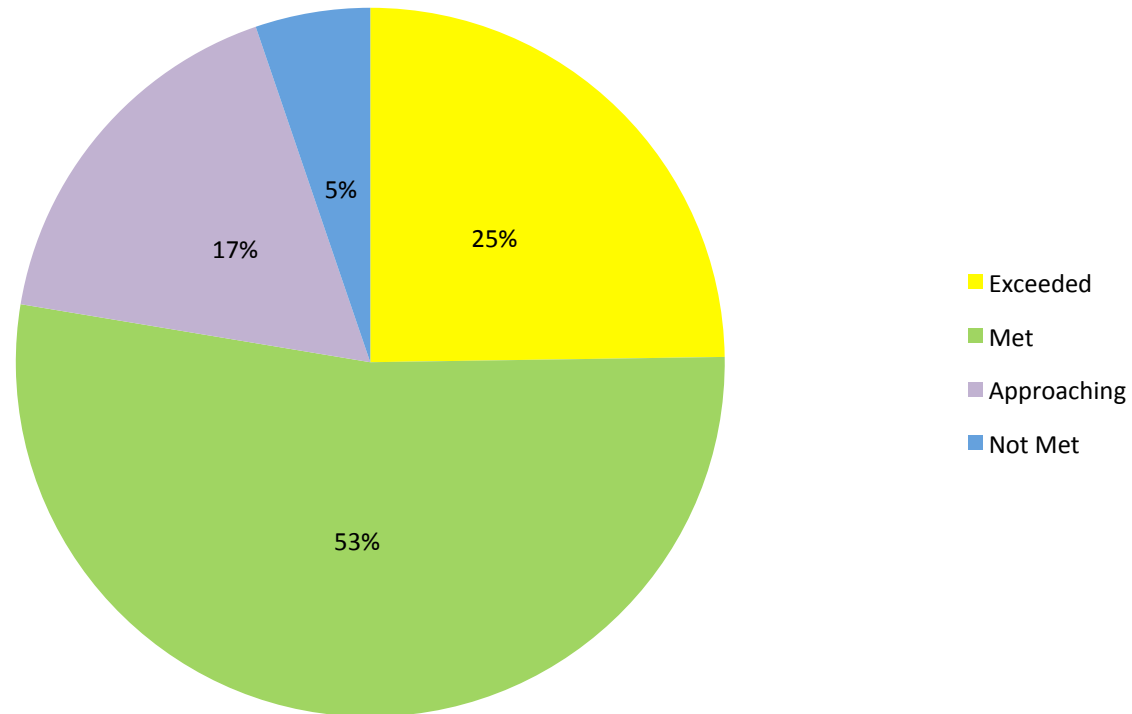


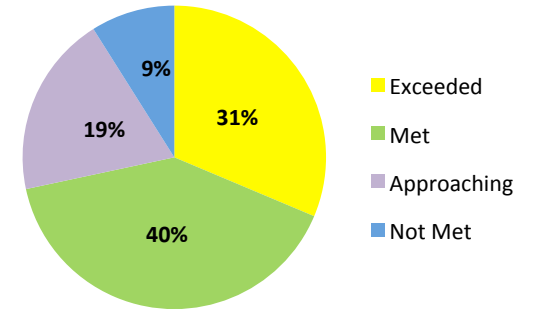
Academic Affairs Annual Goals 2013-14

Dr. Lorrie Clemo, Provost and Vice President for Academic Affairs



Academic Affairs Annual Goals 2013-14

Goal #1: Based on assessments, support innovation and improvements in the curriculum to promote academic rigor and student success.



Connection to Oswego's Strategic Directions:	<p>Vitality: Secure the college's stature as a world-class comprehensive college with intellectual and cultural vitality that provides an excellent education of exceptional quality to every student, supported by a strategically driven organizational structure and robust financial plan.</p> <p>Intellectual Rigor: Sharpen our focus on academic excellence by creating a vibrant intellectual climate rich with ideas, inquiry and discovery by providing students with meaningful experiences and opportunities that challenge them to reach their full potential as intellectually empowered, creative, thoughtful, responsible and productive persons.</p>
Connection to SUNY's 6 Big Ideas:	Seamless Education Pipeline: SUNY sees education in New York State as a pipeline that extends from birth to retirement years—and finds ways to close the gaps that impede success.

OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of instructional technology)	Implement a holistic outcomes assessment program for student learning outcomes.	All academic programs will submit annual learning outcomes summary and assessment plans by June 2014. Improvements will be evident in plans submitted and student learning outcomes reported. Evidence from 2013 departmental learning outcomes reports will be used to improve programs.	Deans/Institutional Research, Assessment Coordinator	We continue to use the annual assessment reporting forms initially developed when we were preparing for Middle States. Last years' results were presented to Deans' Council, and Faculty Assembly in the Fall. In light of these findings, the assessment coordinator has been working with a variety of Departments and Programs, including Creative Writing, Biological Sciences, Philosophy, Women's Studies, and Chemistry. A number of these programs are already showing marked progress. The Assessment System on campus has been expanded to include an Assessment Fellows Program. Two faculty members are participating in the program this year. The Assessment Coordinator accompanied the two assessment fellows to an Assessment Institute in Indianapolis, in October. The assessment coordinator meets regularly with the fellows to ensure they are getting the support and resources they need to assist their departments.	Grad assessment programs exist in MBA, CPS, Educational Leadership, C&I, English, etc.	Approaching	
1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of instructional technology)	Hold one workshop on assessment for STEM field. Hold dept. based workshops as needed.	Infuse writing assessments into major assessment plans and increase adjunct faculty participation in student learning outcomes assessment	Institutional Research, Assessment Coordinator, Provost	We have a confirmation from Dr. Eric Mazur, from the Physics Department at Harvard, to give a day of workshops on assessment and teaching in STEM disciplines. Mazur is world famous physicist and expert on teaching in STEM disciplines. He is especially famous for his work on "flipping the classroom", getting students to help each other learn, and thus become more active learners. So far about 30 faculty members have signed up for each of the larger workshops in May.	Mazur session available online through CELT.	Exceeded	
1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of instructional technology)	Support department assessment retreats at Metro Center	Close the loop on student learning outcome assessment and potentially increase course offerings at Metro Center	Provost		Several departments held assessment retreats at the Metro Center	Exceeded	
1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of instructional technology)	Review School of Business Ethics Program	Recommend Structure for School of Business Ethics Program	SOB	The ethical reasoning summary sheet and the code of ethical & professional behavior are loaded on the Angel shells of all School of Business courses. Students introduced to ethical reasoning in orientation. Forthcoming plans to implement a required online module in the MBA program.	Additional Extended Learning Instructional Design support has been requested by the SOB in the ongoing rollout of this initiative.	Met	

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1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of	Prepare and submit Sixth Year Report to AACSB	Submit report by October 15, 2013; host team if necessary	SOB Dean	Report submitted. AACSB Accreditation maintained. Next review in Fall 2017.	Report submitted. AACSB Accreditation maintained.	Met	Next review in Fall 2017.
1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of instructional technology)	Implement revised assessment plan--close the loop year	Address Undergraduate Critical Thinking	SOB Dean	Assessment continues according to plan. MFT implemented in the MBA Program. Closing the loop on UG Critical Thinking. Two faculty attended AACSB seminar	Assessment continues according to plan. MFT implemented in the MBA Program. Closing the loop on UG Critical Thinking. Two faculty attended AACSB seminar	Met	
1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of instructional technology)	Implement new general education assessment system	Assessment of GE learning goals 2014	Provost, Assoc. Provost, GE Directors, Assessment Committee	Appropriate - communication made, assessment plans received.	Conversion of a calendar year assessment process, communication regarding the timetable regarding various aspects of the process, including spring'15 meetings for faculty to discuss their assessment result for 2014 have been completed.	Exceeded	
1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of instructional technology)	Develop General Education Assessment Plan	Adopt new GE Assessment Plan	Provost, Assoc. Provost, GE Directors, Assessment Committee	Cycles identified (what category, which year). Timeline created and shared.	Majority of academic departments have provided us with their assessment plans for the calendar year 2014. We have developed a rubric for the evaluation of those plans. Assessment Committee members will be asked to review all plans during the summer.	Met	
1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of instructional technology)	Assess and plan for improvements in library resources and services. See assessment plan for details.	Improvements in alignment of collection purchases with priority academic programs; plans for service improvements.	Library	Assessment measures are underway. Completed is Interlibrary Loan improvement for "holdings groups", to facilitate improved delivery times.	Interlibrary Loan procedure updates should ensure faster delivery. Particular attention in collection development was given to engineering, Metro Center and Open SUNY programs.	Met	Further analysis of print collection and purchasing priorities.
	Assess curriculum in each school in the area of social equity and multiculturalism	Meet the strategic goals of world awareness; address issues of national and international concern	Assoc. Provost for Multicultural Opp. & Progs., Provost, all Schools	NO ACTION	NO ACTION	Not Met	Future goal: Assoc. Provost will be attending a week long conference for diversity leadership. The goal is to identify best practices at other SUNY institutions for implementation at Oswego.

