oswego has twenty-four NCAA Division III Intercollegiate Athletics Teams that compete at an elite level. The Department of Intercollegiate Athletics provides a comprehensive learning approach that extends beyond the classroom to enhance the student-athlete educational experience. We provide a learning environment that values fairness and equity of participation opportunities, encourages and supports diversity, equity, and inclusion, and personal growth. Our Faculty Athletic Representative conducts a mid-season and end of season evaluation survey for each team. A report is shared with the Director of Athletics, head coach, and Vice President of Student Affairs. The Director of Athletics holds listening sessions with each team and the Student-Athlete Advisory Committee a minimum of twice per year. The Student-Athlete Advisory Committee meets monthly to evaluate students' concerns, develop an annual student-athlete experience initiative project, and review goals of teams, department of athletics, and the community. Information from the assessment provides strategic direction for student-athlete programming and necessary adjustments to policies and procedures.

The Athletic budget, supported by the student Athletic Fee, is under the regulation of student fees set by SUNY. The budget is developed annually, reviewed by the Vice President for Student Affairs and Vice President for Administration and Finance, the SUNY Oswego Intercollegiate Athletic Board and approved by the President. Teams participate in fundraising that offsets costs that may be incurred by the student-athletes. The Department of Athletics follows academic and administrative principles set forth by the NCAA Division III guidelines, the State University of New York Athletic Conference (SUNYAC), and SUNY Oswego academic standards. Academic warning, probation, suspension, and team GPAs are tracked each semester and are compared to the previous years' rates.

#### 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 of 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. In addition, showing our desire to continuously improve, SUNY Oswego applied for and was selected by the new Transformation Accelerator Cohort offered through AASCU and funded by the Bill & Melinda Gates Foundation. The program focuses on student success goals and close equity gaps.
- The campus continues to improve ways students and advisors can access information on resources available to students and recently implemented the OzNavigator to better organize and centralize (through a digital site) the information.
- 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. The Vice President of Student Affairs (VPSA) charged a Student Affairs Strategic Working Group 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 SSUNY general education learning outcomes.
- The new VPSA 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. The VPSA charged Campus Life with reviewing their organizational structure and mission to identify how best support the needs of this growing population of commuter/off campus students.
- Recognizing how important family engagement can be to student success, Student Affairs, in collaboration with Enrollment Management and Development and Alumni Engagement, will lead in cultivating relationships with families and parents. Beginning in 2022, the Department of Orientation and Family Engagement will work to develop a holistic campuswide communication plan to ensure that families are aware of critical student resources, deadlines, and engagement opportunities.

• To better meet the needs of a diverse (including geographical and international) population of students, New Student Orientation (held in the summer prior to the fall semester) will be reimagined as a one-day event and paired with the highly successful online orientation modules already in use.

#### **COVID-19 Through the Lens of Standard IV**

Supporting students took on additional importance with the COVID-19 pandemic. Offices and individuals dedicated to supporting students implemented strategies and practices to continue their work in 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 reached out to assist students and their support members in making informed decisions about the college selection process.

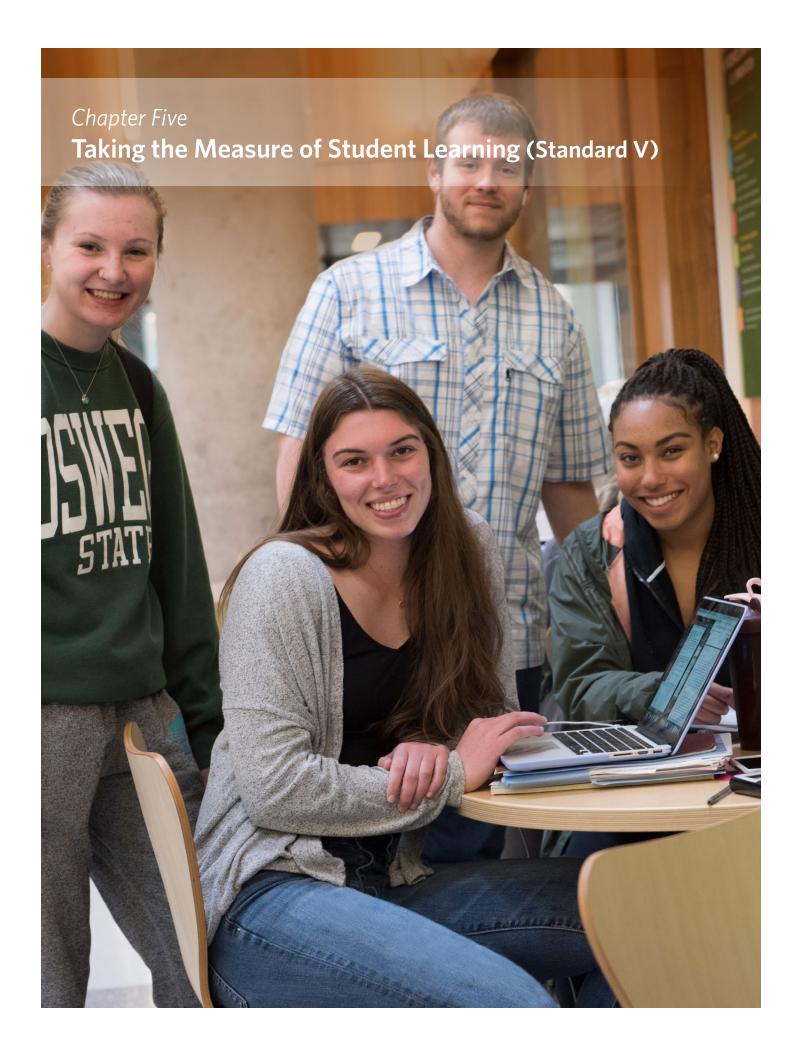
An established ethos of collaboration across departments with our orientation programming positioned SUNY Oswego to deliver virtual orientation programs to conform to CDC and local public health guidance in our community.

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 Welcome Week events, Wellness Mondays, Talent Thursdays, lunchtime hangouts and campus-wide scavenger hunts. We sent cards to students who were in quarantine or isolation.

Tele-therapy was available to all students for continuity of mental health services with social distancing and remote students. In direct response to the pandemic, SUNY Oswego created an open student therapy group called "COVID Connection."

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



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

#### Requirements of Affiliation 8 and 9

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**

#### ▲ Student Success

Academic and Creative Excellence

#### **Inclusive Community**

- Sustainable Institution
- Partnerships

#### **Line of Inquiry**

Systems for gathering, analyzing and reporting + 1/2/3/5

Assessment information acted upon  $\triangle + 2/3/5$ 

Assessment resulted in better meeting our mission and goals

**▲** 3/5

Resources available for continuous improvement

**▲** 1/2/3

Assessment activities evolve

+ 5

## Standard Five **Criteria**

- **1.** Clearly stated educational goals
- **2.** Organized and systematic assessments
- Assessment results used to improve educational effectiveness
- **4.** Third-party providers (not applicable)
- 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.

#### **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?
- 3. To what extent has institutional assessment resulted in better meeting our mission and goals?
- 4. What **resources** are **available for continuous improvement** and how are outstanding examples recognized and rewarded?
- 5. How does the college ensure its **assessment activities evolve** to reflect institutional priorities and best practices?

#### Introduction

Academic programs at the undergraduate and graduate level follow a prescribed assessment plan designed to measure student achievement of program learning outcomes (Figure 5-2). Programs in the School of Education, and the School of Business, as well as a number of programs in the School of Communication, Media and the Arts and the College of Liberal Arts and Sciences are ac-

credited by outside entities, so document student learning against externally established standards. All undergraduate academic programs include General Education, which is separately assessed on a three-year cycle. In addition, our academic and student affairs support units connect their work to student learning through an integrated assessment process. At the institution level, our assessment system measures engagement and the academic progress of learners, in order to advance equity and achievement.

In this chapter we describe the systems developed on campus and those applied through external accreditors for gathering, analyzing and reporting assessment information. Further, we document how we integrate this information into our institutional decision-making structures across all divisions to plan and execute improvements in student learning.

#### **Clearly Stated Educational Goals**

At SUNY Oswego, learning outcomes are defined and instituted with measures that directly connect to knowledge and skills necessary for our graduates. Students have access to clear statements of the content, expectations, and academic goals of our majors, minors, programs, and courses through the online <a href="Undergraduate Catalog">Undergraduate Catalog</a> and class syllabi.

At the undergraduate level, students must achieve general education and program specific learning outcomes, while at the graduate level, students focus on more advanced program level goals. Learning outcomes have been developed for all majors. Defining learning outcomes is part of the process for developing new programs and is required for approval by faculty governance and the administration, whether at the undergraduate or graduate level. Academic programs continually revisit learning outcomes and may revise them based on disciplinary changes or institutional practices. The General Education Council assesses student learning in General Education courses separately on a three-year cycle. For externally accredited programs at Oswego, such as those within the School of Education and the School of Business, student learning is measured against the established standards of the accreditor.

While goals are defined at different levels and within different programs, the integrated nature of SUNY Oswego creates opportunities for collaboration and synergy. For example, the School of Education goals show collaboration within the School and with our partners in elementary and secondary education. 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 choirs. 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 bird's eye view on the role of its own media and its impact.

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 work together to deliver programs.

#### **Organized and Systematic Assessments**

Whether externally accredited or not, all our academic programs follow prescribed assessment plans designed to measure student achievement of **program learning outcomes**. After submitting assessment plans to the appropriate Dean's office, programs collect and assess student work over the course of the ensuing academic year. 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. Each submitted report includes a description of the instruments used, data collected, analysis of results, proposed changes and resource implications. This report also includes recommendations for changes to the process itself in the upcoming year (SV.C1. Institutional Research Learning Outcomes).

The responsibility for overseeing the department 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. Other departments give oversight to a designated assessment coordinator, true for Chemistry, Economics, and Music. And some assign oversight to a designated assessment committee, as is the case for the departments of Biological Sciences and Art.

Deans, the Associate Provost and the Provost receive and review the annual General Education Assessment of **student learning outcomes (SLO)** 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. The Provost has made changes in the process of providing assessment report feedback to departments and programs, moving the responsibility from the Assessment Coordinator to the Associate Deans. This has strengthened the alignment of assessment with program review and resource allocation. Within each school/college, the Associate Dean works directly with each academic department through the department chair to provide feedback on annual assessment efforts and results pertaining to the department.

Since the last self-study, General Education (GE 21) moved from an academic year to a calendar year assessment cycle to better provide meaningful feedback to reporting departments and programs. Using a calendar year assessment cycle gives the General Education Council and Assessment Advisory Committee the time necessary to provide feedback to the reports. With the change, departments and programs now submit assessment plan updates in November. 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 for analysis, and they 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 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 three-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

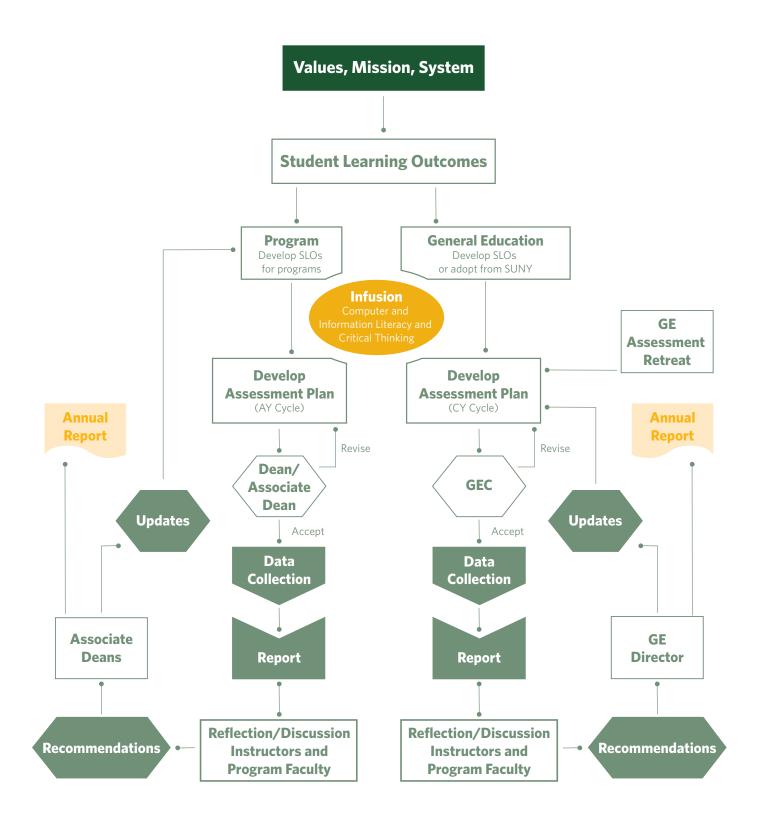


Figure 5-2. Assessment of Student Learning Outcomes (SLO's) in major programs (left) and general education courses (right) follow parallel systems of annual planning, implementation, review, and reporting.

