

# **APPENDIX B**

## **Working Group Suggestions**

### **Standard 1 (report dated 04/08/11):**

1. To increase the effectiveness of the Mission as the motivator of planning and programs, the College must:
  - More fully integrate (not necessarily into a single document) the three documents that currently articulate the College's mission (i.e. The Mission (2006); The Potsdam Graduate; and The Potsdam Pledge) to make the connections between them explicit;
  - Apply a periodic review of the scope and specificity of the documents to ensure they fully and consistently reflect the College's core values, identity, aims and purposes and can effectively guide strategic planning both in programmatic development as well as programmatic restrictions;
  - Clearly define, with standardized information about author, review, and ratification, the entire collection and index the collection in one place with supporting summary on the institutional website instead of spread over numerous departments and offices.
  - Ensure that these documents are effective in facilitating institutional and program assessment;
  - Institute communication strategies to continue to ensure that all departments are informed of and guided by the documents.
  - Ensure that the critical work of student life is recognized and considered as part of the whole and specifically that they are not lost when discussions of resource allocation evolves out of goals and planning discussions.

### **Standard 2 & 3 (report dated 06/14/11):**

1. Make a strategic adjustment of the organization (that may involve personnel decisions) to reflect our current budget, mission, values and priorities.
  - Rationale: Without restructuring, ongoing problems with processes will continue. A restructuring will allow us to benefit from our many existing processes and where necessary build meaningful new processes.
2. Recreate our campus budget based upon current conditions.
  - Rationale: Our method of budgeting is historical and has not been reset in a very long time. A complete reallocation to reflect our current mission values and priorities is strongly recommended. In the current environment of shrinking resources it is hard to ensure our now adjusted historical spending really reflects our priorities and planning processes. This reallocation needs to include vertical integration so that units at all levels have budgets reflecting current priorities and practices. Unit plans should connect well to these budgets.
3. Develop a more transparent process, indicating our priorities, for planning and budgeting when reducing resources is needed.

- Rationale: As indicated above we have a clear process for adding resource that reflects our planning and of course our mission and values. When reducing resources we use our planning documents but a clear link to our planning is not present.
4. Business Affairs and Physical Plant should prepare a presentation about the complete financial structure and physical resources of the college and share it with the community. Some efforts to address this are already underway.
    - Rationale: Our complete resources are managed in many separate piles that cannot be mixed. The nature of this is completely misunderstood by most of the campus community and as such provides a source for much resentment and confusion regarding budget decisions.

**Standard 4 (report dated 05/06/11):**

1. Increase (or initiate) release time or stipend to the officers of the Faculty Senate.
2. Consider restructuring the terms of the officers of the Faculty Senate to enable more experience in leadership.
3. Endeavor to increase the value, among faculty and administrators, of service to the College. Work with deans and the provost to find ways to better value Faculty Senate work through the promotion and tenure process and beyond.
4. Endeavor to develop a culture among faculty that looks to the future in identifying and nurturing new leaders. Develop a more pro-active Nominating Committee that is chaired by a past Faculty Senate chair.

**Standard 5 (report dated 05/06/11)**

1. Increase the transparency of the administrative decision making process. The minutes of the Leadership Forum and President's Council should be made available to the campus community.
2. Increase the transparency of the periodic assessment of administrators. The process of evaluation of administrative staff should be available on the College's website. Summary reports for academic and non-academic departments or divisions should also be available.

**Standard 6 (report dated 06/06/11):**

1. Continue to provide proactive communications about the accountability channels of each division of campus and how each area contributes to the College's integrity.
2. Clarify and communicate compensation policies across campus for equitable and consistent treatment of all constituencies.
3. Continue the efforts in establishing an effective resource rationale mechanism that adds value to the strategic planning and leadership of the institution.
4. Develop a written policy governing honesty and integrity in news releases and public announcements describing the institution or explaining its position on various issues.

**Standard 7 (report dated 02/17/11):**

1. Recommend the establishment of a task force which engages the campus community in order to develop a comprehensive Institutional Assessment Plan.
2. Recommend the development of a centrally located “data clearing house” such as the *Office of Institutional Effectiveness* website where all institutional data and data analysis could be available to be viewed by all stakeholders. These data could include along with the existing academic assessment information: the facilities master plan, resource transparency, Provost’s developing assessment program for non-academic offices, etc. Such a data clearing house would facilitate the sharing and replicating of best practices in Units across campus.
3. Recommend the on-going development and enhancement of the *Resource Transparency Initiative* in a way that makes financial trend data available in a user friendly manner and that provides information about the budget planning process and allocation decisions.
4. Recommend the continued exploration for sources of funding for:
  - Faculty/staff workload reduction or release time for assessment responsibilities.
  - Professional development opportunities for assessment both locally and nationally.
  - Replicating best practices in Units across campus
  - Continued support for technology hardware updating (lifecycle program) and exploration of suitable assessment software technologies.