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<p>1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of instructional technology)</p>	<p>Evaluate Evening degree programs</p>	<p>Meet with SOB to discuss campus and Metro course rotations (11/19). Explore Trauma Studies certificate program opportunities at Fort Drum (courses on schedule for spring)</p>	<p>Director of Academic Programs in Extended Learning and Academic Planning Coordinators</p>	<p>Trauma Studies Certificate program classes were offered on Fort Drum but moved to Oswego due to campus based enrollments. Continued analysis ongoing. Numerous planning discussions occurred with evening & off campus degree program departments regarding course scheduling.</p>	<p>Meetings held with partnering departments (Accounting, Business, Public Justice, Counseling and Psychological Services) to review overall course delivery needs (online, evening and Metro Center). Current rotations vs. actual needs defined and shared. Ongoing efforts of developing "clustering" of in-progress Accounting and Business students in order to maximize the reach of scheduled evening offerings. Completion of Business Administration as being able to be offered fully online underway (MGT 469 scheduled, MGT 495 tentatively scheduled). Outreach methods to evening degree stop outs reviewed; strategy for contact being discussed. As a result of the aforementioned Trauma Studies planning discussions, SOB is offering two undergrad classes in summer 2014: ACC 301, Acc 302.</p>	<p>Exceeded</p>	
<p>1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of instructional technology)</p>	<p>Increase usage and connections for CISCO telepresence system at Metro Center</p>	<p>Develop spring breakout workshop on integrating telepresence into hybrid/hyflex courses</p>	<p>Director of Academic Programs in Extended Learning in collaboration with CTS</p>	<p>Spring breakout was offered with no attendance. After consultation with Extended Learning and the Provost's Office, the CISCO telepresence system is going to be replaced with a system on 3rd floor Metro Center that will be used starting in the fall. Training on the system will be available after the new system is installed with the Metro Center upgrades</p>	<p>Expect renovation of Metro Center 3rd Floor to be completed on 7/14, including telepresence capabilities. CISCO has not been uninstalled from 1st floor to date. Training will be offered after the system is installed.</p>	<p>Not Met</p>	
<p>1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of instructional technology)</p>	<p>Continuous improvement plan for Summer Sessions. Update market study for student program needs and communication strategies</p>	<p>Targeted marketing to downstate/private audiences (pilot cohort tentatively identified). Utilize new media marketing strategies (iHeart radio, Google AdWords, etc.). Use "must take" analysis to market specific courses to targeted students.</p>	<p>Dean and Director of Academic Programs in Extended Learning</p>	<p>"Must Take" target marketing launched. Pro-rated pay for instruction based on low enrollments successfully implemented allowing more classes to run. Downstate / private audiences list purchased, continued planning for use ongoing.</p>	<p>Staff participated in Crusin' the Campus orientation sessions for incoming freshmen and transfer students to promote visibility of summer and winter programming. Re-instituted internship program during Winter Session in association with EBE. Pro-rated pay instituted for Summer session 2014. We purchased a list for Winter and Summer 2014, created and distributed postcards to traditional students in 5 counties in CNY and 2 counties down state. Have begun implementing a "refresh" process to improve and/or maintain the quality of older online course offerings.</p>	<p>Exceeded</p>	

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1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of instructional technology)	Assess information literacy learning outcomes for upper division history students.	Data that will inform improvements in information literacy instruction at all levels.	Library	The "Understanding Library Impacts" survey is underway, in collaboration with three history faculty members.	The "Understanding Library Impacts" survey was completed. Three history faculty members participated, with a total of 21 students completing both instruments. Final results are forthcoming.	Approaching	Analysis of study results and attention to areas needing improvement.
1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of instructional technology)	Assess and improve Library provided student learning technologies.	Data on use of currently available technology that informs purchasing and support decisions.	Library	Data is constantly collected; a report will be made in June. A new still/video camera was purchased to expand availability of in-demand equipment.	Data is constantly collected. Used this data to justify the purchase of an additional video camcorder, a DSLR camera, and charging cables for personal devices.	Met	This is a successful ongoing process that will be continued next year.
1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of instructional technology)	Incorporate Teacher Performance Assessment into all initial certification programs in C & I, Technology & VTP to support candidates' preparation for edTPA leading to certification.	All initial certification programs will include a teacher performance assessment to prepare candidates for the edTPA	SOE	C&I/Tech Ed progs./VTP have incorporated explicit performance assessment, including video taping, into the TLP/TWS required during Methods. C&I/Tech Ed also include this in Student Teaching; VTP is in process.	Performance assessments and videotaping implemented in methods classes. Student teaching videotaping is included as part of the C&I and Tech Ed protocols. VTP is video taping lesson presentations in VTP 312 /512. Presentations are evaluated by instructor & classmates during the face-to-face portion of class.	Approaching	C&I -Share New York State Assessments such as EAS, ALST as a fulcrum to update our undergraduate programs <u>Tech</u> - Continue offering training and develop a protocol to support students who need to retake a portion of the edTPA. <u>VTP</u> - Developing model to implement video taping and review/assessment within the online platform.
1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of instructional technology)	Incorporate state mandated Teacher Performance Assessment (TPA) (self-analysis of videotaped student teaching performance) into all initial certification programs in C & I, Technology & VTP.	Support 2 SOE workshops for faculty, staff and students.	SOE	Aug 23-- C&I and Tech Supervisor training; Sept 27-- C&I Faculty training; Jan 23,-- Tech Supervisor and Faculty training; Summer 2014: VTP summer trainings for faculty & supervisors. Additional workshops are being planned.	3 staff, faculty, & student trainings completed in Fall/Winter 2013-14. Extended training for supervisors occurred in Spring, 2014 and additional trainings are scheduled for Summer 2014.	Met	
1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of instructional technology)	Improve utilization of Tk20 (assessment & evaluation electronic portfolio) across all six SOE departments to assess and analyze program quality to make appropriate programmatic changes and enhancements as identified.	Incorporate edTPA features into Tk20. Support ten SOE workshops for faculty, staff, and students.	SOE	Workshops for student, faculty, and staff have been implemented. SOE Tech Support is available for all on-campus candidates; we are preparing support mechanisms for online VTP candidates.	Workshops & in-class presentations completed for C&I and Tech Ed. VTP candidates have access to documents created & posted on Tk20. Tk20 configured for all programs to implement edTPA for local evaluation.	Exceeded	Workshops will be videotaped & made available to all candidates who cannot attend on-campus. Many step-by-step documents are being created & posted on SOE web pages for candidate access. C&I, Tech Ed, and VTP are exploring local evaluation implementation.
1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of instructional technology)	Prepare assessment plan and self-study for Council for Accreditation of Counseling and Related Educational Programs, CACREP, to support CPS program quality.	Complete accreditation self-study report by September, 2013.	SOE	Faculty are meeting twice a month to prepare self-study; expect to submit report by Fall 2014.	CPS counseling faculty are meeting weekly and writing the self-study. Anticipate submitting by Aug 29, 2014	Approaching	Submit report; await response from CACREP
1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of instructional technology)	Continue to work with departments to develop, refine and implement assessment programs for all majors		CLAS Dean, Assessment Coordinator, and Assessment Fellows		All departments have completed assessment plans. Two Assessment Fellows participated in the program	Met	Additional Assessment Fellows will participate in 2014-15.

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1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of instructional technology)	Prepare for NCATE Accreditation Review	Complete Institutional Report by March 15, 2013. Review, assess, evaluate and respond to SPA decisions by either March 15, 2013 or September 15, 2013 (according to appropriate deadline) and use the recommendations to enhance and strengthen existing programs.	SOE	Institutional Report submitted 22 Aug 2013; Offsite visit completed and report received 22 Jan 2014. IR addendum submitted 4 March 2014. Revised SPAs (Foreign Language, Mathematics, MST Adol Ed Science) submitted 15 (FL) and 17 (Math, Sci) March 2014.	1. NCATE accreditation visit completed April 13, 14, & 15. We are awaiting the final report. 2. Math, Science, & Foreign Lang SPA Response to Conditions submitted. Awaiting response	Exceeded	Prepare and complete edTPA configuration in Tk20. Map new SPA standards to embedded signature assessments (ESAs [ex-Key Assessments])
1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of instructional technology)	Update Theatre Curriculum	Review and update Music Theatre Track	Jessica Hester	The Music Theatre track has been revised	Completed in January	Met	
1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of instructional technology)		Submit revised curriculum to Dean and NAST by Spring 2014	Jessica Hester	A revision of the Theatre major has been completed and will be submitted to the SCMA Dean's office following Spring Break.	Completed	Met	
1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of instructional technology)	Astronomy Program		CLAS Dean, Shashi Kanbur, Scott Roby	Implement new technology	After many years, the Astronomy program has become part of the Physics Department. This adds one tenured faculty member and two adjuncts. Thirteen AST100 sections were offered serving 536 general education students which fill up and close during pre-registration. The new Digital SciDome 1600 Planetarium under the director S. Roby with the help of J. Rusho, during the first year, offered 145 shows to 2961 visitors. S. Roby has designed from scratch 8 different shows.	Met	Need training for telescope at Rice Creek before it can be operational.
1.1 Assessment and continuous improvement of existing programs (when shown to be effective, increase use of instructional technology)	Provide workshops on best practices in teaching and on effective use of technology	Increased awareness of best practices in teaching.	CELT	CELT coordinated the offering of 54 workshops during the fall semester and 92 in January 2014 on teaching and technology. Several were offered by IDs, and many were offered by CTS, and the Library. A list of all workshops is available at http://www.oswego.edu/celt	A record total of 263 workshops were coordinated by CELT during the 2013-14 academic year. Total attendance at these workshops was a new record of 2252, an increase of 48.35% over last year's record attendance of 1518. Extended Learning IDs have offered multiple workshops, breakout sessions, and lunchtime sessions in conjunction with CTS and/or CELT	Exceeded	Continue to expand workshop offerings related to effective teaching and effective use of educational technology. Particular focus will be placed on workshops that assist faculty in using practices that have been demonstrated to be effective in enhancing deep learning,
1.2 Develop and submit new academic program offerings	Work with SCMA faculty on Digital BA program curricular goals	Submit core courses to UCC and program proposal to APC and PPC	SCMA	SCMA chairs have decided to wait while we work on the Tyler Surge		Not Met	