#### **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 II (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.

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 (SV.C2. General Education Assessment Report).

#### **Assessment to Improve Educational Effectiveness**

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 in order 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. As is true with our academic programs, our assessment practices are dynamic. All assessment reports are publicly available on the Office of Institutional Research website.

#### **Assessment for Improvement in Academic Programs**

In the College of Liberal Arts and Sciences, 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. Consequently, reviewers identified HIS 298 as a critical source of learning primary source use and a critical point of intervention. As next steps, the department will develop a template for HIS 298 to ensure skill acquisition

across all sections. 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. The assessment of student learning outcomes is an ongoing process.(SV.C2. History Assessment Report 2021).

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) (SV.C2. Broadcasting Assessment Report 2021).

The School of Education consistently analyzes 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 analyzes the data and gives 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 redesigned its student teaching assessment form, converting it from a checklist to a more descriptive rubric, which promotes inter-rater reliability between cooperating teachers and college-based supervisors (SV.C2. SOE Assessment Report 2020-2021).

Improvement in student learning is also demonstrable in General Education. 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 also lead to improved assessment instrument development (SV.C2. General Education Assessment Report).

Revisions in assessment plans from 2017 to 2020 in several specific General Education courses in a variety of categories resulted in updated curriculum and changes in syllabi. These refinements have strengthened ways in which courses are aligned with identified student learning outcomes.

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, thus assessing our assessment processes.

## Assessment for Improvement in Academic Support Units

In addition to academic programs, **Penfield Library** regularly assesses learning outcomes in their support of the academic programs on campus. This support is typically hosting classes for instruction on the library's resources or for instruction on research methods (SV.C2. Library Instruction Assessment Report 2019-2020).

Other support units such as the Office of International Education Programs (OIEP) and Experiential Courses and Engaged Learning (EXCEL) added student learning outcomes assessment to supplement their administrative assessment practices.

**OIEP** has identified and formalized three Student Learning Outcomes based on the Association of American Colleges and Universities' 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 Student Learning Objective and identify an artifact or measure for evaluation. EXCEL has also developed Student Learning Outcomes for its credit-bearing GST courses and, since 2018-2019, has been assessing and reporting on two Student Learning Outcomes each year in a three-year cycle.

Since our 2012 Self-Study, OIEP has initiated an assessment of all of its education abroad programs, including semester length, summer, faculty-led short-term, and experiential / research programs. The purpose was to determine with curricular evidence if programs had met at least one of the identified Student Learning Outcomes. Curricular evidence could include foreign language courses, courses taken about the history, culture, society of the destination country, or syllabus evidence for faculty-led programs directly addressing topics of intercultural learning, international cultural diversity, and understanding of global systems. The assessment concluded that, with the exception of a limited number of traditional exchange programs, the only broad type of program that did not provide curricular evidence of fulfilling SLOs was STEM research programs. In consultation with STEM faculty members leading these research programs overseas, OIEP provided free subscriptions to The New York Times to students and faculty, and provided faculty guidance on how to use it to provide country-specific content that students could read prior to travel and keep current on while abroad. The program focus remained on STEM research topics, but the desired student learning outcomes could be attained with this additional content combined with guided in-country experience.

**EXCEL** developed six Experiential Student Learning Outcomes (ESLO) for its credit-bearing GST courses and, since 2018-2019, has assessed and reported on them in a three-year cycle, two ESLOs each year. During the implementation of the three-year assessment plan, several courses worked to create consistent rubrics, assignments, and assessments across sections in order to identify areas for improvement.

#### Other examples of improvement include:

 GST 110 - "Major Exploration and Career Development" - As a result of assessment data from the end of semester survey and reflection activities, all five sections of GST 110 updated the types of self-assessments and course material utilized for the course to help students identify, explore, and reflect on personal interests, values, and strengths. Updated class materials and assignments help students to better articulate how personal strengths, knowledge, and experiences inform their professional goals. Course rubrics were also developed for assignments which were consistent in all sections.

- Focus Forward: GST 311- "Mentoring Skills and Practice" and GST 312 - "Leadership in Mentoring" - Revised course materials, assignments, and in-class discussions to increase critical thinking skills and identification of leadership styles.
- Our FYE transition courses GST 104 "Experiential Learning in College" introduced a need to help students understand their rights and responsibility on campus. instructors developed a module that included a review of campus policies and procedures with a quiz to assess their knowledge.
- Our Internship and Co-op courses now utilize the SkillSurvey Career Readiness evaluation to further understand the NACE (National Association of Colleges and Employers) career readiness competencies and to benchmark SUNY Oswego students to students nationally and entry-level job candidates.

#### **Assessment and Learning in Student Affairs**

Since our 2012 Self-Study, the Division of Student Affairs has invested resources to improve its planning and assessment efforts. On an annual basis, all departments within the Division for Student Affairs identify goals and intended outcomes that respond to both the Student Affairs Divisional Strategic Plan (2016-2020) and the campus-wide strategic plan (Tomorrow: Greater Impact and Success). At the end of each annual cycle, departments report progress in achieving specific outcomes (as well as the alignment to institutional 'impacts' or priorities) via their departmental planning and assessment report.

The Dean of Students currently coordinates the Division's assessment activities and chairs the **Learning and Assessment Committee**, which is responsible for implementing the annual planning and assessment process. The committee meets monthly to create a culture of assessment (via strong expectations for assessment, sharing assessment data across units and a commitment to professional development).

As part of the annual planning and assessment cycle, the Student Affairs Learning and Assessment Committee provides feedback to department drafts using rubrics with the following scale: exemplary, moving in the right direction, facing challenges, and facing significant challenges. Departments may consult and resubmit a final plan. The Division has renewed a three-year contract (2022-2025) with Campus Labs (now Anthology) which includes a suite of data collection tools such as online survey tools, mobile survey devices and an online rubrics tool. The contract also provides for consultation on individual assessment projects, access to assessment resources and template projects, access to national benchmarking instruments and access to assessment training and webinars. In 2020-2021, the Division of Student Affairs began using AEFIS, an assessment management software platform that, as described in Chapter one on Standard I, serves as the repository for all divisions' strategic planned aligned annual reports and continuous improvement plans and reports.

The Division of Student Affairs hosts an annual Assessment Retreat to provide professional development specific to assessment (with beginner, intermediate and advanced sessions) and an Assessment Showcase to promote the sharing of data across units. The annual Assessment Showcase is an opportunity for departments to discuss expectations and also to share assessment projects and results during a poster session. Our divisional assessment "Shining Star Award" is presented to a department/unit that has made significant improvements through a deepening of assessment knowledge and a strengthening of assessment practices.

The types of assessments conducted in the division of Student Affairs range from program outcomes (such as needs assessment, tracking, and satisfaction) to measuring intended learning outcomes from participation in specific events/workshops or activities. Specific examples of programmatic student learning outcomes include: determining what student athletes learned in a leadership development workshop; evaluating what international students learned by participating in an etiquette dinner workshop; and determining whether students in counseling center group programs could identify strategies to increase their own resiliency and pro-social skills. Results of these programmatic learning outcomes help verify their educational effectiveness and make adjustments in educational approaches and delivery methods.

The Division of Student Affairs was recognized in 2019 by Campus Labs for creating a strong and effective culture of assessment and using data to improve student experiences (SV.C5. Student Affairs honored).

In 2021-2022, the Student Affairs Assessment and Learning Committee revised their mission statement and goals in response to changes in organizational structure and leadership:

#### Mission

The Division of Student Affairs Assessment and Learning Committee provides strategic direction and support to Division departments throughout the assessment process to align department and division goals with institution goals in order to drive continuous improvement, create intentional learning, and support students beyond the classroom.

#### Goals

- 1. Oversee the division's annual assessment cycle that moves departments through planning and assessment aligned with the institution's process.
- 2. Provide professional development related to the Curricular Approach to learning beyond the classroom.
- Develop and facilitate a process to engage the Division of Student Affairs in creating a division-wide assessment plan which includes student learning outcomes and rubrics.
- 4. Partner with Institutional Research and Assessment to support the division's assessment efforts, the annual reporting processes, and the integration of AEFIS.

#### **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

resources through programs such as ACUE and our own Center for Excellence in Teaching and Learning (CELT). 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; CELT readings groups have focused on this skill as well.

SUNY Oswego has committed resources to an Assessment Coordinator and Faculty Assessment Fellows that strengthen our assessment activities and solidify our assessment culture. Resources committed over several years have allowed us to change the oversight of our assessment efforts, as noted earlier. Associate dean-level administrators in the college and in each school support their programs 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.

Multiple other resources include: The School of Education uses Tk20 by Watermark, a computer-based data management system, to collect, store and analyze candidate performance data 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 staff and faculty. Department Chairs and Associate Deans have attended the national accreditor workshop (CAEPCon). The campus funds assessment conference and workshop attendance 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.

#### **Assessment Processes Periodically Reviewed**

We regularly assess our assessment practices and procedures (SV. C5. Annual Assessment Report 2017-2018, SV.C5. Annual Assessment Report 2018-2019, SV.C5. Annual Assessment Report 2019-2020). 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 presented its report in October 2021. The report provided a number of recommendations based on the Task Force's survey of assessment coordinators across the departments, listening to major stakeholders such as the Director of General Education, staff from the Office of Institutional Research and Assessment, and the academic deans, as well as their own discussions. Some of the recommendations include:

- Coordinate the assessment calendar for program assessment based on the calendar year, consistent with the general education assessment schedule;
- Work with technology to provide better access to assessment information (e.g., forms), report uploading, etc.;
- Developing an onboarding/development program particularly for faculty entering the assessment coordinator role
- Consider how to incorporate issues of equity/inclusivity into the assessment process.
- The Provost is discussing these and additional recommendations with Deans and Directors, Institutional Research, and faculty governance representative over the coming months with plans to implement as possible.

#### Findings/Discoveries

- SUNY Oswego has an established and sustained assessment system for 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 forward on curricular change and innovation.
- The Division of Student Affairs and the academic support units have made great and impactful improvements in their assessment efforts since the 2012 Self-Study and now conduct annual strategic plan aligned and continuous improvement planning and reporting in the same manner as the Division of Academic Affairs. The institutional-wide shared approach to assessment is organized, systematic, effective and contributing to shared understanding, pursuit and accountability of achieving annual institutional goals.

#### **Areas for Innovation and Improvement**

- The Assessment Task Force presented its report in Fall 2021.
   The Provost is leading discussion in the coming months with an eye toward making necessary adjustments for their implementation.
- Within the Division of Academic Affairs, the communication of assessment success stories and situations where assessment led to improvements needs to be more widespread.

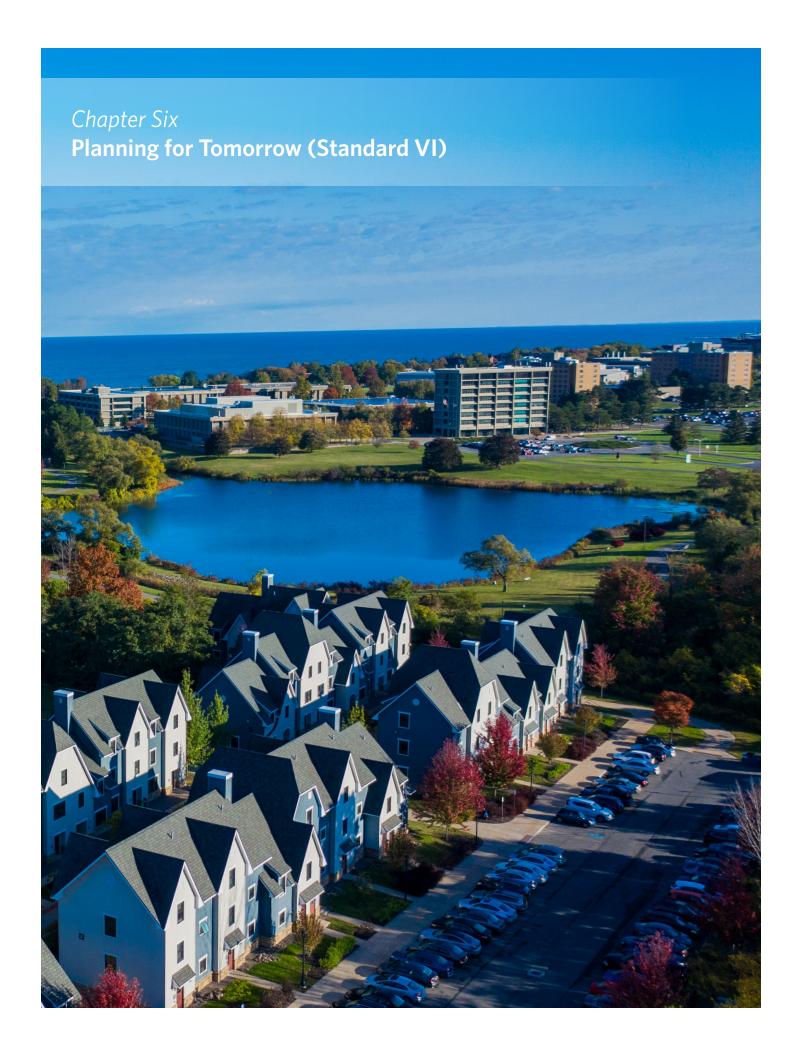
#### **COVID-19 Through the Lens of Standard V**

The remote pivot in Spring 2020 necessitated some adjustments in student learning outcome assessment for 2019-20 academic year but, as with 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 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.