**Standard 8 (report dated 07/01/11):**

1. Operating resources for both the Admissions and Financial Aid Offices should be reviewed as they relate to retention and mission issues.
2. Complete the development of a Graduate Admissions strategic marketing plan by continuing to review and assess existing and new graduate program offerings for viability and efficiency of delivery in accordance with the mission.
3. Implement a plan to upgrade software and technically support the transfer course equivalency website.
4. Enhance communication and cooperation between Admissions, Financial Aid and academic departments about scholarships.
5. Consider ways to expand scholarship offerings for prospective and current students.
6. Clearly and consistently communicate campus retention goals and accomplishments and create cross-divisional reporting structure. Introduce strategic planning approaches to retention in academic departments.

**Standard 9 (report dated 07/01/11):**

1. Expand programs that have proven successful in enhancing freshman retention to other student groups that could benefit, e.g., sophomore and ESL populations.
2. As student populations increase, expand number of staff members within student support areas to ensure staff/student ratios remain within national norms.
3. Promote consistent understanding and unified application of the Excused Absence Policy for all students and faculty.
4. It is recommended that the administration assess the effectiveness of the current Athletic program reporting lines.

5. Explore alternate advising models to ensure that those committed to advising are appropriately compensated.
6. Expand Academic Advising beyond special constituencies already assisted to advise more undeclared and academically-at-risk students not served by other programs.

**Standard 10 (report dated 03/18/11):**

1. While still recognizing the varied traditions among the schools and departments, seek to develop a more consistent and clearly communicated description of what constitutes successful teaching (including online and off-campus teaching), research, and college service.
2. Develop a more consistent evaluation procedure and method of documentation at each of the stages between initial hiring and consideration for continuing appointment or tenure.
3. Consistent with each department's particular professional orientation (i.e. performance, field work) develop a more well-defined and communicated interview and candidate evaluation procedure – either within each school or within the college as a whole.
4. Develop clear policies for hiring and evaluating faculty at off-campus sites.
5. Establish clear, consistent and transparent communication processes about resource priorities and allocations for faculty professional development.
6. Publish names and amounts of awards granted to faculty for professional development in department/school-wide minutes and/or The Reporter
7. Restore funding as available for professional development. Continue to advocate for more faculty utilization of resources.
8. Share “best practices” among faculty. Showcase how resources have been used by faculty by requiring/inviting more faculty attendance at faculty presentations.
9. Incentivize and reward faculty who give on-campus presentations with financial compensation, attendance at off-campus conferences/professional development events or academic promotion (i.e., service or scholarship credit).
10. Again, while still recognizing the varied traditions among the schools and departments, seek to develop a more consistent and clearly communicated description of the ways SUNY Potsdam evaluates successful teaching (including online and off-campus teaching), research, and college service.
11. Consider establishing a college-wide task force, representing all constituencies, to determine the most efficient and consistent policies and procedures for measuring faculty success at SUNY Potsdam. Consider, too, seeking outside funding and professional expertise to aid in this effort.
12. Consider either establishing a college-wide curriculum committee, involving all constituencies (including students), to coordinate curricular policies and procedures, so that the many variables and consequences of curricular decisions can be discussed openly and in a timely fashion; or designating one of the current college committees as the clearinghouse for college-wide curricular matters.
13. IN these very difficult budgetary times, there may not be many opportunities for significantly increasing the resources available to faculty for professional development. Nevertheless:
  - The goal of reducing the teaching workload of the faculty should not be abandoned.
  - Every effort should be made to anticipate the impact that various institutional decisions have on faculty workload.

- The college should be particularly alert in these difficult times to recognize and accommodate those faculty who do make significant professional service contributions.
14. Consider establishing a college-wide Graduate Education Committee to review and coordinate the entire graduate education situation: past, present and future. Consider, too, seeking outside funding and professional expertise to aid in this effort.
  15. Seek outside funding for support of graduate education, both for the institution and for the graduate students.