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1.2 Develop and submit new academic program offerings	Develop plan for interdisciplinary audio arts program	Develop program proposal and courses in SCMA areas necessary for major	SCMA Dean, Music and Comm Studies chair	Audio Track in Music approved by NASM and has been submitted to APC, Priorities and Planning Update- March 14-Tracks are still in hands of APC- hopefully in last iteration. Then will proceed to FA and Albany.	Tracks are STILL in hands of APC- they have had them since November.	Not Met	Am waiting for APC to meet and approve final changes. Hopefully this will happen in Sept. I have asked to meet with them directly.
1.2 Develop and submit new academic program offerings	Explore technical writing certificate program offering	Develop programs for business and industry as well as SUNY students	Graduate Dean, Dean of Extended Learning and SCMA Dean	Second offering of Technical Writing for Community College faculty occurred Spring 2014. Proposal for a certificate program being developed by Mike Murphy for ENG consideration	"Statistics for Lean Six Sigma" course is under development at request of the Alliance for Growth and Development.	Met	
1.2 Develop and submit new academic program offerings	Develop curriculum for MA Graphic Design,; propose to Grad Council	Programs will be submitted to FA for approval by Fall 2013	SCMA Dean, Comm Studies Chair, Grad Dean	Develop curriculum for MA Strategic Communication; program letter of intent has been approved by Grad Council and sent to FA for approval by Fall 2013	MA in Graphic Design and Digital Media (L.O.I.) Letter of intent approved by Graduate Council April 2014	Met	
1.2 Develop and submit new academic program offerings	Explore the possibility of moving Expressive Arts Therapy from academic minor to major program	Develop statistical needs analysis and plan for curricular change	SCMA Dean and Assoc Dean, Grad Dean	Had preliminary discussion with SCMA chairs and Assoc. Dean	Tabled due to bottleneck in APC for Music curric. And Audio Major	Not Met	Will begin meetings this summer to discuss options
1.2 Develop and submit new academic program offerings	Develop curriculum for MBA Health Service Admin	Faculty development support to HSA instructor transitioning from SUNYIT. Course rotation planning for Metro and online delivery.	Dean of Extended Learning, SOB & Grad Deans	Currently fully mapped. Course rotation established. VAP and adjuncts hired. Outreach to health service organizations. Future development scheduled to complete the program offering.	Course rotation established. VAP and adjuncts hired. Outreach to health service organizations. MBA HAS courses offered as part of Open SUNY Plus, Wave 1. Fully online program in "Open SUNY".	Met	
1.2 Develop and submit new academic program offerings	Develop curriculum for Health Info Systems PSM and Forensic Sci Grad Cert		CLAS & Grad Deans		Bio-Med Health Info-PSM LOI to SUNY. Behavioral Forensics grad certificate in development. HIS complete.	Approaching	
1.2 Develop and submit new academic program offerings	Trade Ed (VTP) collaborations with HDV, Comp Sci, Info Sci, PBJ, Bcasting and Mass Comm, Graphic Design, theatre, Ed Admin, Technology, C & I, MST		SOE & Grad Deans	Discussions in progress. Curriculum identified for Theatre and PBJ.	Scheduling meetings to continue discussions with Comp Sci, Software Engineering, HDV, Bcasting & Mass Comm, & Graphic Design. Anticipate plan in place by Spring 2015.	Approaching	VTP and SOE Associate Dean will continue meeting with specific depts to develop "concentration pathways" to support specific trade and technical education programs.
1.2 Develop and submit new academic program offerings	Develop Professional Masters (PSM) in Technology Management, Fall 2012	Forming a Program Advisory Committee. Submitting Spring 2013	SOE	Working with the Dean of Grad Studies to form the appropriate committee.	Continue working with Grad Dean through summer. Currently offering new technical courses that could be applied to degree.	Not Met	Formation of advisory committee during the summer to initiate course & program development
1.2 Develop and submit new academic program offerings	Develop new non-certification MEd in Curriculum & Instruction for professionals working in social services and international students	Program will be submitted to Faculty Assembly for approval Fall 2012	SOE	MS-SE (Studies in Ed) has been approved by C&I & SOE FC. Final updates being prepared for submission to Grad Council Summer/Fall 2014.	Approved by SUNY Oswego Governance.	Met	Submitted to NYSED. Approval anticipated Spring 2015.
1.2 Develop and submit new academic program offerings	Develop new minor in Nutrition in HPW Department	Program will be submitted to Faculty Council by the end of Spring 2014 semester.	SOE	Courses have been developed and will be submitted to Faculty Council Spring 2014. Program will introduced to Governance in Fall 2014.	HSC 425, Sports Nutrition, approved by SOE Faculty Council. Under review by UCC	Approaching	1. Complete governance process; put course on schedule 2. Develop 100% on line MS in HPW (4 courses already approved as part of Grad certification)

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1.2 Develop and submit new academic program offerings	Develop certification program to support educational leaders in India	Establish certificate program in Educational Leadership to begin Summer 2014	SOE	Professional Development Certificate Program in Education Leadership (India) implemented. Cohort 1 received SUNY Oswego Certificates of Completion in January 2014. Planning underway for Cohort 2, anticipated late Summer 2014.	The International Professional Achievement Academy launched in June with a cohort of 40 Indian HS instructors learning best practices in the classroom; an additional cohort of 22 are expected from China in July to learn about the use of technology in the classroom. 22 administrators in India received their 1st Certificate of Completion for 12 hrs of PD in Jaipur, India in Feb 2014	Exceeded	Develop multi-level PD program to be administered on multiple occasions both In India & on Oswego campus
1.2 Develop and submit new academic program offerings	Extend Agriculture Education opportunities across NY State (BS, MS)	Work with Agriculture Deans across the SUNY System to implement MOUs to support recruitment efforts into undergrad and grad Ag Ed program	SOE and Ag Deans across SUNY	Meeting regularly with administrators from Ag. Program@ Canton & Morrisville CCs, Cornell ALS, Ithaca College, NY State Ag teachers, & FFA reps. MOUs in progress. Jan Woodworth visiting high school classes to introduce SUNY Oswego Ag Ed degree.	Jan Woodworth has visited Cobleskill to discuss Ag Ed program at Oswego. new courses approved Spr 2014: VTP 316, 317, 485, 516, 517, 585. New courses approved Spr 2014: Approved new courses in Spr '14 VTP 316,317, 485 and VTP 516, 517, 585. New courses approved Spr 2014: Approved new courses in Spr '14 VTP 316,317, 485 and VTP 516, 517, 585.	Met	Visits planned for Morrisville & Alfred State, and return visit to Cobleskill. New programs under development will be submitted to governance during 2014-15 AY. MOUs anticipated F14.
1.2 Develop and submit new academic program offerings	Trade and Technical Education (VTP) collaborations with HDV, Comp Sci, Computer & Electrical Eng; Software Eng; Info Sci, PBJ, Bcasting and Mass Comm, Graphic	Meeting with specific departments across campus (e.g., graphic design, public justice, software engineering, theatre) to support Trade & Technical Ed certification programs	SOE & CLAS/SCMA Dept Chairs	Discussions in progress. Curriculum identified for Theatre and PBJ. No meetings done with Music dept. at present. Our new hire, Paul Leary may be of much help here and have interest?	Scheduling meetings to continue discussions with Comp Sci, Software Engineering, HDV, Bcasting & Mass Comm, & Graphic Design. Anticipate plan in place by Spring 2015.	Approaching	VTP and SOE Associate Dean will continue meeting with specific depts to develop "concentration pathways" to support specific trade and technical education programs.
1.2 Develop and submit new academic program offerings	Dignity for All Students (DASA) workshops	Develop content, get approved provider status, acquire instructors, schedule workshops	Dean of Extended Learning, SOE	Curriculum finalized and approved by NYSED; instructors identified; workshops delivered Provided 14 in person workshops with 410 enrollments. Sections scheduled until Summer. Working on streamlining process and adequately following regulations. 4 instructors approved, acquired approved provider status, currently working on development of hybrid offering.	15 face-to-face DASA workshops offered between November 2013 and April 2014 with 429 enrollments. Fall dates to be scheduled shortly, with 2 workshops anticipated each in September, October and November. Working on development of a hybrid offering to provide more flexibility for students. SOE--DASA workshops implemented; at least 7 workshops will be delivered during the academic yr. DASA 1020 incorporated as graduation requirement & recommendation for certification in all certification programs.	Met	ACTION COMPLETE
1.2 Develop and submit new academic program offerings	Technology department is developing a specific pathway for Peace Corps Masters	Submitting and seeking final approval from Graduate Office Fall 2012	SOE	Program will be submitted to Graduate Office Spring 2014	Program proposal modification ready to submit for campus review Fall 2014.	Approaching	Campus Review Fall 2014

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<p>1.2 Develop and submit new academic program offerings</p>	<p>Develop new academic programs in response to student interest and academic trends</p>	<p>Philosophy/Political Science/Economics major Sports Studies major and minor programs, Criminal Justice major, Women's Studies revisions and program change to Gender Studies, Review articulation agreements and minors with low enrollments</p>	<p>CLAS Departments CLAS Dean</p>	<p>All programs under development working through Faculty Assembly.</p>	<p>Tim Delaney, along with Chris Mack (History), created the Sport Studies Program with a corresponding minor to begin in August 2014. The Political, Philosophy, and Economics (PPE) major, crafted by faculty from Political Science and Philosophy, was approved by Faculty Assembly. The ECE department opened to its doors in August 2014 and has just completed its first academic year of operation to only freshman- and sophomore-level students.</p>	<p>Met</p>	
<p>1.2 Develop and submit new academic program offerings</p>	<p>Implement alternative scheduling at the Metro and Phoenix Centers;</p>	<p>More options for students; increase facility usage</p>	<p>Extended Learning in collaboration with graduate dean and department chairs</p>	<p>Expand our online offerings in all four academic programs: JLM, BRC, PR, and CSI. Ongoing efforts slowed, waiting on branch campus to be approved. Continued scheduling of Metro Center space a priority. Established bus route between Metro Center and main campus.</p>	<p>Still awaiting Branch Campus approval. In spring, 2014, several students used the Centro bus service as their only source of transportation between the Metro Center and Oswego and additional students expressed interest in using the bus, pending more convenient scheduling. Phoenix students have requested bus service</p>	<p>Exceeded</p>	
<p>1.3 Develop more flexible and creative models of program delivery in undergraduate and graduate programs</p>	<p>Expand online courses using balanced and rational approach</p>	<p>WST300 and WST396 online offerings</p>	<p>Departments and CLAS Dean</p>	<p>Consultations between IDs and Departments are ongoing based on priorities set by Deans and Provost.</p>	<p>Additional programs submitted to NYSED for approval as online degrees; Nominated 3 graduate certificates and 1 graduate degree for inclusion in Open SUNY Plus wave 2. The Political Science Department began offering an online version of POL 205, American Government and Politics. POL 205 is a required (core) course for the POL major and minor, as well as an approved elective for the Social and Behavioral Sciences category of General Education. Dr. Lisa Glidden developed an online course, "The Politics of Harry Potter" (being offered for the first time in Summer 2014).</p> <ul style="list-style-type: none"> • WST 300 (International Perspectives on Women) developed as an on-line course. • WST 396 (Gender and the Workplace) developed as an on-line course. Students enrolled in the course came from the region and from across the United States, including North Carolina, Florida and Washington. 	<p>Met</p>	