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

#### Requirements of Affiliation 5, 8, 10, and 11

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**

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

#### **Line of Inquiry**

Mission aligned planning and resource allocation

**▲ ♦ + ●** 1/2/3/4/5/6/7/8/9

Diversified revenue streams

**▲ ♦ ●** 1/3/5/6/9

Informed and communicated resource allocation

**▲ ♦ + ●** 1/2/3/4/5/6/7/9

Assessment informed planning and institutional improvement

1/2/3/4/5/6/7/8/9

## Standard Six **Criteria**

- Institutional objectives direct planning and resource allocation
- Planning and improvement processes
- **3.** Planning and budgeting aligned with mission
- **4.** Infrastructure supports operations and goals
- **5.** Responsibility and accountability
- Comprehensive facilities, infrastructure and technology planning
- **7.** Annual independent audits

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.

#### **Lines of Inquiry**

- 1. How are resources allocated in alignment with the mission and strategic institutional priorities?
- 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?
- 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

SUNY Oswego's planning processes, resource allocations, and institutional visions are transparent, widely and clearly communicated, and aligned with one another in ways that are beneficial across and within individual units. By focusing decision making processes on our Strategic Plan, we successfully meet the goals, objectives and mission of SUNY Oswego as we foreground student success,

academic and creative excellence, inclusive community, and fiscal sustainability.

Systematic, rigorous assessment ensures that our practices result in institutional-wide excellence. SUNY Oswego's integrated and persistent planning, along with prudent financial management and candid self-reflection, propel the institution forward as a student-centered unit of the New York State University System with continuous improvement and a sustainable funding model.

Collaborative cross-campus planning drives every decision at SUNY Oswego and informs how our resources are allocated in alignment with our mission and institutional priorities; how diversified resource streams are obtained to fulfill our mission and goals and to guarantee SUNY Oswego's future as a thriving and sustainable institution; how our advisory groups, committees, and councils promote communication and consultation among faculty, staff and administration about resource allocation; and how assessment and institutional improvements are tied into planning and resource allocation decisions.

The financial stability of SUNY Oswego, combined with the institution's solid traditions of cross-campus collaborative decision

making, prepared us to act swiftly in response to the COVID-19 pandemic, allowing us to continue quality teaching and learning, while ensuring the personal safety of all campus populations and making optimal use of Federal grants to help support our students' emergency financial needs.

### Institutional Objectives Direct Planning and Resource Allocation

In consultation with the President, annual conversations with our four divisions and other strategic spending areas, guide the budget process. We align our financial decisions with our strategic plan born of our institutional priorities and designed to further our mission. As described in chapter one on Standard I, each division develops goals through a combination of assessment exercises, meetings with key stakeholders, and review of the strategic plan.

This annual process, the allocation of new resources or the realignment of existing resources, supports the institution's strategic plan, institutional goals, divisional goals, and priorities for the coming year, focusing on essential standards that preserve and advance student success and academic and creative excellence.

### Well Documented and Communicated Planning and Improvement Processes

The alignment of institutional resources with annual and multiyear institutional goals is a careful, collaborative approach across the Divisions.

Deans and Associate Deans work closely with the chairs and approve each plan before it goes to the Provost. Regular communication within departments, along with periodic updates submitted to the Provost, ensure that details regarding planning and improvement processes are widely disseminated and clearly understood. The Provost and Vice President for Academic Affairs review these goals periodically.

SUNY Oswego began using AEFIS in 2020-2021 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. The report template asks for an assessment of each of the one to three goals for the academic year that a department or program 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. If it does, the AEFIS system will automatically tag multi-year goals and include them on the form for the upcoming report.

### Planning and Budgeting Aligned with Mission and Goals

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, our new Vice President for Student Affairs began to reflect upon, revise, and refine the goals of this division and adjust its organizational structure.

The Division of Student Affairs 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 2021. 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. A consultancy will be launched early in Spring 2022 to create both a Housing Master Plan and to offer recommendations about maximizing and expanding student engagement spaces, including those available for recreation and athletics.

The Division of Administration and Finance 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. Facilities, maintenance, and building improvement plans combine to make our spaces functional and attractive to the campus community. Campus discussions of these plans are part of the annual facility assessment process. The division's work on our spaces is always student-centered. One example is the 2019 completion of a remodeled programming area for student groups and organizations, "The Space," which hosts everything from club meetings and dinners, to dances, to performances by visiting artists.

#### **Annual Planning and Budgeting Process**

SUNY Oswego's institutional financial plan is comprised of money from New York State, combined with institutional resources. The annual budgeting planning process begins each year in early February for a fiscal year beginning July 1. As part of a larger system of state universities, colleges, and community colleges, SUNY Oswego receives funding from the State of New York in its annual state budget. Thus, our lobbying efforts at the legislature are a critical part of our annual budgeting and planning process. We create and share legislative information sheets to make clear our financial needs and their purposes, along with the connections between initiatives and our mission and institutional priorities (SVI. C3. SUNY Oswego Impact Flyer, SVI.C3. SUNY Oswego Legislative Infographic, SVI.C3. SUNY Oswego Impact Senate Districts).

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 **Facilities Master Plan** (SVI.C6. Facilities Master Plan). State tax dollars for our operating budget have remained relatively unchanged in the past decade amounting to on average 23 percent 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 relies on 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.

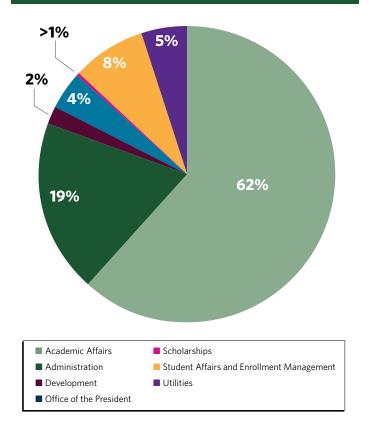
Creating the annual budget in support of our mission and institutional priorities follows a well-wrought process built and sustained by communication and collaboration. Using a base-plus financial model, each new budget cycle starts with the base from the prior year with any additional resources added 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.

#### **Infrastructure Supports Operations**

As a state university, we receive operating revenue in the form of tuition and fees making up 77 percent of our total operating revenue annually; tax dollars contribute roughly another 23 percent each year. We also utilize 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 philanthropic gifts and partnerships from alumni and others thanks to their generosity and the work of our Division of Development and Alumni Engagement.

Additionally, 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 more than \$100,000 annually. These grants support key student services, student events, and other intellectual, social, and cultural events that characterize our vibrant campus. The graphics show the State Supported Divisional Operating Budget in 2017-2018 as a point of comparison with the 2021-2022 State Supported Divisional Operating Budget.

#### Divisional Operating Budget 2017 - 2018



#### Divisional Operating Budget 2021 - 2022

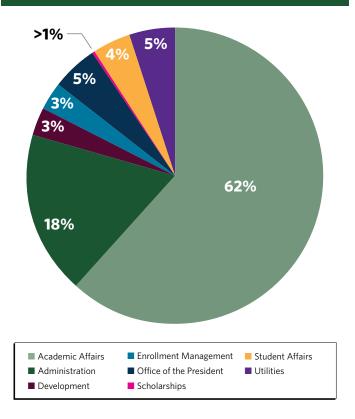


Figure 6-2. The above pie charts show the allocation of funds to the divisions within the institution. In 2021, Enrollment Management was separated from Student Affairs resulting in a redistribution of funds.

Over the course of the past five years, several strategic shifts in divisional reporting were made, resulting in transferred resources between the divisions. These shifts included moving all enrollment management efforts from the Division of Student Affairs and placing them in a new area of "Enrollment Management" with the summer 2020 hiring of the new **Executive Director of Enrollment** Management position. The Executive Director of Enrollment Management oversees all institutional enrollment management efforts and reports directly to the President. The creation of this position resulted in moving the Undergraduate Admissions and Financial Aid offices from the Division of Student Affairs and into the newly created area of Enrollment Management. The Executive Director of Enrollment Management position is currently held by an interim professional until a national search is completed. The position will be searched as a Vice President for Enrollment Management to best reflect the responsibilities required.

Moving the Office of Career Services to the Division of Development and Alumni Engagement is intended to strengthen existing partnerships and build new relationships with our strong alumni base that could lead to increased internship and career opportunities for students.

Additionally, to best meet institutional-wide needs, the following offices and positions were moved or created to report directly to the President: the Office of Institutional Research and Assessment was moved from reporting to Provost in the Division of Academic Affairs to reporting to the President because institutional research and assessment efforts span all areas of the institution; a Chief Diversity and Inclusion Officer position was created to advance our institutional priorities and to provide leadership over The Institute for Diversity, Equity, Inclusion and Transformative Practices; all web, digital and print team staff were regrouped to report to the Chief Communication Officer within the Office of Communication and Marketing where they now provide more holistic and effective service to all areas of the college.

#### 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 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, ideas, and suggestions. The President also solicits input from the members for discussion by the Budget Advisory Group (SVI.C2. Budget Advisory Group Meeting).

In 2017-2018, SUNY Oswego contracted an independent consultant to conduct a faculty salary study comparing SUNY Oswego with similar type institutions (SVI.C.9 One Group Inc Report on Faculty Salaries). A subcommittee from the President's Budget Advisory Group then examined the report's results and made recommendations to the administration (SVI.C9. Report of the President's Budget Advisory Group Salary Study Subcommittee). As a result, the campus made available funding to adjust the annual salary of 36 people with the median increase of \$2,500.

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 on all resource allocation issues for all program changes and new programs. The 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.

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 counseling services, and well-being support 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.

#### Comprehensive Facilities, Infrastructure and **Technology Planning**

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 discusses ideas and plans as generated by the Small Group Planning Council. The Facilities Master Plan incorporates decisions made by the Campus Concept Committee.

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.

We have been successful in receiving funding from the State University Construction Fund, a success born of the compelling link between our mission and institutional priorities, our Facilities Master Plan, and our record of accomplishment in completing major projects. The renovation and revitalization of our physical spaces since fall 2017 include:

- the total renovation of 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 and performing 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, Cinema and Screen Studies, and Graphic Design programs;
- 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 currently planning renovations for these academic buildings: Penfield Library, Lanigan Hall, and Mahar Hall. The Penfield and Lanigan projects, with design phase scheduled for late 2022, 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 upgrades to its mechanical, electrical, and plumbing systems and the ventilation and technology systems in classrooms to allow for greater use of emerging pedagogies and instructional delivery. Project priority is determined based the Facility Condition Index score, the useful life left in the facility and/or structural systems, and the recommendations from the Campus Concept Committee in concert with the Facilities Master Plan.

#### **Shining a Light on Transforming Hewitt** Union to Hewitt Hall

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, 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 and performing arts programs together, and Wilber Hall in 2018, which brought our School of Education together, the Hewitt Hall project will bring the remaining departments of SCMA together under one roof and better serve students in these high-demand programs (SVI.C.6. Hewitt Hall Design Planning).





#### **Technology Planning**

Careful planning has enabled SUNY Oswego to meet ever-changing technology 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.

To create our **digital campus**, we focused on 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 ensured 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 governance 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) a council of the Faculty Assembly, focuses on academic issues and projects.