**Standard 11 (report dated 06/21/11):**

1. Resources must be allocated as departments strive to meet state curricular requirements, to align course offerings with the mission of the College and to meet the needs of the students within their majors.
2. A culture of assessment exists across the three schools and learning outcomes are an important guiding force in curricular development. However, the development of clear and formalized assessment plans at the departmental level and the productive use of the data generated is not consistent. The disciplines within the three schools on campus demand unique rubrics and require individual assessment support. Guidance through the offering of workshops and professional development support needs to be offered to address the unique concerns of and demands on faculty and departments in specialized areas.
3. The inconsistencies with Information Literacy has several issues which need to be addressed:
  - Create a representative faculty taskforce to investigate best practices in Information Literacy and report to the council of chairs.
  - Require Information Literacy Outcomes in the Department Student Learning Outcomes to be more explicitly defined and measurable.
  - Review and revise the Information Literacy elements within the General Education Foundation courses using the survey data to make them more effective and more measurable.
  - Review and recommend a course of action related to the use of the online tutorials within General Education Foundation courses.
4. Course rigor, educational quality, consistency of academic achievement, and faculty preparedness are working well across campus and no change in current practices is warranted.
5. Support for faculty professional development and their teaching needs to be reevaluated. Interviews showed the disparity, presumably brought about by problems with budget allocation. A more careful analysis of departmental needs for maintaining rigor in teaching has to be applied. Some departments, and hence their faculty, have a greater need for basic operating expenses than other departments. Perhaps this has to do with uneven enrollment growth or that some departments must spend more money on a per student basis than other departments.
6. As part of both the syllabi review and the three-year assessment cycle of General Education, hold faculty more accountable for including these elements with measurable elements or risk losing the General Education designator for the courses.
7. Given the relative size of the Educational Technology and the OPLT programs in relation to the undergraduate Computer Science major, the graduate faculty is not adequately supported.

- At least one program coordinator position should be allocated for these graduate programs. Also, consideration should be given during assessment to the fact that many EdTech/OPLT courses are now cross-registered.
  - Increase faculty support for these program coordinators so that they can be effectively evaluated once students have completed the program and assessment data is gathered.
8. Restore funding as soon as possible for Learning Resources, such as the Libraries and Computing and Technology Services.

**Standard 12 (report dated 06/07/11):**

1. The General Education Assessment program should be monitored, assessed for effectiveness, and revised as necessary.
  - The effectiveness of the faculty development workshops on learning outcomes and assessment should be evaluated. These represent important opportunities to close assessment loops.
  - The General Education Faculty Handbook should be revised to include outcomes based language for each of the designators to facilitate course design and improve student understanding of learning objectives.
  - The language used to measure student learning relative to objectives, bequeathed to the campus by SUNY System Administration, should be clarified. The terms used, Exceeding, Meeting, Approaching, and Not Meeting each learning outcome are vague and interpreted variously.
2. As the twenty-fifth anniversary of the General Education Program approaches in 2012-13, a systematic review of the entire program is in order.
  - The Potsdam Graduate, as an explicit statement of the mission and goals of the General Education Program should be revisited, with particular reference to environmental awareness, technology (computer skills), and information literacy.
  - General Education Program requirements should be evaluated and modified in light of the mission and goals of the General Education Program. This review need not begin from scratch, as considerable data has already been collected.

**Standard 13 (report dated 06/02/11):**

1. Reinstate the Faculty Compensation Program for faculty that sponsor student interns above their normal course load and provide the Service Learning Program funding to have a faculty new course development program (Including Stipend) similar to the Distant Learning new course development model. <http://www.potsdam.edu/academics/online/faculty/dlpolicy.cfm>
2. Develop and implement assessment procedures for all Study Abroad Programs and for required Internships in the Music of Business and Community Health programs.
3. It is recommended that increasing Distance Learning offerings and establishing online programs be seriously considered to meet increasing demand from students. Online programs will enable us to reach new students who may not have considered attending SUNY Potsdam otherwise. In turn, this will increase our enrollments.

**Standard 14 (report dated 02/17/11):**

1. While it is acknowledged that the administration has allocated resources to promote the development of a culture of assessment, additional measures are recommended including:
  - work creatively towards a reduced teaching load to increase time available for the process of assessment of student learning.
  - support release time for assessment coordinators and for faculty to spend time in the development of assessment resources.
  - continue to provide professional development opportunities for faculty, including the sharing of best practices, to meet the variety of needs across schools, departments, and courses.
2. The *College Academic Assessment Committee* be charged with conducting an analysis of Department/program Assessment Reports and present a meta-evaluation to administration annually for planning, decision making and resource allocation.
3. Create a taskforce to rework and contemporize *The Potsdam Graduate* as the operationalization of the *College Mission Statement*. If possible this reworking would reconcile all of the various mission statements emphasizing the connections between them and how they inform pedagogy.