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1.3 Develop more flexible and creative models of program delivery in undergraduate and graduate programs	Work with corporate partners to offer on-site MBA	Consider 6 week hybrid MBA courses	SOB	Beginning in spring 2014, MBA courses being offered to two cohorts of SRC employees in an online and hybrid format. IDs working with MBA faculty to create MBA for SRC. Classes launched Spring 2014.	Beginning in spring 2014, MBA courses offered to two cohorts of SRC employees in an online and hybrid format. Plus Wave 1 program in progress.	Met	
1.3 Develop more flexible and creative models of program delivery in undergraduate and graduate programs	Implement alternative scheduling at the Metro and Phoenix Centers	Marketing and communication plans for Metro undergraduate degrees to be developed once branch campus status is reached	Extended Learning in collaboration with Graduate Dean and department chairs	Ongoing efforts slowed, waiting on branch campus to be approved. Marketing ongoing until then.	Still awaiting Branch Campus approval.	Approaching	
1.3 Develop more flexible and creative models of program delivery in undergraduate and graduate programs	Launch an Ipad Mobile Technologies in the Classroom Pilot Project	Mobile Technology Applications in 25+ classrooms	Provost, CTS, CELT Director	Pilot program was instituted with over 20 faculty participating. 15 iPads were awarded to faculty to use in their teaching, monthly workshops were offered to all faculty who want to use mobile devices in the classroom. Learning outcomes by all faculty were shared through presentations and written submission	Pilot program was instituted with over 20 faculty participating. 15 iPads were awarded to faculty to use in their teaching, monthly workshops were offered to all faculty who want to use mobile devices in the classroom. Learning outcomes by all faculty were shared through presentations and written submission. A workshop was offered at 3 different times each month (from September through April) to accommodate faculty schedules. 22 workshops were offered on the use of mobile devices during Winter Breakout workshops in January; an additional 16 were offered in May 2014 during Spring Breakout workshops. All of these workshops were collaboratively planned by CELT and CTS. Video recordings of presentations by iPad Pilot faculty are maintained on the CELT web site, along with an extensive collection of iOS and Android apps that are useful in education. An Instructional Designer from Extended Learning attended the pilot meetings to look for ways in which the learning outcomes could be applied to future courses.	Exceeded	CELT and CTS will continue to offer workshops to assist faculty in developing effective educational uses of mobile devices, This will include workshops designed to lower student costs by expanding the use of eBooks, using mobile devices for classroom polling, and the development of a pilot program involving wireless video projection from mobile devices.
1.4 Promote student retention and success	New student learning centers	Increase use in services in res. Halls, academic buildings, city library	OLS, Res Life, Library	Writing tutoring in Johnson and Hart Hall ongoing-- additional walk-in hours added; services provided in Mahar Hall Mon-Wed evenings ; Sunday tutoring ongoing; working with the city library to develop program	The number of students utilizing tutoring services increased in all centers from the 2012-13 semester: Math Center= 13.8%; Learning Center= 11%; Writing Center= 33%	Exceeded	RLH has provided new space in Johnson Hall for the fall 2014 semester that will increase visibility and provide a setting that will allow for better student/tutor interaction

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
1.4 Promote student retention and success	Engage students in Arts and Activism Projects	Students in Traditional and Digital Illustration partnered with Tyler Box Office to raise awareness regarding the banning of books across the country. Faculty also partnered with Creative Writing. Action also connected to the Theater Department's production of Fahrenheit 451.	Students will gain a greater understanding of censorship and the impact on society. Amy Bartell and Judith Benedict---Art Department. Leigh Wilson---Creative Writing/English Department.	Over the course of three days, students created chalk murals of the covers of books banned around the USA on the wall in front of tyler hall. While creating these murals, students from the Creative Writing program read passages from these books. This "Performance" piece was witnessed by hundreds of passer-bys through-out the event. The event not only raised awareness about this issue, but also served to promote the forthcoming performance of the play "Fahrenheit 451".	Over the course of three days, students created chalk murals of the covers of books banned around the USA on the wall in front of tyler hall. While creating these murals, students from the Creative Writing program read passages from these books. This "Performance" piece was witnessed by hundreds of passer-bys through-out the event. The event not only raised awareness about this issue, but also served to promote the forthcoming performance of the play "Fahrenheit 451".	Exceeded	
1.4 Promote student retention and success	Expanding photo curriculum by offering a multidisciplinary course relevant to our current programs and contemporary practices in storytelling.	Offering a new special topics course, Narrative Photography, to meet the multidisciplinary needs of the photo minor.	Strong interest and favorable student responses to the class with the possibility of offering it in the future. Julieve Jubin	A diverse body of students from various disciplines will have engaged in and produced creative forms of narrative.	A diverse body of students from various disciplines will have engaged in and produced creative forms of narrative.	Met	
1.4 Promote student retention and success	Monitor student retention and attrition	Customized services, Tutortrac	OLS	weekly usage reports are available; students schedule their own appointments; data sent to Starfish	data was not sent to Starfish program as planned-- will be implemented for the fall 2014 semester. All other data has been collected	Approach	Tutor evaluation form is being developed to gather information about the tutoring sessions. A Learning Specialist will be hired to assist students with learning and study skills acquisition.
1.4 Promote student retention and success	Maintain and expand effective academic support services to academic bldgs., res halls, and library	Improve student sense of belonging, retention, persistence to grad school	OLS	Expansion of course offerings and walk-in hours . implementation of a "shadow program to recruit new tutors for the fall 2014-15 academic year.	Current tutors assisted in the development of the shadow program. Their efforts included tabling, classroom presentations, and di9scussions with their faculty.	Exceeded	8 students participated in the shadow program and will be hired for the fall 2014 semester.
1.4 Promote student retention and success	Maintain an effective student advisement support system among faculty and peer mentors incorporating effective technology	Implement Degree Works Plan (SEP)	Assoc Provost, Assoc Dean, Student and Academic Affairs	We are testing planning tools in Degree Works at this time.	Provided training and information about DegreeWorks, GE21, Starfish, and Noel Levitz College Student Inventory to First Year Advisors and Peer Advisors. Coordinated Advisement Coordinator Biyearly meetings and maintained a Listserv to disseminate information about advisement policies and procedures.	Exceeded	Provide more opportunities to train new advisors on DegreeWorks, GE21 and Starfish offer opportunities for advisors and advisement coordinators to discuss current issues in advisement.
	Assess success of adjunct faculty orientation program	Continue or modify adjunct future orientation programs	Assoc Provost and Assoc Deans	We had two (fall/spring) programs that were well attended. Associate Dean of SCMA did follow up survey with adjunct faculty.	React of these small groups to having the opportunity to receive this important information was very positive	Exceeded	continue offering the workshops as an addendum to what we already do for next faculty
1.4 Promote student retention and success	Better engage student clubs to promote academic and profession development	Workshops, speakers, outings	Departments, CLAS Dean and Provost		Phoenix Center facility student chapter of SHRM engaging with HR professionals via Skype to attend CNY SHRM meetings and participate in Q & A with professionals in the field.	Approaching	

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
1.4 Promote student retention and success	Improve coordination and delivery of services to veterans	Consolidate information; update web pages; create new vet's lounge, receive military friendly designations	Extended Learning in collaboration with Financial Aid and Student Affairs	Web page launched. New vets lounge outfitted; Donation / scholarship created from alum Lt. Col. Mike Waters. Outreach & continued development ongoing.	Veteran Services coordination transferred to Veteran Services Coordinator. Military student population has increased approximately 50% over the previous year. Web page completed. Vets Lounge established and utilized daily. Military Credit policy strengthened. Vets Club became a funded SA Club. Admissions promoting services to military students. Orientation presence. Outreach, including Fort Drum, consolidated to Veteran Services Coordinator. Two separate Military-friendly designations received. New signed MOU for Dept of Defense required. Investigation of coursework offered at Fort Drum or Watertown area in progress.	Exceeded	Hold events for Student Veterans. Faculty and Staff Professional Development. Continue outreach efforts. Create promotional materials for Veteran Services.
1.4 Promote student retention and success	Improve communication to faculty and students regarding information literacy resources and services available through Penfield Library.	A plan for outreach and promotion, and more formalized internal procedures for responding to concerns and suggestions.	Library	Planning has begun for these internal procedures. Awareness of need for outreach is ongoing.	Many outreach activities this year, including new efforts to improve outreach to Metro Center and spring breakout sessions on The 21st Century Library. The process to manage concerns/suggestions is in development.	Approaching	Further work on formalized promotion plan. Development this summer of procedures for collecting and responding to concerns and suggestions.
1.4 Promote student retention and success	Provide First Year student programming, including a new orientation video and librarian hours in Residence Halls.	Increased participation in and use of First Year library offerings.	Library	The First-Year Librarian is in residence in Hart Hall, and holds workshops and help sessions in Hart and Johnson. An "experience-based education" student has recently committed to work on the video.	The First-Year Librarian is in residence in Hart Hall, and holds workshops and drop-in help sessions in Hart and Johnson. Participation is not high, but this outreach seems to be appreciated by students. New student Welcome Table and Success Fairs attract many students.	Approaching	Expansion of those first year offerings that are the most successful.
1.4 Promote student retention and success	Student retention and success through assessment and advisement	Informal assessment of Art 111 and 311 as we get ready for formal assessment 2013-14	Art Chair	Chair and dean have discussed retention and assessment in dept.	Department assessed class results for both sections and are implementing changes based on our observations	Met Expectations	We will be developing online components for both classes that not only prepare students for web enhanced instruction, but allow them to take advantage of the
1.4 Promote student retention and success	Improve Theatre Department Culture	Implement Eddie Awards	Jessica Hester	The Eddie Awards will occur April 27th, 2014. Thirty voters have submitted ballots for "Best Actress" and "Best Actor" for our Fall 2013 productions of <i>Fahrenheit 451</i> and <i>Wait Until Dark</i> . They will also vote on <i>Young Frankenstein: The Musical</i> .	Completed -- Event occurred April 27th	Exceeded	
1.4 Promote student retention and success		Start Monthly Play Readings		Reading occurring the first Sunday of every month	A total of seven play reading occurred with faculty, staff, and students. Most, but not all, were members of the Theatre Department	Exceeded	
1.4 Promote student retention and success	Improve library orientation and services for Metro Center faculty and students.	Plan developed and implemented for library orientation; availability of full Interlibrary Loan services.	Library	A plan for library orientation for Metro Center students has been implemented. Services have been expanded to include free home delivery for Interlibrary Loan materials.	A plan for library orientation for Metro Center students has been implemented. Services have been expanded to include free home delivery for Interlibrary Loan materials.	Met	Continued collaboration with Metro Center staff to ensure good library support for these students.