Over the life of the **Digital Campus IT strategic plan** to date, wireless access to the campus network has grown to 1,300 wireless access points in academic buildings and another 1,300 access points in residence halls. We have made internet access available to some outdoor gathering spaces and created a diversified path

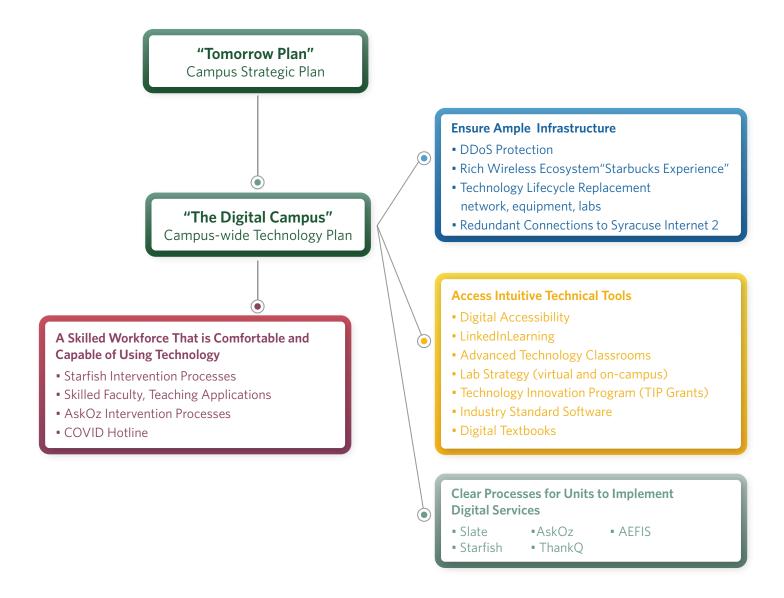


Figure 6-3. The strategic plan for Campus Technology Services (CTS), entitled "The Digital Campus", serves the campus strategic plan through directed efforts addressing infrastructure, access, implementation, and training.

from the Oswego campus to the Syracuse Campus through the Internet and Internet2. Network security was upgraded to mitigate Distributed Denial of Service attacks to both campuses as well as our cloud services.

Guided by the IT strategic plan we support more than 200 designated Advanced Technology classrooms, and students can use more than 1,100 computers in our computing labs. Using Citrix virtual lab, students and faculty have access to a 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 to better use technology in their teaching.

### **Audit History**

A formal independent audit is not performed annually for the college; rather, we submit SUNY Oswego's annual financial statements to SUNY System Administration for incorporation into the

University's annual reporting to New York State (SVI.C7. SUNY Financial Memo, SVI.C7. SUNY Annual Financial Report). 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 (Research Foundation, Auxiliary Services Corporation, Oswego College Foundation, and Oswego Alumni Association) 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. Furthermore, audits are performed related to annual Financial Aid

disbursement practices. At present, there is one minor concern noted by the independent auditors. Currently, remediation plans and enhanced policies and procedures are defined to mitigate any future concerns.

#### **Efficient Utilization of Resources**

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 create additional laboratory stations for students.

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 areas are spending their budgets, addressing any unmet need and ensuring resources are adequate to continue operations throughout the fiscal year. Furthermore, it allows for the review

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

Figure 6-4. 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.

of tuition and fee revenue tied to enrollment to ensure our initial revenue projections are adequate to support the remaining fiscal year need. Figure 6-4 outlines how the campus allocates resources across various spending categories of the institution (major objects).

### **Responsive Budgeting**

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 position 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 a 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 three in Fall 2021.

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 an Associate Dean of Students position filled in 2018.

#### Assessment Informed Resource Allocation

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 three and five, 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.



### Shining a Light on the Syracuse Campus

Three years into the five-year plan (2016-2021) for the Syracuse Campus, the 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. Syracuse Campus undergraduate enrollment has increased 650 percent (from 48 to 360) since opening in 2016. The demographics paint the picture we had hoped as well, with the average age of students 28.6 years and 30 percent 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 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 Campus as 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 (SVI, C1. Syracuse Campus 2020 Proposal, SVI.C2. Syracuse Campus Periodic Report, SVI.C6. Syracuse Campus Business Plan, SVI.C9. Syracuse Campus Update and Recommendations).

Departments use recommendations from assessments in a review of how they use resources with an eye toward realignment to their most effective use.

### 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 achieving annual enrollment goals. However, over the past four years, enrollment has declined and the college has adjusted its budgeting and spending accordingly while simultaneously investing in the aforementioned position of Executive Director of Enrollment Management and in the (chapter 4) described Fall 2021 "Go Oswego" enrollment campaign. SUNY Oswego will continue to carefully examine the outcomes of its aggressive and strategic Fall 2021 enrollment management campaign and adjust its enrollment strategy accordingly to attract and yield its desired student population comprised of in-state, out-of-state, and international students.

### COVID-19 Through the Lens of Standard VI

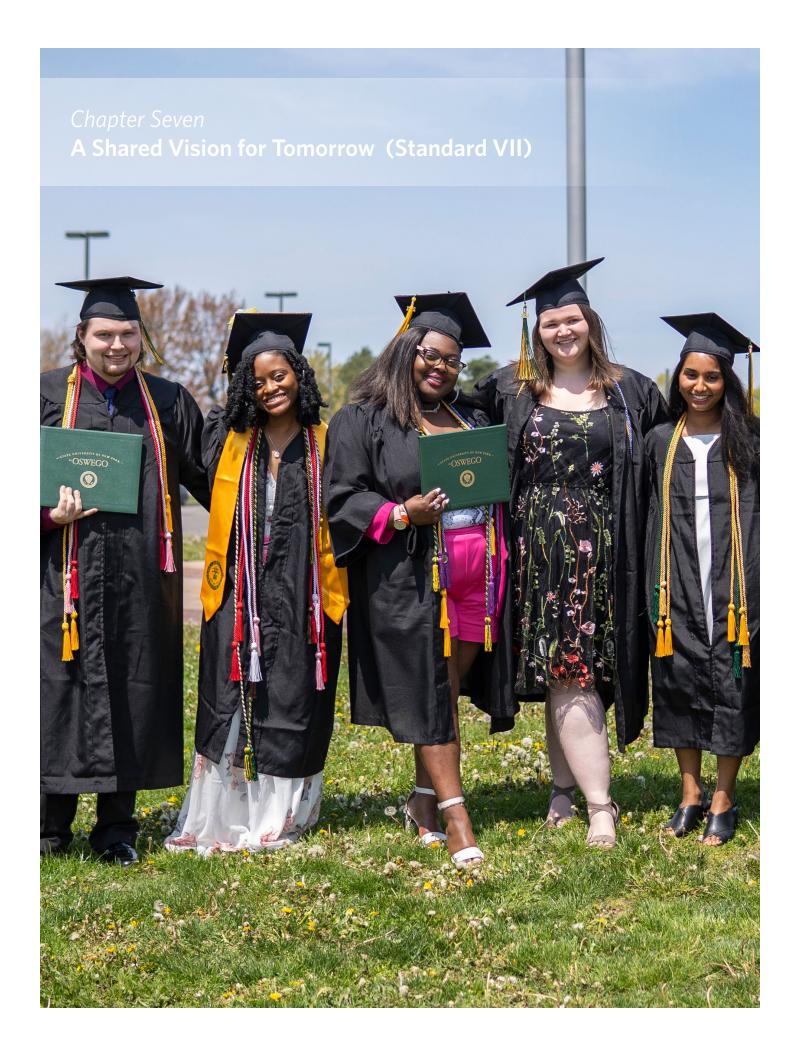
SUNY Oswego's response to the COVID-19 pandemic was swift and intentional. While new policies, procedures, and protocols had substantial costs, the strong financial position of the institution allowed us to deploy necessary financial resources to ensure the health and safety of our campus community and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

SUNY Oswego took immediate steps to ensure the safety of our students in residence and those commuting. We provided finances necessary to secure PPE, cleaning supplies, and technology equipment for our faculty and staff to accomplish the pivot to remote instruction and continue administration operations. Readying campus to welcome students, faculty, and staff back in Fall 2020 meant required and regular testing of all populations. 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 with 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 more than \$3.6 million to our neediest Pell eligible students in the form of emergency grants. A corresponding \$3.6 million was available to institutions to repay the refunds provided to students in the Spring 2020 due to the pandemic disruption along with an additional \$358,000 of Strengthening Institution Program funding (SIP). As stated on the United States Department of Education website, SIP funding is provided to expand capacity to serve low-income students by providing funding to improve and strengthen the academic quality, intuitional management and fiscal stability of eligible institutions.

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 \$9.3 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) along with \$545,000 of additional SIP funding.

Finally, the third phase of HEERF funding American Rescue Plan (ARP), distributed over \$11 million in continuing support of our neediest students through emergency grants. A complimentary \$11.1 million of institutional support along with \$985 thousand in SIP funding will 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. The additional support funding will 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 more than \$3 million in July 2021 for reimbursement.



### Chapter 7: A Shared Vision for Tomorrow (Standard VII - Governance, Leadership and Administration)

### Requirements of Affiliation 12 and 14

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**

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

### **Line of Inquiry**

Broad participation in decision-making + 1/4/5

> Administrative structures effectively support 1/2/3/4/5

Leadership development **+** • 4/5

Communication strategies + 3/4/5

Opportunities to communicate and engage **+** • 2/3/4/5

### Standard Seven Criteria

- Transparent governance structure
- 2. Informed and impactful governing body
- 3. Appropriate and responsible Chief Executive Officer
- 4. Organized and collaborative administration
- 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.

### **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

SUNY Oswego's effective leadership structure has evolved over decades of intentional, collaborative, and sometimes hard-won negotiations to establish a model of shared governance that embraces collective decision-making. In the tiered system mandated by the State of New York and the SUNY Board of Trustees, the Oswego College Council (appointed by the Governor), in collaboration with Campus Administration and Faculty Assembly-with valuable input from the SUNY Oswego Student Association and all employee unions-ensures the stability of the institution in areas of student success, financial strength, and service to the common good. SUNY Oswego has benefitted from a stable, highly qualified, experienced, and cohesive leadership team. We now enter a period of transition, guided by SUNY and the College Council in a well-coordinated national search for a new President. Having served as SUNY Oswego's President for 26 years, our President retired at the close of the Fall 2021 semester and on December 20, 2021 was named SUNY's Interim Chancellor, effective as of January 15, 2022. Our leadership team proceeds unhindered precisely because of our functional, well-established shared leadership. We are in a strong position to assess our values and identify qualities we desire in our new President. Meanwhile, our institution will be guided by a SUNY-appointed Officer in Charge to serve while the presidential search goes forward.

The SUNY Oswego Faculty Assembly is the principal academic authority and serves in a consultative role on all matters affecting teaching and learning. Students have a strong voice in governance through the not-for-profit, elected-membership SUNY Oswego Student Association, and employee bargaining units have direct lines to governance decisions. Our more than 90,000 alumni are represented, and any individual has access to open forums, presentations, drop-in visits with the President, website information, and an overall welcoming environment for the exchange of ideas. Embedded in SUNY Oswego's governance is the practice of open communication that involves many lines of availability for dialogue with the diverse populations on campus. We offer multiple opportunities for each voice to be heard and considered in decisions. We will continue our efforts to ensure that all are aware of the opportunities they have to be informed.

### State University of New York System

SUNY Oswego is a comprehensive university college and one of sixty-four campuses within The State University of New York (SUNY), the largest comprehensive university system of higher education in the U.S. Included in SUNY System are four university centers, 13 comprehensive university colleges, 19 specialty colleges, and 28 community colleges) and, across all, a vast online learning network known as "SUNY Online." In Fall 2021, SUNY Oswego enrolled approximately 7,000 total students, which contributed to the more than 370,000 total students enrolled in the SUNY System.

Through frequent communication and a close working relationship between the SUNY Board of Trustees, the SUNY Chancellor, and the SUNY Presidents, SUNY provides coordinated oversight and shared services to the member campuses while respecting the role of each campus president to maintain appropriate autonomy and direction over each campus. Each campus takes action to advance its institutional priorities while upholding its mission and, therefore, advancing the aligned mission and goals of the SUNY System. The State of New York budget helps finance the SUNY system, making high-quality college and university-level educational opportunities accessible to New York residents and to out-of-state and international students.

#### **SUNY Board of Trustees**

The SUNY Board of Trustees (BOT) is the governing body of the State University of New York. The Board of Trustees includes 18 members, 15 appointed by the Governor, by and with the consent of the New York State Senate. Members serve terms of seven years. The president of the Student Assembly serves as student trustee and the presidents of the University Faculty Senate and Faculty Council of Community Colleges serve as ex-officio trustees (SVII.C1. SUNY BOT By-laws, SVII.C1. SUNY BOT Policies).