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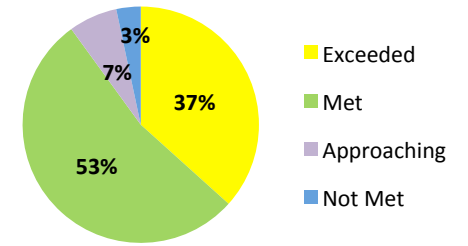
OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
<p>1.4 Promote student retention and success</p>	<p>Pilot Starfish Early Alert and Connect - rollout the product for both freshman and transfer Cohorts for the majors included in the pilot: Majors in Biological Sciences (incl. Pre Health), Psychology BA, Public Justice BA and Majors in School of Business</p>	<p>(1) Increasing student success in targeted population. Improvement in the retention of students in pilot as compared to prior years. We are including all students in certain majors, we expect that prior cohorts in those majors will act as our control group. Course specific measures, including: % of students below a C (at midterm and semester), overall attendance and % of students with serious attendance issues, % of students missing assignments. Ideally in some courses in the pilot, comparison can be made to fall 2012, or to the pilot students vs. others in the course. We will be looking for improvements relative to the control group: either prior semester or non-pilot students in the same course. - Overall DQ and GPAs in the pilot groups. Again, looking for improvements relative to the control group: either prior semester or non-pilot students. (2) Obtaining buy in from an initial group of faculty, advisors and other support staff</p>	<p>Associate Provost</p>	<p>Student survey on advisement administered. Survey of faculty developed. Wrote paper proposal on academic policies and intervention strategies. OLS component: students will be able to access Tutortrac to schedule appointments.</p>	<p>Gathered faculty feedback, presented several workshops and a roundtable discussion. CIT'2014 presentation, presentation EDUCAUSE'2014. Tutortrac data has been compiled over the last two years. Because tutoring requests vary between fall and spring semesters, the data below reflects the comparison data from similar semesters. Fall '12/fall '13: math= 9.7%; Learning= 21%; Writing= 29%. Sp '13/sp'14: math= 19.2%; learning=2.4%; writing= 51%. Increases were due to the following factors: expansion of walk-in availability; satellite locations; improved marketing; increase referrals from faculty/staff;</p>	<p>Met</p>	<p>Create Student Survey, Analyze Data, and decide future of pilot. Continue to promote Connect portion of Starfish with student service offices, advisors and faculty. We'll continue with the project next but will expand the services to include all new students as well as students on AW or returning from DQ. OLS is planning to add STEM tutoring Mon.-Thurs evenings to accommodate math and science courses. (This is in addition to services offered on Sundays). The department is also working with the tutors for training in the use of ALEK's; Pat Pacitti is undergoing course redesign for MAX 100 and 101; hiring of tutors at the beginning and intermediate levels of MAX courses.</p>
	<p>Develop Professional Skills Prep Course-All majors - Fall 2014</p>	<p>Develop Workplace readiness and workplace competencies (Informed and engaged Students, Connecting classroom to the real-world)</p>	<p>Director of Co-op/Provost</p>	<p>Course going through approval process w/ UCC and FA</p>	<p>GST 101 is approved, 3 sections of 25 students available for Fall 2014</p>	<p>Met</p>	<p>Increase outreach, faculty/community involvement. Develop additional sections for Spring 2014.</p>
<p>1.4 Promote student retention and success</p>	<p>To engage students in exploratory ways on the representation of the human figure in painting. Students will analyze works of contemporary artists, within the field of painting, that address current contemporary issues in gender, sociology, psychology, and politics when dealing with the.</p>	<p>Expected Outcomes: Students will produce experimental paintings where metaphorical representation of the human figure will enable them to explore the perception their own bodies in relation to the contemporary visual culture that surrounds them.</p>	<p>Juan Perdiguero</p>	<p>Course and paintings completed during the fall semester. Several were displayed in various student exhibitions in Tyler Hall and Penfield Library.</p>	<p>Artworks that will specifically address the project objectives.</p>	<p>Met Expectations</p>	<p>To repeat project when teaching ART 321 during the Spring 2015 semester.</p>

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
<p>1.4 Promote student retention and success</p>	<p>The department created and utilizes ART 333: Special Topics in Art to offer courses that are topic or theme related. Courses this year include Storyboarding for Animation, Narrative Photography, Art Therapy, Interior Design in Public and Private Spaces, Art Games and Participatory Forms</p>	<p>Faculty are able to teach subject matter that connects to their area of interests while also testing the topic for the possibility of developing a stand alone course. Students are able to choose elective study from a wider range of topics.</p>	<p>Various faculty including Renee Stevens, Julieve Jubin, Seeley Cardone, Rebecca Mushtare and Richard Metzgar</p>	<p>"Storyboarding for Animation" and "Narrative Photography" and "Art Games" participated during fall semester.</p>	<p>"Art Games" was rolled out in the fall. Students worked on installations for Recollection; participated in the yarn bombing workshop via the gallery and created public interactive/game installations around campus including on bulletin boards, in the library, and in the quad.</p>	<p>Exceeded</p>	<p>New to "Special Topic" courses, the department as a whole was very satisfied with this year's offerings and can imagine several of these courses developing into new courses or new curricular areas.</p>
<p>1.4 Promote student retention and success</p>	<p>Students in Traditional and Digital Illustration partnered with Tyler Box Office to raise awareness regarding the banning of books across the country. Faculty also partnered with Creative Writing. Action also connected to the Theater Department's production of Fahrenheit 451.</p>	<p>Students will gain a greater understanding of censorship and the impact on society.</p>	<p>Amy Bartell and Judith Benedict---Art Department. Leigh Wilson---Creative Writing/English Department.</p>	<p>Murals are completed. Event was heavily photographed and recorded for documentation purposes.</p>	<p>Over the course of three days, students created chalk murals of the covers of books banned around the USA on the wall in front of tyler hall. While creating these murals, students from the Creative Writing program read passages from these books. This "Performance" piece was witnessed by hundreds of passer-bys through-out the event. The event not only raised awareness about this issue, but also served to promote the forthcoming performance of the play "Fahrenheit 451".</p>	<p>Exceeded</p>	<p>This event helped to inspired art, music, theater, and creative writing to come together in the fall to create a series of "Art Attacks" -- which will build on the idea of public spectacle. These will take place from Mid October to mid November</p>

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Goal #2: Support faculty with mechanisms of support to enhance their teaching and scholarship.



Connection to Oswego's Strategic Directions:	<p>Vitality: Secure the college's stature as a world-class comprehensive college with intellectual and cultural vitality that provides an excellent education of exceptional quality to every student, supported by a strategically driven organizational structure and robust financial plan.</p> <p>Intellectual Rigor: Sharpen our focus on academic excellence by creating a vibrant intellectual climate rich with ideas, inquiry and discovery by providing students with meaningful experiences and opportunities that challenge them to reach their full potential as intellectually empowered, creative, thoughtful, responsible and productive persons.</p>
Connection to SUNY's 6 Big Ideas:	<p>Seamless Education Pipeline: SUNY sees education in New York State as a pipeline that extends from birth to retirement years—and finds ways to close the gaps that impede success.</p>

OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
2.1 Facilitate and support faculty efforts to obtain external grants	Introduce incentives for faculty to prepare grant proposals	Number of grants submitted & awarded will increase in 2013-14 by 3%	Grad, Deans, ORSP	Drafted SUNY "High Needs" grant to support Biomedical Health Informatics	Grant awards will be made by July 2014	Approaching	
2.1 Facilitate and support faculty efforts to obtain external grants	Create opportunities for faculty to develop multi-research teams for grant writing and publication	Number of collaborative projects will increase in 2013-14 by 3%	ORSP		AACE successfully collaborated with faculty and external partners on geriatric mental health assessment for Central New York, funded by the Health Foundation for Western and Central NY.	Met	
2.1 Facilitate and support faculty efforts to obtain external grants	Noyce Grant Implementation to increase support opportunities for Science and Math grads to enter the teaching profession. Development of NOYCE implementation grant proposal, in conjunction with CLAS, to expand opportunities for science and math majors to enter the teaching profession.	Noyce Implementation Grant has been funded; PIs in SOE and CLAS are working with CLAS Math/Science dept chairs to identify potential candidates to enter program in Spring 2014. External advertising/marketing to begin in Winter 2014.	SOE	Applications are being reviewed and acceptances will be sent out mid-April.	3 summer interns selected & funded. 4 grad students and 1 undergrad have been awarded Noyce Funding.	Met	Identify 5 Research/ Teaching Interns for Spring 2015 semester
2.1 Facilitate and support faculty efforts to obtain external grants			Provost		Grants submitted in 2013-14 numbered 64. Successfully hired new Assoc. Provost for Research Development and Administration.	Exceeded	
2.2 Increase usage of innovative pedagogy and technology to improve student learning	Bring in experts to work with faculty on improving STEM retention	Support a Fall STEM Retreat focused on STEM retention	Provost	Nathan Klingbeil visited campus and held workshops with faculty to instruct on Math-in-Context. NSF approaches to increase retention.	Eric Mazur served as campus teaching & learning breakout lecturer. Through special learning community, 16 courses were revised to improve student retention in STEM.	Exceeded	

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
2.2 Increase usage of innovative pedagogy and technology to improve student learning	Provide professional development for faculty.	At least one additional faculty member will teach an online synchronous course during the 2013-2014 academic year.	SOE	C&I adjunct faculty member taught 2 synchronous online sections in Fall 2013	C&I adjunct faculty member taught 2 synchronous online sections in Fall 2013. VTP currently working with synchronous components of online classes. Also, VTP currently teaches both Grad and UG Methods classes online with a live on-campus summer component for demonstration teaching.	Exceeded	<p>C&I: 8/14 Faculty will complete professional development around new assessments Student teaching professional development course to become Synchronous online course (EDU430) Increase online components to F2F courses Identify baseline info re % of synch, asynch, & hybrid courses offered</p> <p>HPW: Offer 13 asynchronous online courses 2014-2015; develop synchronous component to graduate on-line courses</p> <p>Ed Ad: Develop 2 COIL courses (EAD 610 & EAD 660)</p> <p>CPS: Faculty are exploring online course development options</p> <p>VTP: Implementing synchronous office hours for faculty.</p> <p>Researching the possibility of including video taping of</p>
2.2 Increase usage of innovative pedagogy and technology to improve student learning	Support and promote faculty use and assignment development regarding newer technologies, including the Multimedia Production Room and 3D Printer.	Increased use of Penfield's learning technologies; demonstrated class engagement with them.	Library	The Learning Technologies Librarian has taught 28 classes/workshops so far in 2013-14 pertaining specifically to learning technologies. Data on specific technologies will be available at year end.	The Learning Technologies Librarian taught 43 classes this year pertaining specifically to learning technologies. Use increased for several of our technologies and the Multimedia Production Room.	Exceeded	Work to expand services and technologies to meet the growing demand.
2.2 Increase usage of innovative pedagogy and technology to improve student learning	Continue to support student exhibition opportunities at off-campus venues	Students from Roxanne Jackson's and Benjamin Entner's upper level Ceramic and Sculpture studios will hold a small exhibition at the SUNY Oswego Downtown Store. Students will create exhibitions that demonstrate their abilities as emerging professionals in their field.	Roxanne Jackson & Chris McEvoy, Art Dept., SCMA	Exhibition was completed and held in November.	Ceramic students of Roxanne Jackson and painting students of Christopher McEvoy were given a project entitled GO BIG! go little. The project asked students to challenge themselves to think outside of the box, take risks, try something new and incorporate mixed media. Contrast in scale, concept and the inherent differences in the two mediums feature prominently in the exhibition which ran from 12/7/13 - 2/8/14	Met	We will continue to feature student exhibitions such as this at the Oswego State Downtown Gallery, as well as at the Metro Center.

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2.2 Increase usage of innovative pedagogy and technology to improve student learning	Continue to support student exhibition opportunities	Students in Chris McEvoy's ART422 Advanced Drawing and Painting course will exhibit artwork in an exhibition at the Penfield library. Students will create exhibitions that demonstrate their abilities as emerging professionals in their field.	Chris McEvoy, Art Dept., SCMA	Exhibition scheduled for February,	2014.Exhibit was widely seen and student work was very successful. Large crowd of students attended the opening. Exhibit also drew in people through-out it's run.	Met	
2.2 Increase usage of innovative pedagogy and technology to improve student learning	Provide works use of innovative pedagogy and effective use of technology to improve learning	Increased awareness of best practices in teaching.	CELT	CELT coordinated the offering of 54 workshops during the fall semester and 92 in January 2014 on teaching and technology. Several were offered by IDs, and many were offered by CTS, and the Library. A list of all workshops is available at http://www.oswego.edu/celt .	A record total of 263 workshops were coordinated by CELT during the 2013-14 academic year. Total attendance at these workshops was a new record of 2252, an increase of 48.35% over last year's record attendance of 1518. IDs have offered numerous workshops regarding best practices online and hybrid teaching and learning.	Exceeded	Continue to expand workshop offerings related to effective teaching and effective use of educational technology. Particular focus will be placed on workshops that assist faculty in using practices that have been demonstrated to be effective in enhancing deep learning,
2.2 Increase usage of innovative pedagogy and technology to improve student learning	Develop international symposium and travel opportunities for faculty	Inaugural London faculty development seminar, Shanghai business forum, targeted travel grants	OIEP		1. The London faculty development seminar took place at the CAPA London Center March 16-21 as planned, with 6 Oswego faculty selected and 1 additional faculty member focused on COIL initiatives. The 7 faculty members represented all 4 schools and colleges, and a diverse mix of disciplines. Follow-up programming development will occur on-campus meeting April 29th. 2. The inaugural Shanghai Business Research Forum will take place May 18-24 as planned. Prof. Hong Wan will lead 8 students to Shanghai to present their judged papers at a research symposium in which students from both SUNY Oswego and our partner university, Shanghai Normal University, will present. In addition, our newest China partner university, Southwest University of Politics and Law (SWUPL) in Chongqing will host Prof. Wan and 4 of the students immediately following the Shanghai conference for a complimentary two-week cultural seminar introducing Chinese culture. 3. The faculty international travel grant program continues with the current round receiving applications as in the past.	Exceeded	Seminar will be planned for spring 2015--site TBD.

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
2.2 Increase usage of innovative pedagogy and technology to improve student learning	iPad pilot program	CELT workshops, Winter and Spring breakout sessions	Provost, Deans, CELT	Pilot program was instituted with over 20 faculty participating. 15 iPads were awarded to faculty to use in their teaching, monthly workshops were offered to all faculty who want to use mobile devices in the classroom. Learning outcomes by all faculty were shared through presentations and written submission	CTS Pilot program was instituted with over 20 faculty participating. 15 iPads were awarded to faculty to use in their teaching, monthly workshops were offered to all faculty who want to use mobile devices in the classroom. Learning outcomes by all faculty were shared through presentations and written submission. CELT--Monthly workshops on educational use of mobile devices continued through the spring semester. A workshop was offered at 3 different times each month (from September through April) to accommodate faculty schedules. 22 workshops were offered on the use of mobile devices during Winter Breakout workshops in January; an additional 16 were offered in May 2014 during Spring Breakout workshops. All of these workshops were collaboratively planned by CELT and CTS. Video recordings of presentations by iPad Pilot faculty are maintained on the CELT web site, along with an extensive collection of iOS and Android apps that are useful in education.	Exceeded	CELT and CTS will continue to offer workshops to assist faculty in developing effective educational uses of mobile devices, This will include workshops designed to lower student costs by expanding the use of eBooks, using mobile devices for classroom polling, and the development of a pilot program involving wireless video projection from mobile devices.
2.3 Support the maintenance & development of College Centers and Institutes	Identify one area for development as designated Centers or Institutes	Increased academic programs and external funding opportunities	CLAS Dean, IPAC Director, Chairs & Provost	Developed two new research centers--Active Aging Center and Wireless Solutions Lab.	The ERC provides state-of-the-art analytical services for multidisciplinary environmental, human health, and Great Lakes research projects. Over the past year considerable resources were directed toward analytical method development and project sample processing for the five-year, 6.5 million dollar grant from the U.S. Environmental Protection Agency - Great Lakes National Program Office. Our grant entitled "The Great Lakes Fish Monitoring and Surveillance Program: Pushing the Science" will continue our highly productive collaboration between Clarkson University, SUNY Oswego, and SUNY Fredonia through 2015. AACE center received grant from Health Foundation of Western and Central NY.	Exceeded	
2.4 Encourage and recognize faculty who mentor students in scholarly activities.	Develop award and recognition for faculty who mentor students in scholarly and creative activities	Increase by 10% the number of faculty engaged in mentored research	Provost		Total number of students participating in faculty mentored research projects increased in 2013-14	Met	
2.5 Potential Online Programs 2013-14	Support resource needs of academic programs including instructional design support, software, and training	Initial phases of Blackboard migration planning underway, expand number of courses and programs online, develop modular courses and programs, provide tutor assistance, prepare students for virtual student teaching	Dean of Extended Learning and Staff, SOE	near-term and long-term online program prospects identified. Blackboard implementation scheduled for Spring 2015. Training will be provided beginning Fall 2014.	Cross campus committee to plan and roll out Blackboard conversion in process; Further training and contacts for Blackboard made: Investigating other types of academic instructional design support	Met	

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2.6 Produce scholarly research that advances knowledge and contributes to learning and the practice of fields of study	Ensure that academically qualified faculty are reasonably distributed across programs by providing reassigned time	All academic programs should meet 60% AQ standard	SOB	All academic programs in the School of Business meet the 60% AQ standard.	All academic programs in the School of Business meet the 60% AQ standard.	Met	
2.6 Produce scholarly research that advances knowledge and contributes to learning and the practice of fields of study	Cultivate international partnerships for faculty exchanges for teaching and research	Two or three SOB faculty teaching and researching at international destinations	SOB, OIEP	One faculty member plans to teach in Germany in May 2014. Two faculty and 8 students will participate in a research conference at Shanghai Normal University. Prof. Hong Wan (China) and Prof. Barry Friedman (Germany), in addition to Prof. Stathis Kefallonitis (Costa Rica), and two London seminar participants (Stathis K. and Eric Tsai)	SOB Prof. Barry Friedman taught in Germany in May 2014. Prof. Hong Wan, Prof. Ding Zhang and 8 students participated in a research conference at Shanghai Normal University May 2014. Prof. Stathis Kefallonitis offered a course built around a trip to Costa Rica, and he and Prof. Eric Tsai participated in two London seminars during Spring Break. OIEP The Shanghai conference with 8 students and 1 professor (Hong Wan) scheduled for May 19-23 at Shanghai Normal University. In addition, 4 students with Prof. Wan will participate in the first Chongqing program at the Southwest Univ. of Politics and Law. The Costa Rica program (Prof. E. Kafallonitis) was successful in January.	Met	
2.6 Produce scholarly research that advances knowledge and contributes to learning and the practice of fields of study	Revise criteria for faculty qualifications based upon new AACSB standards		SOB	Faculty Composition and Development Committee drafting new criteria.	Faculty approved new criteria consistent with revised AACSB standards.	Met	
2.6 Produce scholarly research that advances knowledge and contributes to learning and the practice of fields of study	Sponsor faculty research presentations	Four research presentations in the 2013-2014 academic year	SOB	One research presentations in the Fall (N. Bhutto). One planned in the Spring (S. Rivzi)	One research presentation in the Fall (N. Bhutta), three in the Spring (S. Rivzi, Y. Wang, W. Jiang)	Met	
2.6 Produce scholarly research that advances knowledge and contributes to learning and the practice of fields of study	Host international scholars-in-residence	Host four international scholars during the 2013-14 academic year	SOB	Fall 13 international scholars: N. Bhutta (Pakistan), W. Cai (China), Y. Wang (China), W. Jiang (China)	Hosted N. Bhutta (Pakistan), S. Rivzi (Pakistan), B. Chai (China), W. Cai (China), Y. Wang (China), W. Jiang (China)	Exceeded	
2.7 Increase availability of faculty requested research resources	Award funds to select faculty for library acquisition of research or teaching resources of their choosing.	Enriched library collections; improved faculty satisfaction with available resources.	Library	Funds have been designated, and applications for this year's awards are being accepted until March 26.	Eleven faculty members received Teaching and Research Faculty Grants; feedback is positive.	Met	If grant funding is again available, repeat this program next year.
2.7 Increase availability of faculty requested research resources	Expand "purchase on demand" programs.	More titles available; good use of materials purchased.	Library	More POD titles have been added to the catalog, focusing on areas for which we have distance education programs/courses.	More funds were allotted for both the print and ebook PDA programs this year; use of these books is high.	Met	Consider expanding funding for this program.
2.7 Increase availability of faculty requested research resources	Promote cross-disciplinary usage of new research resources in Shineman Center and Rice Creek Field Station	Compilation of available technologies and facilities	Department Chairs, CLAS Dean		Faculty are currently using facilities in Shineman as they were designed: as interdisciplinary spaces and instruments shared across all the sciences, including some social sciences (eg. Anthropology). Lab spaces have also been used by CSS students as unique setting for their craft.	Met	