The Board has final governance authority for the SUNY System, which includes direct authority over state-operated campuses, general supervisory authority over state-funded colleges at Alfred University and Cornell University, and shared responsibilities at SUNY community colleges. The authority of the Board of Trustees includes: 1) Corporate Board Functions, 2) Planning Functions, 3) Administrative/Fiscal Functions, and 4) Personnel Functions.

The authorities of the Board of Trustees include the power to (SVII. C1. SUNY BOT Powers and Duties):

- Appoint its own officers, the Chancellor, and System Administration senior staff.
- Appoint the President of each state-operated institution, and approve the appointment of statutory and community college Presidents by their respective boards.
- Grant all degrees, diplomas and certificates for the completion of studies at any state-operated campus, including honorary degrees.
- Regulate the admission of students, and prescribe qualifications for their continued attendance.
- Regulate tuition, fees and charges, curricula and all other matters pertaining to the operation and administration of each state-operated campus.
- Establish new campuses.

#### **SUNY Chancellor**

The SUNY Chancellor is appointed by the Board of Trustees and serves at the pleasure of the Trustees. SUNY Oswego's President from 1995–2021 (Deborah F. Stanley, J.D.) was named SUNY Interim Chancellor on December 20, 2022. Her appointment as Interim Chancellor took effect January 15, 2022. She takes over following the resignation of Dr. James (Jim) Malatras who was named the 14th Chancellor of the SUNY System following the departure of Chancellor Kristina Johnson to become the Chancellor of The Ohio State University. A national search for a new chancellor will commence in early 2022.

As described in the Policies of the SUNY Board of Trustees, at any time during the period of appointment, the Board of Trustees may evaluate the services of the Chancellor. The Chancellor is the chief executive officer of the University and has the right to execute and enforce the SUNY Board of Trustees Policies and to perform other duties as assigned by the Board of Trustees. On or before December first of each year, the Chancellor must provide the Board of Trustees an annual report of the previous year regarding the affairs of the University and related recommendations (SVII.C1. SUNY BOT Policies).

### **University Faculty Senate**

SUNY Oswego faculty members and/or professional staff members engage in System governance through representation on the **University Faculty Senate (UFS)**. SUNY Oswego History faculty member Dr. Gwen Kay served as the President of the SUNY University Faculty Senate (2017-2020). The UFS membership consists of the Chancellor of the University, two University representatives having University-wide responsibilities, and representatives from each State-operated unit and contract college. The University Faculty Senate serves as a resource on governance for SUNY Oswego and as a deliberative body on educational policies for the SUNY System. In this capacity, it issues publications such as handbooks, directories and reports on matters such as budget, program revision and presidential searches (SVII.C1. University Faculty Senate).

SUNY Oswego Faculty members elected by our Faculty Assembly serve a three-year term as UFS members with the possibility of

election to a second term. UFS members and the FA Chair participate in three Faculty Senate meetings annually. These meetings provide all attending the opportunity to meet with governance leaders from across the SUNY System and with the SUNY Chancellor, Provost, and other leaders within SUNY. At UFS 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. Following each UFS meeting, the faculty senators provide a recap at the next Faculty Assembly meeting and all members of SUNY Owego's Faculty Assembly then can discuss and, if desired, pass resolutions that support recent UFS resolutions (SVII.C2. FA Support for UFS Resolutions).

### **College Council**

As with each campus within the system, SUNY Oswego has its own College Council, whose members are appointed by the governor. However, major policy authority resides with the State University Board of Trustees and, more directly from the perspective of an individual with the SUNY System Administration. The College Council holds four meetings each year, receives reports, and updates from the President, Vice Presidents, Faculty Assembly Chair, Student Association president, and Oswego Alumni Association at each meeting. The campus 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.

As stated in the Association of Council Members and College Trustees of the State University of New York Handbook (SVII.C1. Association of Council Members and College Trustees of SUNY Handbook), Subject to the general management, supervision, control, and approval of, and in accordance with rules established by the State University Trustees, the councils exercise a number of powers and duties. They include:

- a) Recommending candidates for appointment by the Trustees as Presidents of their institutions;
   b) Reviewing all major plans of the campus Presidents and making relevant recommendations before they are submitted to the Trustees for approval;
- c) Making regulations regarding campus facilities;
- d) Reviewing and recommending institutional budgets;
- e) Fostering the development of advisory citizens' committees;
- f) Naming buildings and grounds;
- g) Making regulations regarding student conduct;
- h) Exercising supervision of student housing and safety;
- i) Reporting to the Trustees annually and at other times as needed;
- j) Performing other actions directed by the Trustees; and
- k) Making the regulations necessary for the performance of their other duties.

Some of the most important and recently applied responsibilities of the College Council are its role in coordinating the search process for a college President, as SUNY Oswego's College Council Chair is currently leading, approving the naming of physical facilities, and approving changes to the Student Code of Conduct.

Since our 2017 Periodic Review Report, SUNY Oswego's College Council has passed resolutions in support of naming the Marano Campus Center's convocation center and arena the Deborah F. Stanley Convocation Center and Arena in recognition of her exemplary leadership of SUNY Oswego for the last 26 years (1995-2021); commending SUNY Oswego's response to managing the COVID-19 pandemic and Oswego Forward: A Plan for Fall 2020 Restart at SUNY Oswego (July 27, 2020); approving changes to the Student Code of Conduct (April 16, 2019); as well as resolutions acknowledging the impactful and valued leadership of President Stanley and previous Vice President for Administration and Finance, Nicholas Lyons; and previous Vice President for Student Affairs and Enrollment Management, Dr. Jerri Howland (SVII.C1. College Council Operations).

### **SUNY Oswego Senior Leadership Team**

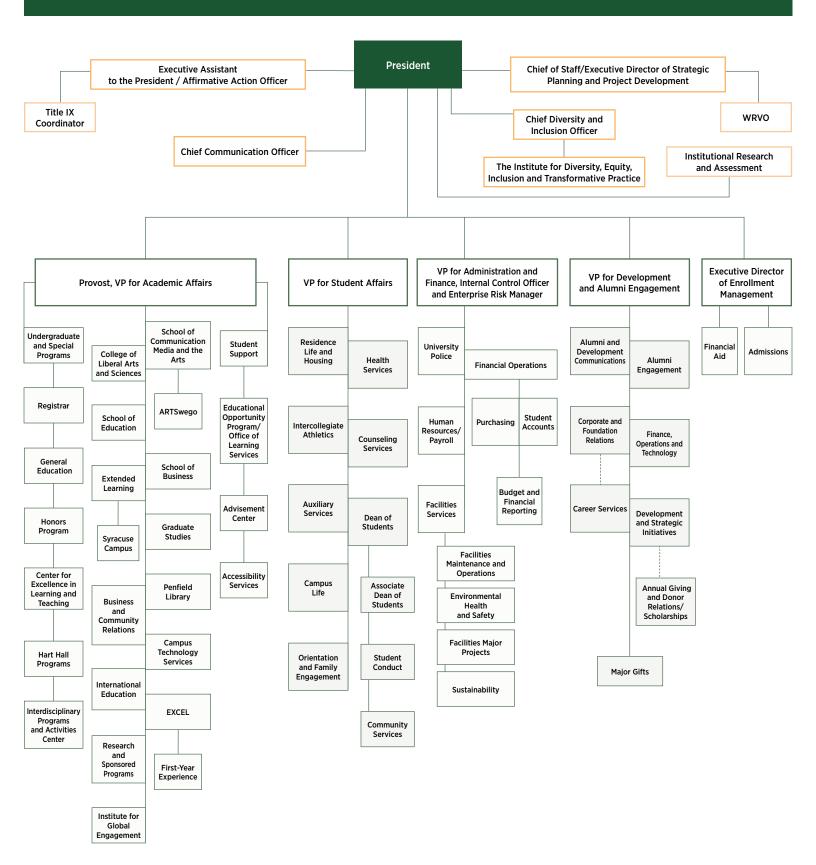
SUNY Oswego's President (currently an Officer in Charge: Dr. Mary Toale) leads an administrative team organized into four divisions plus the area of Enrollment Management. The four main divisions include: Academic Affairs, currently led by Provost and Vice President Scott Furlong; Administration and Finance, led by Vice President Victoria Furlong (no relation to Scott Furlong); Development and Alumni Engagement, led by Vice President Mary Canale; Student Affairs, led by Vice President Kathleen Kerr; and Enrollment Management led by Interim Executive Director, Joel Wincowski. Members of the Spring 2022 President's Council include the aforementioned and the Chief Communication Officer (Wayne Westervelt), the Chief of Staff/Executive Director of Strategic Planning and Project Development (Kristi Eck), the interim Chief Diversity and Inclusion Officer (Kendra Cadogan), and the interim Executive to the President and Affirmative Action Officer (Reginald Braggs).

The President's Council meets weekly with the President to ensure frequent and clear communication across divisions. President's Council meeting agendas are emailed to the campus each week and action items are reported out to the campus by the President in campus-wide emails and/or at her presentations to the campus community. At these meetings strategic initiatives involving such decisions as introducing a new program are discussed from various perspectives — the ability to launch a program with intellectual rigor, the financial impact and demand on facilities the new program will make, the potential of the new program to appeal to prospective students considering SUNY Oswego, and the contributions graduates of this new program can make to the regional community as they complete the program and enter the workforce.

Our organizational chart shows how SUNY Oswego 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. The organization chart (Figure 7-2) illustrates the relationship between the divisions and key areas of the campus.



## Organizational Chart



SUNY Oswego's senior administrators are active professionally within the wider SUNY academic and professional community and within their respective professional organizations. These professional pursuits of leadership, engagement and service help the senior administration members to inform campus discussions with valuable knowledge and understanding gathered from other institutions within the SUNY System and beyond.

### Accountability and Assessment of Governance, Leadership and Administration

The Chancellor reviews the President every three to five years. The positions of President, Provost and Vice President of Academic Affairs, all of the academic deans, the Dean of Extended Learning, and the Director of the Library are reviewed internally on a five-year cycle. The Faculty Assembly forms a review committee through elections defined by the Bylaws. The committees provide the review reports to the relevant immediate supervisor (SVII.C5. FA Bylaws Appendix A).

### Faculty Assembly

SUNY Oswego's Faculty Assembly meets biweekly during the academic year. It 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 Faculty Assembly councils: Academic Policies, General Education, Graduate, Information Technology, Personnel Policies, Priorities and Planning, Research, and Undergraduate Curriculum. 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 and, if triggering a Substantive Change, also approval from the Middle States Commission on Higher Education. The Faculty Assembly Chair posts agendas and handouts prior to meetings and posts presentations and meeting minutes soon afterward to inform representatives and others of what is happening with curriculum and shared governance.

We approach governance with an expectation and desire to work together. Therefore, faculty, staff, and, often, 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 enable us to work together quickly in order to determine how best to act as one.

Faculty Assembly has two ad hoc committees: Campus Concept Committee and Prior Learning Assessment Committee and has formed the following task forces and committees that ended when they completed their work: Writing Across the Curriculum Steering Committee (note: still a standing committee), Task Force on Designing General Education for the 21st Century, Assessment Advisement Committee, Task Force on Undergraduate Teaching Assistants, Task Force on Free Speech, Civil Discourse, and Peaceful Assembly, and the Task Force on Evaluating Assessment Practices.

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, Faculty Assembly has passed 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 land acknowledgment statement to recognize the Indigenous inhabitants of New York (SVII.C.1 Faculty Assembly Reports and Resolutions).

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, Faculty Assembly reviewed and subsequently revised its program routing form to improve the efficiency and comprehensive review of program routing. 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 2020-2021. Another improvement made by Faculty Assembly was the restructuring of its website to improve its effectiveness in sharing and archiving information and communicating the activity of Faculty Assembly.

#### **Student Association**

SUNY Oswego's Student Association is composed of senators who represent specific residence halls and the students at large. Three faculty representatives, elected by the Faculty Assembly, are voting members of the Student Association. Student Association meets weekly. The Student Association seeks to empower and represent the voice of the students at SUNY Oswego, mainly through advocacy and resolutions. Its purpose is to promote the needs and wants of the students while also overseeing the funding of many clubs and organizations on campus.

The Student Association President (or designee) is an ex-officio member on many campus committees, including search and review committees, General Education, Academic Policies, Intercollegiate Athletics Board, and the Information Technology Council. Student representatives on Faculty Assembly Councils and other campus committees are appointed through the Student Association.