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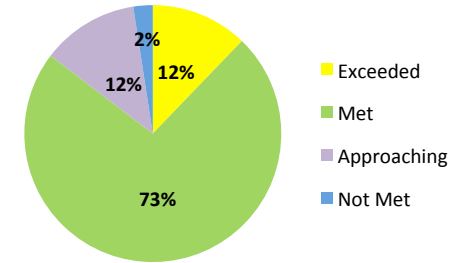
OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
2.7 Increase availability of faculty requested research resources	Monitor, evaluate and respond to faculty resource requests.	Data to inform new purchase decisions.	Library	Collection librarians are in frequent contact with course faculty, especially regarding new and requested resources.	Subject librarians collected faculty input in various ways. UCC proposals were also used to focus funds on new course or program needs. Phoenix Center technology upgrade incorporated faculty requests for Mac computers for student use. Metro Center technology upgrade incorporated requests for Smart board, IGLU and laptops for students	Met	Continue working on effective communication with course faculty.
2.8 Develop an experimental classroom to increase use of technology in the classroom	Design & implement experimental classroom	An initial design for a space where faculty can pilot new technologies for teaching and learning will start to be developed	CTAB, ITC, CTO, Instructional Support Director, CELT, Information Technology Council, FDC staff	There have been discussions of finding a department that is moving into a new space who would like to experiment with new teaching methodologies. Discussions are underway, although no department or space has been identified.	Ongoing.	Not Met	
2.9 Establish GA Job Board to expand and enhance graduate student placements	Develop and launch on-line posting for GA & TA openings and student resumes	More efficient & effective placements	Grad Dean		Job board established and announced to all grad programs and students	Met	
2.10 Develop a highly talented work force capable of setting vision and strategy for the college	Offer leadership and professional development to new chairs and aspiring administrators	A developed talent pool to guarantee quality leadership in the future	Provost	Searches ongoing for Extended Learning, CLAS, ORSP, Graduate Studies, Experiential Learning	Completed hiring in key leadership positions and offered professional development in appropriate leadership institutes.	Met	
2.10 Develop a highly talented work force capable of setting vision and strategy for the college	Develop new Chair's materials and on board programming for new chairs	Seamless transition between chairs and few unexpected personnel and administrative problems	Provost, Associate Provost and Assoc. Deans	Provost charged Chris Hockey with reviewing best practices in this area.	Chair's workshop development program designed.	Met	
2.11 Promote a system of shared governance capable of efficient and effective decision-making	Create a Task Force on Shared Governance and Administrative Committees	Design a more efficient and effective system of decision-making and goal setting	Provost and Faculty Assembly	Recommendations under review.	Recommendations accepted and at FA for approval.	Approaching	

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
<p>2.12 Recruit talented faculty</p>	<p>Design a clear recruitment and faculty search process that will lead to more expedient and successful faculty hires.</p>	<p>Academic Affairs searches will begin by September and will yield a larger pool of applicants and subsequently a highly talented pool of new hires.</p>	<p>Provost, Deans, and Chairs</p>	<p>Music hired two new extremely talented faculty members- Ahreum Kim and Paul Leary- as result of intensive search. Inclusion of Associate Provost for Multicultural Opportunities in the search process</p>	<p>Music Dept. hired three new faculty- Ahreum Kim, Paul Leary and Juliet Forshaw. Communication Studies hired two new tenure-track professors. One in Public Relations and the other in Digital Media and Online Journalism. The College of Liberal Arts and Sciences completed sixteen of 17 tenure track searches in ten different departments, and hired two, full-time Instructional Support Staff Technicians (ECE, ES). These searches represented an enormous amount of effort on the part of our faculty – Very large (ca. 50-250) applicant pools were reviewed for short lists, and typically three on-campus interviews for each position.</p>	<p>Exceeded</p>	<p>Begin Mentoring process this summer and into fall 14</p>

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Goal #3: Increase and enhance a variety of high impact and experiential learning opportunities such as Co-ops and internships, problem-based learning, research and creative activities, capstone projects and community-service learning, and compacts with business, industry, non-profits and government agencies.



Connection to Oswego's Strategic Directions:	<p>Intellectual Rigor: Sharpen our focus on academic excellence by creating a vibrant intellectual climate rich with ideas, inquiry and discovery by providing students with meaningful experiences and opportunities that challenge them to reach their full potential as intellectually empowered, creative, thoughtful, responsible and productive persons.</p> <p>Engagement: Unite and enrich the college community by offering, promoting and valuing individual and collective contributions to the common good and by developing closer and more collaborative ties and partnerships with the broader society.</p> <p>Solutions: Give priority to developing knowledge and translating the expertise of our community of scholars in research, scholarship and creative activity to find solutions to the problems of our time.</p>
Connection to SUNY's 6 Big Ideas:	<p>The Vibrant Community: As other entities cut or loosen local ties, SUNY's role as an enduring enriching presence in communities becomes even more critical.</p> <p>Seamless Education Pipeline, SUNY Works: SUNY sees education in New York State as a pipeline that extends from birth to retirement years—and finds ways to close the gaps that impede success.</p>

OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
3.1 Infuse experiential components into the curriculum	Encourage instruction that incorporates discipline-based competencies required for student success in their chosen fields of study or profession	Curricular change (if necessary) New PSMs in Health Info and Tech Mgmt are in development. PSM in HCI & Chem are examples. HPW creating a Nutrition Minor; CPS working with Hutchings Psychiatric Centre (Syracuse) to participate in and provide support for Grand Rounds.	Provost, CLAS, SOB, SOE, SCMA, Grad Dean		Focus on new professional certificate and professional masters that are career pathways.	Met	
3.1 Infuse experiential components into the curriculum	Create an in-class experience similar to what students will encounter in their chosen field providing them with real-world problems to solve and relationships to build.	Students in graphic Design courses, especially at the 400 level including ART 414, will be placed into teams and assigned clients based on interest from the regional community as well as on-campus.	Cara Thompson, Renee Stevens, Cynthia Clabough and others.	ART 414 in the fall semester has already begun client projects. Applications are currently being accepted for spring semester completion	As in past years, we expect to work with 8-16 clients ranging from academic departments to regional non-profits and small businesses. 1/3 of course content is directly connected to service learning by students engaging in Client-Driven projects. Work produced for clients continues to draw attention when students are interviewing. AIGA representatives commented positively on the body of work produced and the value of the experience.	Met	

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
3.1 Infuse experiential components into the curriculum	Share major-based experiential learning participation data to departments.	Develop new experiential learning opportunities to fill gaps in high impact practice areas	Provost, Deans			Met	
3.1 Infuse experiential components into the curriculum	Provide undergraduate student with hands on experience regarding teaching, grading, exam preparation, etc.	Supervised teaching assistant Morgan Rook for ART 106.	Benjamin Entner	Internship is underway and Morgan Rook has been actively engaged in the studio and with students.	Morgan was responsible for providing additional feedback to students about their designs, documenting students work, and helping with class presentations and demos.	Met	Experience was a positive one. Expectations are to have future assistants
3.1 Infuse experiential components into the curriculum	Assign projects to students as part of course curriculum that allows them to solve-real world design problems	Infuse with Art 323 Digital Media for Transfer Students a project each term that offers a service learning opportunity. This project should be done for a single client or for a design competition.	Kelly Roe (Fall) and Mitzi Mize (Spring)	Students successfully completed the project with CTS in the fall. Students in the spring semester teamed with ARTSwego to create a series of posters to support and promote the performances by the ACTing Company in February.	Sean Moriarty was very pleased with the results . In the end he choose to stay with their existing identity as the experienced made his realize how attached his staff is to their branding. He also discovered that he has several staff members in his department who are also pursuing MA degrees in graphic design at Oswego and intends to considering engaging them when the time arrives to follow through.	Met	No action to be taken
3.1 Infuse experiential components into the curriculum	O-RITE has established connections between 9 schools and community based organizations in NYC and Central NY to encourage college-community collaborations. O-RITE MAT students began placements in July 2012.	On-Campus conference scheduled for November 15 to discuss clinically rich opportunities across SOE initial certification programs. This is supported by SUNY C-TEN monies.	SOE	The SOE sponsored a day-long conference /workshop on Nov 15, 2013 to discuss the implementation of graduate & undergrad Clinically Rich teacher preparation models. Presenters included current candidates, host teachers, & school administrators; conference participants included faculty, staff, and candidates. In 12-13, O-RITE worked with 9 school partners &12 community based organizations across the state. In 14-15, 8 school partners were added & O-RITE expanded into Utica.	Bridges Program held at the Metro Center 4 times a semester throughout the year. O-RITE students enrolled at Metro Center for summer semester 2014. SOE--O-RITE increased placement opportunities for SOE candidates in Syracuse, NYC, and Utica. One yr extension to O-RITE announced by NYSED. Up to ten additional candidates will be funded during the 2014-2015 academic yr.	Met	TESOL Ed Clinically Rich teacher prep program has been approved through governance; final program revisions to NYSED summer 2014. MST Adol Ed to be implemented 2014-2015 with at least 5 candidates spending 2 full semesters in secondary school placements in SCSD. 1 section of Undergraduate Childhood Ed will pilot a quasi-clinically rich program at Parish Elementary School.
3.2 Provide opportunities for students to gain practical and out-of-class experience	Active member and board member in World Association of Cooperative Education	Provide opportunities for students to access global network of Co-ops and Co-op scholarships important for recruitment into Co-op programs.	Provost and Co-op Coordinator	68 applicants for the 2014-15 academic yr (168% more than 2013-2014), (16 out of state, 8 out of country applicants) 33 students offered of which 8 applicants are out of state and 1 applicant is international	14 students accepted , (1 out of state- NJ)	Met	New Recruiting will begin Fall 2014 for the 2015-2016 academic year. Recruited at Admissions 1st College Night, April 28th,able to recruit with marketing materials at the admissions table