### **Collective Bargaining Units**

Formal governance also includes the healthy and regular exchange between the college's administrative leadership and union leadership. SUNY Oswego's two largest and most active 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 CSEA and UUP executive boards meet monthly with representatives in administration for institutional updates and to discuss membership 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.

#### **Shared Governance and Values**

SUNY Oswego's formal governance structures facilitate participation in decision-making through the purposeful distribution of faculty, staff and students among governance bodies and committees, allowing inclusion in decision-making, and a demonstrated responsiveness to utilizing institutionalized structures (task forces and ad-hoc committees) to face new challenges or issues that may arise. SUNY Oswego actively participates in system governance through the above-described University Faculty Senate. SUNY Oswego's campus governance structures also include the Faculty Assembly, the employees' unions and the Student Association, complemented by the lines of authority from the Vice Presidents to Deans to department Chairs and Directors.

Our ethos of working together and communicating with each other runs throughout the administration, faculty and student governance bodies, and the collective bargaining units. For instance, the membership of the President's Budget Advisory Group (see Chapter 6) 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 Vice President for Student Affairs. Three faculty members are voting members of the Student Association. 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.

### Multipronged, Inclusive Communication Strategy

SUNY Oswego builds redundancy into our communications to leverage multiple opportunities 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 Faculty Assembly, provides updates, and takes questions monthly. 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. Institutional-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 SUNY Oswego. 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.

### Opportunities for Engagement with the Leadership

Many examples across the college demonstrate our emphasis on collaborative decision-making and programming. As described throughout this report, many of our committees have allocated seats for faculty, staff, administrators, and students. The Civic Engagement Coalition, for example, has a membership that crosses campus to include Academic Affairs, Student Affairs, Alumni, Administration, Governance, and students. This group has worked over the past few years to supplement Student Affairs programming with academic programming so that students could have more opportunities to learn about issues and have more context to think about those issues.

The President's Budget Advisory Group meets several times per year to review data on the budget and resource allocation, and to provide a general understanding of budgeting. Its membership is drawn from FA'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 SA president, Vice Presidents, Deans, Facilities, Admissions, Development, and other administrative appointments.

Less formal consultation also takes place as needed. For example, in Spring 2020 a number of decisions were necessarily made very quickly about moving to remote teaching and learning. Administration consulted faculty governance on these decisions. Faculty governance then quickly passed some policy changes regarding changing withdrawal deadlines and revising our pass/fail option. We endeavor to keep the lines of communication open.

### Leadership Development Opportunities for Faculty, Staff and Students

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 an 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 participants insights into academic administration and the pathway to administrative positions.

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 program serving emerging student leaders, OzLeads attracts student from a wide range of majors, interests and undergraduate classes. OzLeads offers workshops and experiences to develop a comprehensive and transferable set of leadership skills in its participants. Since its inception, OzLeads has selected cohorts of 25-27 participants 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 (SVII.C1.OzLeads Student Leadership Institute).

### Findings/Discoveries

- SUNY Oswego has governance structures that include the different constituencies across campus, and these structures have evolved to meet institutional needs.
- The campus and its community have multiple ways to participate and dialogue on the issues affecting the campus and to suggest and affect change.
- There is intentional redundancy built into the communication network on campus to share information broadly and more effectively.

### **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 and to effectively target its communications.
- 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 campus is in a strong position to carry on its mission and this is an opportunity for SUNY Oswego to recommit to its values as new leadership begins.

### **COVID-19 Through the Lens of Standard VII**

On March 11, 2020, New York State Governor Andrew Cuomo announced that all SUNY institutions would pivot to remote instruction by March 19. What initially began as a multi-week pause would evolve into finishing the Spring 2020 semester remotely, fully remote summer sessions, and mixed modalities for the 2020-21 academic year. With this pandemic 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.

An extreme event has the effect of exacerbating existing weaknesses and highlighting strengths in college operations, and this pandemic is no exception. Drawing on our best practices in shared governance and consultation, throughout the pandemic, there have been frequent meetings and consultations with the FA Chair and FAEB, and leadership meetings with department chairs and program Directors. 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 classrooms were safely sized for the course caps. The Center for Excellence in Learning and Teaching (CELT) led a massive professional development effort in conjunction with Campus Technology Services and our instructional designers.

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 time frame. 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.

The pandemic has caused situations to be fluid and plans to change when new information has become known. However, even with these challenges, leadership and administration 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.

### A Team Approach to Managing COVID-19: County + City + College

Throughout the Fall 2020 semester, SUNY Oswego President Stanley and/or her delegated Campus Safety Monitor (a member of President's Council) with other senior-level college officials, met with the Oswego County Health Department through formal weekly or biweekly Zoom meetings to review COVID-19 virus transmission rates, isolation and quarantine protocols, and numbers of affected students. They addressed concerns relating to the City of Oswego and off-campus students and discussed any changes to policy or procedures related to the Oswego Forward Plan.

These weekly meetings resulted in the completion of a safe fall semester in which the positive COVID-19 cases among students and employees were well managed. When SUNY Oswego's infections neared the 100 positive cases within the New York State-defined two-week period, President Stanley, in consultation with the City of Oswego Mayor and the Oswego County Health Department, placed the college on a temporary two-week Pause of

all in-person instruction and dine-in services. The pause enabled the college and the community to successfully decrease the rates of transmission and reduce the number of positive COVID-19 cases on campus. SUNY Oswego lifted the precautionary pause and resumed on-campus, face-to-face instruction on October 5, 2020 (SVII.C2. SUNY Oswego Lifts Pause News Article 10-5-2020).

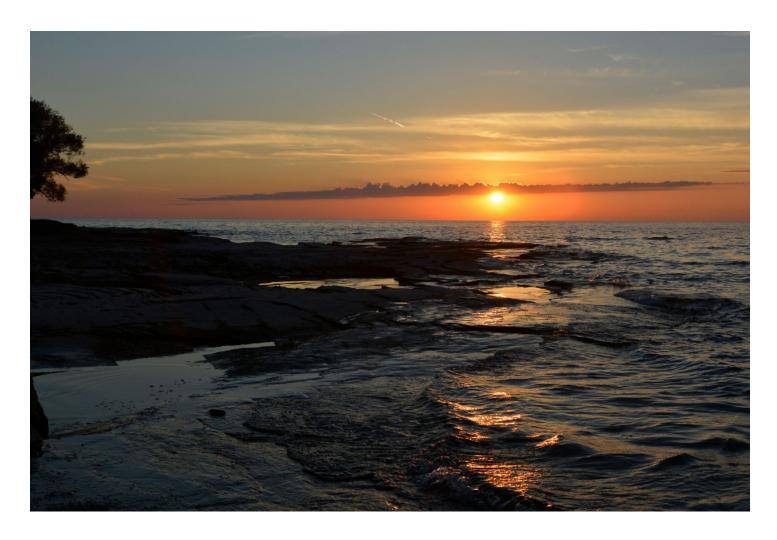
### Conclusion

The effectiveness of SUNY Oswego as a public institution for postsecondary education is confirmed by the findings of this self-study report for the Middle States Commission on Higher Education (MSCHE). Having reviewed, with thorough scrutiny, pertinent documents relevant to internal and external assessment, SUNY Oswego is confident that the institution is in full compliance with all seven standards of MSCHE and Requirements of Affiliation.

Findings and evidence revealed in this self-study, consistent with our ongoing practice of routine, institutional-wide internal and external assessments, confirm SUNY Oswego's support of Student Success through a holistic approach that promotes retention, graduation, and life-long engagement in learning and service; rigorous and relevant academic programs at the undergraduate and graduate levels that uphold our Academic and Creative Excellence;

an institutional-wide commitment to diversity, equity and inclusion that creates a truly Inclusive Community; continued financial stability to protect our Sustainable Institution; and mutually-beneficial Partnerships that help us all contribute to the greater good.

The Standard-based chapters in this report substantiate SUNY Oswego's effectiveness and recognize where we need to improve. Our opportunities for innovation and improvement, listed at the end of each Standard's chapter, deserve attention and action and we have begun the process of addressing them. These efforts, along with our institutional strengths, reflect SUNY Oswego's quality and our commitment to continuously improve as we work together to propel our college Onward, Upward and Oswego Forward for years ahead with greater impact and success.



# Appendix A: Requirements of Affiliation

1.	Institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from the appropriate governmental organization or agency within the Middle States Regency as well as by other agencies as required by each of the jurisdictions, regions, or countries in which the institution operates	<ul> <li>Oswego Middle States Self Study, 2022, Introduction, "Our Founder's Lasting Impact"</li> <li>The Laws of the State of New York, Article 8, Section 352 (<a href="https://www.suny.edu/media/suny/content-assets/documents/boardoftrustees/BOT-education-law-article8.pdf">https://www.suny.edu/media/suny/content-assets/documents/boardoftrustees/BOT-education-law-article8.pdf</a>)</li> <li>About SUNY Campuses (<a href="https://www.suny.edu/about/campuses">https://www.suny.edu/about/campuses</a>)</li> <li>Middle States accreditation in good standing</li> </ul>		
2.	The institution is operational, with students actively enrolled in its degree programs	<ul> <li>Oswego Middle States Self Study, 2022, Introduction, "Fall 2021 Student Profile"</li> <li>Oswego Middle States Self Study, 2022, Requirements of Affiliation ("IPEDSDFR_Oswego_2020.pdf" — IPEDS Data Feedback Report)</li> </ul>		
3.	For institutions pursuing Candidacy or Initial Accreditation, the institution will graduate at least one class before the evaluation team visit for initial accreditation takes place, unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate that students have achieved appropriate learning outcomes	Not applicable. SUNY College at Oswego was initially accredited in 1950 and was most recently reaffirmed in 2017.		
4.	The institution's representatives communicate with the Commission in English, both orally and in writing	Not applicable. All official business of all public entities in the State of New York is conducted in English.		
5.	The institution complies with all applicable government laws and regulations	<ul> <li>Oswego Middle States Self Study, 2022, Chapter 2: Keeping the Public Trust, especially "SUNY Oswego is committed to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights", "Conflict of Interest", "Fair and Impartial Practices", and "Procurement, Internal Control Review and Annual Audits" (Standard 2)</li> <li>Oswego Middle States Self Study, 2022, Chapter 6: Planning for Tomorrow (Standard 6)</li> </ul>		
6.	The institution complies with applicable Commission, interregional, and inter-institutional policies	Oswego Middle States Self Study, 2022, Chapter 2: Keeping the Public Trust, see "Compliance" (Standard 2)		
7.	The institution has a mission statement and related goals, approved by its governing board, that defines its purpose within the context of higher education	<ul> <li>Oswego Middle States Self Study, 2022, Chapter 1: For the Common Good (Standard 1)</li> <li>The Tomorrow Plan, (<a href="https://tomorrow.oswego.edu/our-mission-in-our-times">https://tomorrow.oswego.edu/our-mission-in-our-times</a>)</li> </ul>		

• Oswego Middle States Self Study, 2022, Chapter 1: For the Common 8. The institution systematically evaluates its educational and other programs and makes public Good, "Goals Focused on Student Learning and Institutional Improvehow well and in what ways it is accomplishing its ment", "Communicating goals and aligned initiatives", and "Annual purposes Assessment for Continuous Improvement" (Standard 1) Oswego Middle States Self Study, 2022, Chapter 2: Keeping the Public Trust, see "Honest and Truthful" (Standard 2) Oswego Middle States Self Study, 2022, Chapter 3: Educating to Excite and Ignite, see "Coherent Student Learning Experience", "Rigorous and Effective Teaching and Assessment", and "Periodic Assessment" (Standard 3) Oswego Middle States Self Study, 2022, Chapter 4: Success for All Students, see "Introduction" and "Assessment Driven Improvements to the First-Year Experience" (Standard 4) • Oswego Middle States Self Study, 2022, Chapter 5: Taking the Measure of Student Learning (Standard 5) Oswego Middle States Self Study, 2022, Chapter 6: Planning for Tomorrow, see "Assessment Informed Resource Allocation" (Standard 6) 9. The institution's student learning programs • Oswego Middle States Self Study, 2022, Chapter 3: Educating to Excite and opportunities are characterized by rigor, and Ignite, see "Coherent Student Learning Experience", "Rigorous coherence, and appropriate assessment of student and Effective Teaching and Assessment", and "Periodic Assessment" achievement throughout the educational offerings, (Standard 3) regardless of certificate or degree level or delivery Oswego Middle States Self Study, 2022, Chapter 4: Success for All and instructional modality Students, see "Introduction" and "Assessment Driven Improvements to the First-Year Experience" (Standard 4) • Oswego Middle States Self Study, 2022, Chapter 5: Taking the Measure of Student Learning (Standard 5) 10. Institutional planning integrates goals for Oswego Middle States Self Study, 2022, Introduction, see "Our Comacademic and institutional effectiveness and mitment to Continuous Improvement" and "Our Succession Planning improvement, student achievement of educational Prepares Us for New Leadership" goals, student learning, and the results of • Oswego Middle States Self Study, 2022, Chapter 1: For the Common academic and institutional assessments Good, see "Goals Focused on Student Learning and Institutional Improvement" and "Annual Assessment for Continuous Improvement" (Standard 1) • Oswego Middle States Self Study, 2022, Chapter 6: Planning for Tomorrow, (Standard 6) 11. The institution has documented financial • Oswego Middle States Self Study, 2022, Introduction, see "Our resources, funding base, and plans for financial Syracuse Campus Designed for Greater Access and Opportunity", "Our development, including those from any related Sustained Investment in Campus Renewal" and "Our Path Forward to Support Student Success" entities adequate to support its educational purposes and programs and to ensure financial • Oswego Middle States Self Study, 2022, Chapter 2: Keeping the Public stability. The institutional demonstrates a record Trust, see "Oswego College Foundation - Investing in Student Success" of responsible fiscal management, has a prepared (Standard 2) budget for the current year, and undergoes an • Oswego Middle States Self Study, 2022, Chapter 6: Planning for external financial audit on an annual basis Tomorrow, see "Infrastructure Supports Operations", "Responsibility and Accountability", "Comprehensive Facilities, Infrastructure and Technology Planning", "Audit History" and "Efficient Utilization of Resources" (Standard 6)

- 12. The institution fully discloses its legally constituted governance structure(s) including any related entities. The institution's governing body is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being accomplished
- Oswego Middle States Self Study, 2022, Chapter 7: A Shared Vision for Tomorrow, (Standard 7)
- 13. A majority of the institution's governing body's members have no employment, family, ownership, or other personal financial interest in the institution. The governing body adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. The institution's district/system or other chief executive officer shall not serve as the chair of the governing body
- SUNY Policies of the Board of Trustees, August 2021, including Public Officers Law 74 governing the Board's Code of Ethics (https://www.suny.edu/about/leadership/board-of-trustees/)
- Oswego Middle States Self Study, 2022, Chapter 2: Keeping the Public Trust, see "Conflict of Interest", "Fair and Impartial Practices" (Standard 2)
- SUNY Oswego Human Resources Ethics statement and requirements at https://www.oswego.edu/human-resources/ethics
- 14. The institution and its governing body/bodies make freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations. The governing body/bodies ensure that the institution describes itself in comparable and consistent terms to all of its accrediting and regulatory agencies, communicates any changes in accredited status, and agrees to disclose information (including levels of governing body compensation, if any) required by the Commission to carry out its accrediting responsibilities
- Oswego Middle States Self Study, 2022, Chapter 7: A Shared Vision for Tomorrow, (Standard 7)
- Oswego wMiddle States Self Study, 2022, Chapter 2: Keeping the Public Trust (Standard 2)
- SUNY Policies of the Board of Trustees, August 2021 (<a href="https://www.suny.edu/about/leadership/board-of-trustees">https://www.suny.edu/about/leadership/board-of-trustees</a>)
- Oswego's Middle States statement of Accreditation (https://www.msche.org/institution/0408)
- Oswego's Middle States Annual Update, current and historic
- 15. The institution has a core of faculty (full-time or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs
- Oswego Middle States Self Study, 2022, Chapter 3: Educating to Excite and Ignite (Standard 3)
- Oswego Middle States Self Study, 2022, Requirements of Affiliation Evidence, ("IPEDSDFR\_Oswego\_2020.pdf" (IPEDS Data Feedback Report)

### Appendix B: Evidence Bank List

### (Cross-listed documents are shown parenthetically)

#### Standard I: Mission and Goals

SI.C1. Annual Institutional Goals 2020-2021

SI.C1. Annual Institutional Goals 2021-2022

SI.C1. Annual Report 2018

SI.C1. Annual Report 2019

SI.C1. Annual Report 2020

SI.C1. Annual Report 2021

SI.C1. COVID Message from the President 3-11-2020

SI.C1. COVID Message from the Provost 3-11-2020

SI.C1. Fall 2020 Factbook

SI.C1. General Faculty Fall 2021

SI.C1. Opening Breakfast Fall 2019

SI.C1. Opening Breakfast Fall 2021

SI.C1. Oswego Forward website

SI.C1. President's Communication Page

SI.C1. President's Town Hall Working Groups November 1 2019

SI.C1. Student Interns in President's Council Members' Offices Fall 2017 - Fall 2021

SI.C1. The Institute for Equity, Diversity, Inclusion, and Transformative Practice website

SI.C1. Tomorrow SUNY Oswego's Strategic Plan (SV.C1.)

SI.C2. Advancing Online Learning for Tomorrow 2019-2022

SI.C2. SAEM Strategic Plan 2016-2020

SI.C2. Strategic Diversity and Inclusion Plan 2017-2022

SI.C2. Syracuse Campus ("SUNY Oswego Metro Center") Business Plan 2016-2021

SI.C2. The Digital Campus (SVI.C4.)

SI.C3. Student Affairs and Enrollment Management Annual Goals Chart 2018-2019 excel spreadsheet

SI.C3. Academic Affairs Goals 2018-2019

SI.C3. Fresh Water for All Summary and Activities

SI.C3. Fresh Water for All website

SI.C3. Grand Challenges

SI.C4. Continuous Improvement Reporting and Planning forms (SVI.C8.)

**SI.C4.** Strategic Plan Annual Reporting Forms (SVI.C8.)

**SI.C4.** Strategic Planning Advisory Board Kick-off meeting: 11-13-2019

**SI.C4.** Strategic Planning Advisory Board Meeting 2: 3-3-2020

SI.C4. Strategic Planning Advisory Board Meeting 3: 8-31-2020

SI.C4. Strategic Planning

SI.C4. The Institute for Equity, Diversity, Inclusion, and Transformative Practice PowerPoint

**SI.C4.** The Institute for Equity, Diversity, Inclusion, and Transformative Practice Proposal April 2021

### Standard II: Ethics and Integrity

**SII.C1.** Copyright and Faculty Ownership of Intellectual Property

**SII.C1.** Free Speech, Civil Discourse, and Peaceful Assembly Policy

**SII.C1.** SUNY BOT Policies August 2021 (SVII.C1.)

SII.C1. SUNY Oswego FA Bylaws (SVII.C1.)

SII.C2. Dean of Students website

SII.C2. Faculty and Staff Handbook

SII.C2. Notice of SUNY Oswego's Non-Discrimination Policy

SII.C2. Student Handbook 2021-2022

SII.C2. SUNY-RF Sexual Harassment Prevention Policy

SII.C3. Complaint Procedure Allegations of Unlawful Discrimination

SII.C4. HR Conflict of Interest

SII.C4. Internal Control

SII.C5. Criteria for Personnel Decisions Guiding Principles FA 2018

SII.C5. Criteria Guidelines Department Checklist FA

SII.C5. HR Search Guide

SII.C5. SUNY Oswego Faculty Bylaws Appendix B

SII.C5. SUNY Oswego Faculty Bylaws Appendix D

SII.C5. Tenure and Promotion Provost Workshop PowerPoint Presentation 11-19-20

SII.C5. Tenure and Promotion Workshop Provost Memo

SII.C6. Human Resources Homepage

SII.C6. Oswego Today

SII.C7. Financial Aid Office website

SII.C7. Oswego Guarantee and Graduation Return on Investment

SII.C7. Student Accounts Transparency

SII.C8. Accessibility Fellows Program

SII.C8. Accessibility Initiative Progress CTAB 11-12-21

SII.C8. CUNY Accessibility Conference

SII.C8. Human Subjects Committee Policies and Procedures

SII.C8. Student Right to Know

**SII.C8.** Verification of Compliance with Accreditation-Relevant Federal Regulations

**SII.C9.** Revised Policy on Academic, Intellectual Integrity guidelines

SII.C9. SUNY Oswego Alumni Association Financial Statement 2021

SII.C9. SUNY Oswego College Foundation Financial Statement 2021

### Standard III: Designing and Delivery of the Student Learning Experience

SIII.C1. New Programs Jan 2017-Sept 2021

SIII.C1. SUNY Guide to Academic Program Planning 5-24-2017

**SIII.C1.** SUNY Oswego Program Update and Development Guide (SVI.C5.)

SIII.C2. ACUE Summary Report Concept from Cohort B

SIII.C2. CELT Race Talk Schedule

SIII.C2. CELT Tea for Teaching

SIII.C2. CELT Website

SIII.C2. Creative Writing External Review May 2020

SIII.C2. Creative Writing Self-Study 2013-2020

SIII.C2. Early Start Program Application Guidelines

SIII.C2. External Grants Awarded 2017-Present

SIII.C2. Global Studies External Review

SIII.C2. Global Studies Self-Study 2020-2021

SIII.C2. Internal Grants Available ORSP

SIII.C2. Internal Grants Previously Awarded

SIII.C2. Linguistics External Review 2021

SIII.C2. Linguistics Self-Study 2021

SIII.C2. PRODiG Fellows Program

SIII.C2. Shineman Endowed Fund 2021

SIII.C2. SUNY Board of Trustees Sabbatical Leave Policy

SIII.C3. Registrar Degree Works

SIII.C3. Undergraduate Catalog Homepage

SIII.C4. Artists in Residence

SIII.C4. ARTSwego website

SIII.C4. Global Laboratory

SIII.C4. Hollywood POV

SIII.C4. Penfield Library Homepage

SIII.C4. Possibility Scholars

SIII.C4. Quest

SIII.C4. RISE 2018-2019 Year Summary

SIII.C4. RISE Fall 2020 Summary

SIII.C4. Scholarly and Creative Activities Committee

Bylaws 12-6-2019

SIII.C4. TIP Grant Overview

SIII.C4. TIP Grant Report 2018 Raymond

SIII.C4. TIP Grant Updates 2019 Haak

SIII.C5. General Education Homepage

SIII.C5. SUNY General Education Course Guidelines 2017

SIII.C5. SUNY General Education Requirement 2010

SIII.C5. SUNY General Education Revision 2023

SIII.C6. Graduate Catalog Homepage

SIII.C6. Graduate Research

SIII.C8 Annual Assessment Report 2017-2018

(SV.C5.)

SIII.C8. Annual Assessment Report 2018-2019

(SV.C5.)

SIII.C8. Annual Assessment Report 2019-2020

(SV.C5.)

SIII.C8. General Education Assessment Report 2018

(SV.C5.)

SIII.C8. General Education Assessment Report 2019

(SV.C5.)

SIII.C8. General Education Assessment Report 2020

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SIV.C1. Admissions

SIV.C1. Counseling Center Assessment of Psychological

Survey National Comparison Fall 2020

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SIV.C1. Graduate Studies Week

SIV.C1. GST 104 Syllabus Fall 2021

SIV.C1. GST 110 Syllabus Fall 2021

SIV.C1. GST 315 Syllabus Fall 2021 Quarter 1

SIV.C1. Imagine 2021 Program Agenda

SIV.C1. Math Placement

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SIV.C1. OzConcern Navigator

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SIV.C2. Articulation Agreements

**SIV.C2.** Freshman Cohort Diversity Applications and Scholarships Fall 2015-Fall 2019

SIV.C2. Prior Learning Assessment (PLA) Policy

SIV.C2. Registrar Degree Completion

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SIV.C2. Registrar Registration and Related Information

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SIV.C3. FERPA Information

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SIV.C4. Student Clubs

SIV.C4. Student Organization Policies

**SIV.C4.** Student Organizations Student Handbook 2021-2022

**SIV.C6.** Career Services Class of 2020 First Destination Survey

SIV.C6. Career Services Destination Survey Letter Fall 2021

SIV.C6. CSTEP Review 2020-2021

SIV.C6. First-Year Experience NSSE

SIV.C6. First-Year Signature Courses Assessment

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SIV.C6. Sail into Oz Assessment Summer 2020

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**SV.C1.** Tomorrow SUNY Oswego's Strategic Plan (SI.C1.)

SV.C2. Broadcasting Assessment Report 2021

SV.C2. History Assessment Report 2021

SV.C2. Library Instruction Assessment Report 2019 - 2020 final report

SV.C2. SOE Assessment Report 2020-2021

SV.C3. AASCU Transformation Accelerator Proposal

SV.C3. Advising Center Memo

SV.C3. Tutoring Center

SV.C3. Writing Center

**SV.C5.** Annual Assessment Report 2017-2018 (SIII.C8.)

SV.C5. Annual Assessment Report 2018-2019 (SIII.C8.)

SV.C5. Annual Assessment Report 2019-2020 (SIII.C8.)

**SV.C5.** General Education Assessment Report 2018 (SIII.C8.)

**SV.C5.** General Education Assessment Report 2019 (SIII.C8.)

SV.C5. General Education Assessment Report 2020 (SIII.C8.)

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**SVI.C3.** Mary Walker Health Center SUNY Oswego Request for Capital February 2018

SVI.C3. SUNY Oswego Impact Flyer Legislative Affairs March 2019

**SVI.C3.** SUNY Oswego Impact Senate District 48 February 2020

**SVI.C3.** SUNY Oswego Legislative Infographic By the Numbers February 2019

SV.C4. Building Summary

SVI.C4. Faculty Accessibility Fellow Program

**SVI.C4**. The Digital Campus (SI.C2.)

**SVI.C5.** SUNY Oswego Organizational Chart 1-13-22 (SVII.C1.)

**SVI.C5.** SUNY Oswego Program Update and Development Guide (SIII.C1.)

SVI.C6. Capital Plan Projects List Spring 2021

SVI.C6. Facilities Master Plan

SVI.C6. Hewitt Hall Designing Planning

SVI.C6. Hewitt Hall Designing PowerPoint

SVI.C6. Information Technology Steering Committee Documents

SVI.C6. Syracuse Campus Business Plan 11-4-16

**SVI.C6.** Syracuse Campus Business Plan Executive Summary

SVI.C7. SUNY Financial Report Memo to Presidents 2021

SVI.C7. SUNY Wide Annual Financial Report 2021

**SVI.C8.** Continuous Improvement Reporting and Planning forms (SI.C4.)

**SVI.C8.** Strategic Plan Annual Reporting Forms (SI.C4.)

SVI.C9. Facilities Employee Engagement Study Project

SVI.C9. One Group Inc Report on Faculty Salaries

**SVI.C9.** Report of the President's Budget Advisory Group Salary Study Subcommittee

**SVI.C9.** Syracuse Campus Update and Recommendation 3-1-21

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SVII.C1. College Council MSCHE Self-Study Update from Co-Chairs 10-1-2021

**SVII.C1.** College Council Operation and Resolutions Examples

SVII.C1. OzLeads Student Leadership Institute

SVII.C1. SUNY BOT Bylaws 3-28-2012

**SVII.C1.** SUNY BOT Policies August 2021 (SII.C1.)

SVII.C1. SUNY BOT Powers and Duties 7-6-2012

**SVII.C1.** SUNY Oswego FA Bylaws (SII.C1.)

**SVII.C1.** SUNY Oswego Organizational Chart\_1.13.22 (SVI.C5.)

SVII.C1. University Faculty Senate

SVII.C2. FA Support for UFS Resolutions

SVII.C2. SUNY Oswego Lifts Pause News Article 10-5-2020

SVII.C3. CV K. Cadogan Interim Chief Diversity and Inclusion Officer

SVII.C3. CV K. Eck Chief of Staff

SVII.C3, CV K. Kerr VP Student Affairs

**SVII.C3.** CV M. Canale VP Development and Alumnae Engagement

SVII.C3. CV M. Toale Officer in Charge

**SVII.C3.** CV R. Braggs Interim Executive to the President and AA Officer

SVII.C3. CV S. Furlong VP Academic Affairs

SVII.C3. CV V. Furlong VP Administration and Finance

SVII.C3. CV W. Westervelt Chief Communications Officer

**SVII.C3.** SUNY BOT Policies ARTICLE IX College Officers and Organizations

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SVII.C3. SUNY Oswego Presidential Search Begins

SVII.C3. SUNY Oswego Presidential Search Webpage

SVII.C4. Glidden and Stanley Book Chapter

SVII.C4. President Talks with Faculty Assembly

**SVII.C5.** Summary of SUNY Oswego FA Bylaws Changes 2016-2020

# Appendix C: Steering, Subcommittee and Workgroup Members

Membership inclusive of all participants since Fall 2019 with titles current as of January 2022. (\*Chair)

### **Steering Committee**

Richard Back, Associate Professor, Biological Sciences

**Amy Bartell**, Instructor, Illustration, Graphic Design and Art and Activism, Coordinator of Community Art Exhibitions, Art

Reginald Braggs, Interim Executive to the President, Affirmative Action Officer (effective 2022)

Nichole Brown, Director, Field Placement Office

**Kendra Cadogan**, Interim Chief Diversity and Inclusion Officer (effective January 2022)

Mary Canale, Vice President, Development and Alumni Engagement

William Canning, Associate for Educational Communication, CTS (2019-2021)

**Dean Crawford,** Professor, Department Chair, Accounting, Finance and Law

Sharon Cromie, Treasurer, CSEA

Colleen Dewine, Grounds, CSEA (2019-2020)

Ebony Dixon, Executive Director, Enrollment Management (2020-2021)

Kristi Eck, Chief of Staff, Executive Director of Strategic Planning and Project Development, President's Office

**Deborah Furlong**, Director, Institutional Research

Scott Furlong, Provost, Vice President, Academic Affairs

Victoria Furlong, Vice President, Administration and Finance

**Lisa Glidden**, Professor, Department Chair, Director of Global and International Studies, Political Science

Mark Hardy, Professor, Graduate Advisement Coordinator, Technology Minor Advisement Coordinator, Technology

**Jerri Howland,** Vice President, Student Affairs and Enrollment Management (2019-2021)

**Katherine Jones,** Senior Assistant Librarian, Evidence Inventory Curator, Penfield Library

Kathleen Kerr, Vice President, Student Affairs

Rodmon King, Chief Diversity Office, Diversity and Inclusion (2019-2021)

Nicholas Lyons, Vice President, Administration and Finance (2019-2021)

Jill Pippin, Dean, Extended Learning

**Elizabeth Schmitt**, Professor, Economics, Chair of Faculty Assembly

Deborah F. Stanley, President (2019-2021)

**Mary Toale**, Officer in Charge, President's Office (effective January 2022)

### Standards I and II Subcommittee: Mission and Goals (Standard I) and Ethics and Integrity (Standard II)

**William Bowers**, Associate Provost for Research and Administration, Office of Research and Sponsored Programs

Mary Canale, Vice President, Development and Alumni Engagement

William Canning, Associate for Educational Communication, CTS (2019-2021)

**Nancy Concadoro,** *Talent Acquisition Manager, Faculty and Professional Staffing, Human Resources* 

Sharon Cromie, Treasurer, CSEA

Colleen Dewine, Grounds, CSEA (2019-2020)

**John (Mitch) Fields,** Associate Vice President for Facilities Services

**Deborah Furlong**, Director, Institutional Research

\*Rodmon King, Chief Diversity Office, Diversity and Inclusion (2019-2021)

**Amy Plotner**, Assistant Vice President for Human Resources

Ritu Radhakrishnan, Associate Professor, Coordinator of the Social Studies Education Program, Chair of the School of Education Diversity Committee, Curriculum and Instruction

**Elizabeth Schmitt**, *Professor*, *Economics and Chair*, *Faculty Assembly* (2019-2020)

Mary Toale, Officer in Charge, President's Office

Wayne Westervelt, Chief Communication Officer, Office of Communication and Marketing

# Standards III and V Subcommittee: Design and Delivery of the Student Learning Experience (Standard III) and Educational Effectiveness Assessment (Standard V)

Michelle Bandla, Director, Experiential Courses and Engaged Learning (EXCEL)

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\*Nichole Brown, Director, Field Placement Office

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Karol Cooper, Associate Professor, English

Kristin Croyle, Dean, College of Liberal Arts and Sciences

Kristen Eichhorn, Dean, Graduate Studies

**Kathleen Evans,** Assistant Vice President, Academic Support and Services

Candis Haak, Assistant Professor, History

Marianne Hromalik, Associate Profess, Department Chair, Electrical and Computer Engineering

Roberta Hurtado, Assistant Professor, English

Trevor Jorgensen, Assistant Professor, Music

John Kane, Professor, Economics

Greg Ketcham, Assistant Dean, Extended Learning

Raihan Khan, Associate Dean/Professor, Marketing and Management

Prabakar Kothandaraman, Dean, School of Business

Chris LaLonde, Professor, General Education

Josh McKeown, Director, International Education and Programs

Pamela Michel - Dean, School of Education (2019-2021)

Rameen Mohammadi, Associate Provost, Provost Office

Joanne O'Toole, Associate Professor, Curriculum and Instruction

Jill Pippin, Dean, Extended Learning

Mary Ann Preston, Sr. Staff Assistant, Institutional Research

Julie Pretzat, Dean, School of Communication, Media and the Arts

Mary Tone Rodgers, Professor, Accounting Finance and Law

**Michele Thornton,** Assistant Professor, Marketing and Management

Sarah Weisman, Director, Penfield Library

#### Standard IV Subcommittee: Support of the Student Experience

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Rodrick Andrews, Director, Financial Aid

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Mallory Bower, First-Year Experience Coordinator, Experiential Courses and Engaged Learning (EXCEL)

Reginald Braggs, Director, Syracuse Campus

Lisa Brancato, Advisement Coordinator, Biological Sciences (2019-2020)

**Shaun Crisler,** Assistant Vice President, Residence Life and Housing

**Liz Droz**, Associate Dean of Students, Student Affairs

Lisa Evaneski, Coordinator, Title IX

**Tiphanie Gonzalez**, Mental Health Counselor, Counseling Services Center

Ed Gosek, Men's Hockey Coach, Athletics

Craig Green, Associate Director, Admissions

Alla Gul, Sr. Staff Assistant, Institutional Research

**Kelsey Gillett,** Education Abroad Specialist, International Education and Programs

Jennie Hoffman, Associate Director, Financial Aid

\*Jerri Howland, Vice President, Student Affairs and Enrollment Management (2019-2021)

Christy Huynh, Dean of Students, Student Affairs

\*Kathleen Kerr, Vice President, Student Affairs

Laura Kelly, Executive Director, Oswego Alumni Association; Director, Alumni Engagement

Jennifer Knapp, Associate Professor, School of Communication, Media and the Arts

Corie Kohlbach, Director, Advisement

Jerret LeMay, Registrar

Peg Lloyd, Director, Student Accounts (2019-2020)

Wendy McManus, Director, Athletics

Gary Morris, Director, Career Services

Michael Paestella, Assistant Director of Campus Life, Student Involvement

**Alexis Pinero-Benson**, *Director of Student Conduct, Student Affairs* 

Jill Pippin, Dean, Extended Learning

Daniel Roberts, Director of Campus Life, Student Affairs

Laura Spenceley, Interim Dean, School of Education

Francisco Suarez, Assistant Professor, Communication Studies

Eric Summers, Associate Director, Athletics

Casey Towne, Math and Science Learning Center Coordinator, Mathematics

Joey Tse, Director, Educational Opportunity Program

Mihoko Tsutsumi, Associate Professor, Music

Lisa Vinciguerra, Director, Student Accounts

Sue Viscomi, Director, Athletics (2019-2020)

Kathryn Wolfe-Lyga, Director, Counseling Services Center

### Standard VI Subcommittee: Planning Resources and Institutional Improvement

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Deborah Furlong, Director, Institutional Research

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Mark Slayton, Assistant Vice President of Alumni and Development Finance, Operations and Technology, Alumni and Development

### Governance, Leadership and Administration (Standard VII Subcommittee)

Richard Back, Associate Professor, Biological Sciences

Nichole Brown, Director, Field Placement Office

Mary Canale, Vice President, Development and Alumni Engagement

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Colleen Dewine, Grounds, CSEA (2019-2020)

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**Deborah Furlong**, Director, Institutional Research

Scott Furlong, Provost, Vice President for Academic Affairs

Victoria Furlong, Vice President, Administration and Finance

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Kathleen Kerr, Vice President, Student Affairs

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Jill Pippin, Dean, Extended Learning

\*Elizabeth Schmitt, Professor, Economics, Chair of Faculty Assembly

Deborah F. Stanley, President (2019-2021)

Mary Toale, Officer in Charge, President's Office

### **Verification of Compliance with Accreditation-Relevant Federal Regulations Workgroup**

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Richard Back, Associate Professor, Biological Sciences

**Kristi Eck**, Chief of Staff, Executive Director of Strategic Planning and Project Development, President's Office

Deborah Furlong, Director, Institutional Research

Scott Furlong, Provost, Vice President, Academic Affairs

Victoria Furlong, Vice President, Administration and Finance

Craig Green, Associate Director, Admissions

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