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
3.2 Provide opportunities for students to gain practical and out-of-class experience	Expand partnerships with businesses and industry	Create Co-op opportunities for undergrad & grad students in new academic majors (Physics, Tech, Art, Comm St, VTP, English, PBJ) & 10 new placements	Provost, SOB, SCMA, CLAS, SOE, Director of Co-Op, Grad Dean	Created new Co-op track for Geology and ECE major. Created Local/Regional Co-op partners with Oswego Health, Constellation, Wegmans, Northwestern Mutual. Anticipate Local Co-op with Enterprise, Fastenal, Brown and Brown, Inficon, Loretto, Pyramid Management, & King & King Architects Fall 14. Over 75 opportunities available for students for Spring14, Over 85 Opportunities for Fall 14 all Co-op majors.	Northwestern Mutual, Enterprise, Oswego Health, Wegmans, Inficon, Saab Senis Enterprise, Loretto, Fastenal continue to recruit. Business Advisory Bds. and internships and Co-op placements.	Met	Anticipate growth of partnerships as new experiential learning center develops.
3.2 Provide opportunities for students to gain practical and out-of-class experience	Promote faculty interaction with recruiters	Host six recruitment lunches in collaboration with Career Services	SOB	15 lunches with 8 faculty members participating cumulatively.	15 lunches with 8 faculty members participating cumulatively.	Met	
3.2 Provide opportunities for students to gain practical and out-of-class experience	Continue hosting Alumni Symposium	Host 10 alumni for the Fall 2013 Alumni Symposium	SOB	Nine alumni participated in the October 2013 Alumni Symposium	Nine alumni participated in the October 2013 Alumni Symposium	Met	
3.2 Provide opportunities for students to gain practical and out-of-class experience	Enhance students' career development and placement through focused training and mentoring	Expanding formal course offering and career fair programs for business and co-op students	SOB	Sections of MGT 494 offered in Fall & Spring, M&M faculty considering requiring the course for Business Administration majors	Sections of MGT 494 offered in Fall & Spring. Enrollment demand lower than expected, MGT 494 not required in any major.	Approaching	
3.2 Provide opportunities for students to gain practical and out-of-class experience	Implementing a Pilot Summer 2014 6 week Internship Program (5 jobs, 5 states in 5 weeks)	Created a 4 student pilot internship program , all majors can apply, to experience relevant work in students related major/career interests. Students will intern fulltime in a new state /new industry each week	Co-op Director	Applicants are accepted.(20 students interested , 6 students applied, 4 students accepted) Students will be receiving itinerary for Job offers and housing arrangements (Total of 20 jobs in 20 states)	3 students are interning; 15 jobs in 6 states: California, Illinois, Wyoming, Maryland, New York, Massachusetts.	Met	Reflection/ presentation with EL office and other students upon return in fall, Expand recruitment for Summer 2015
3.2 Provide opportunities for students to gain practical and out-of-class experience	Enhance internships and placements for Accounting students	Expand the number of accounting firms recruiting on campus	AF&L Department	New firms recruiting on-campus include Berdon LLP, Grossman St. Amour & CONMED		Met	

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
3.2 Provide opportunities for students to gain practical and out-of-class experience	Explore interdisciplinary project-based course for SCMA	Develop interactive course that allows SCMA students to explore social issues	SCMA Dean and chairs	CMA 495 - Start-Ups and Branding is currently being piloted by Prof.'s Bartell and DiRienzo	CMA 495: Start-Ups - Branding and Design was a joint effort between Graphic Design and Public Relations faculty. Students worked with a local client to develop his brand and create a strategic integrated media plan.	Exceeded	
3.2 Provide opportunities for students to gain practical and out-of-class experience	Create programs in NYC and LA that allow students to explore career opportunities, develop co-op partnerships	Increase student interaction with industry professionals in all SCMA program areas	SCMA Dean	NYC POV has been created. 10 students will go on first program in May 2014	NYC POV was developed and is running during the first summer session of 2014.	Met	
3.2 Provide opportunities for students to gain practical and out-of-class experience	School of Education is expanding field placement opportunities beyond typical K-12 schools.	Place students in agencies such as Syracuse Educational Opportunity Center (EOC) and the Westside Learning Center	SOE	In 2013-2014, 7 C&I candidates participated in field experiences at MANOS, 5 @ West Side Learning Center, & 95 @AVID. 5 VTP Candidates are completing field experiences associated with the NY State Prison system. Over 50 Wellness Mgmt students have participated in internships at Medical Centers (e.g., hospitals, pt/ot clinics, medical offices, county health depts, college dietary/counseling centers) & Community Health Centers (e.g., gyms, YMCAs, Cooperative Extension Offices) throughout NY. Over 130 candidates in the CPS Grad Programs have participated in internships in the areas of school counseling, school psychology, and mental health counseling.	Nearly 300 SOE candidates have participated in expanded field experience placements.	Met	<u>FPO:</u> Additional placement opportunities and alternative timeframes are being explored to offer candidates hands-on experiences with community & other agencies prior to beginning professional sequence. <u>HPW:</u> Expand use of social media to inform students of internships
3.2 Provide opportunities for students to gain practical and out-of-class experience	Implement discipline based GA writing tutor in science courses	Increased access to skilled writing tutors and improved writing skills of students seeking services	OLS, Cathy Santos	Graduate student was assigned 6 hours dedicated to science tutoring. Student will develop writing workshops for the fall 2014 semester for chemistry in collaboration with faculty	WAC fellows were housed with OLS to provide writing services for faculty and staff	Approach	Four additional graduate students will be hired to serve as "team leaders" within their discipline of study; WAC fellow will maintain their office in OLS;
3.2 Provide opportunities for students to gain practical and out-of-class experience	Provide students with opportunity to work in the field so they can gain experience and forge connections for success after graduation	Create Co-op Tracks for Students in Graphic Design and Studio Art	Art—Cynthia Clabough	Tracks have been created at the departmental level. Request and appropriate documentation sent forward to the SCMA Dean's office the beginning of September.	Completed	Met	

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
3.2 Provide opportunities for students to gain practical and out-of-class experience	Provide students to work as technicians and tech support through-out the Art Department	ART 395 was developed to teach and train students in the operation of all the electronic devices connected to emerging technologies. Students workshop on Friday afternoons and then take their knowledge and skills directly into the studio working as assigned techs to digital media classes.	Jenilee Ward and other faculty through-out the department including, Amy Bartell, Cynthia Clabough, Renee Stevens, Cara Thompson, Rebecca Mushtare, Kelly Roe, Kacie Haynes, and Carla Senecal	Courses are underway. Students have been trained in color calibration, printer maintenance and calibration, OS updates/upgrades, digital tablet operations, digital camera operations.		Met	
3.2 Provide opportunities for students to gain practical and out-of-class experience	Sponsor faculty/student travel to regional conference, worksites, etc.	Expanded participation in social sciences and humanities	CLAS Dean, Provost			Met	

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
3.2 Provide opportunities for students to gain practical and out-of-class experience	<p>Through-out the department, students sign-up for ART 396, ART 397, or GST 303. As part of their course experience they work with students, faculty in the completion of studio art projects. Students are also trained on all equipment in the studio connected with the media studies of their choosing. Students in 396 and 397 must conduct independent research and a project that demonstrates the culmination of this research. Students in GST 303 work with faculty from the Compass and engage in research under their direction.</p>	<p>Students leave this experience more fully understanding tools, methods, and materials as well as having gained a greater understanding of interpersonal communications. They also leave with research and a project that better prepares them for a career or graduate studies upon completion of their undergraduate studies.</p>	<p>Various faculty throughout the department including Amy Bartell, Judith Benedict, Peter Cardone, Cynthia Clabough, William DeMott, Benjamin Entner, Kacie Haynes, Alesha Hall, Roxanne Jackson, Christopher McEvoy, Richard Metzgar, Rebecca Mushtare, Linda Paris, Kelly Roe, Renee Stevens, Cara Thompson.</p>	<p>Courses are underway.</p>	<p>Students were successful in all their endeavors. Many graduated and several have gone on to successfully become employed in the field.</p>	<p>Exceeded</p>	
3.3 Expand faculty mentored and individualized student experiences	<p>Identify new Global Laboratory Partnerships, particularly India and China</p>	<p>Increase the number of Global Lab students to India to 8. Double the number of Global Lab sites in India in Summer 2014</p>	<p>Shashi Kanbur, Faculty, OIEP, RISE</p>	<p>Opportunities for Global Lab placements to India found at University of Delhi, IUCAA, Pune, ISI Calcutta. Advertising carried out</p>	<p>New Global Lab site in Delhi University (3 students) summer 2014.</p>	<p>Not Met</p>	
3.3 Expand faculty mentored and individualized student experiences	<p>Collect accurate data on student SCAC activity on campus for Annual Report</p>	<p>Improved reputation of college</p>	<p>Provost</p>		<p>Data collected and distributed to academic departments.</p>	<p>Exceeded</p>	

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
3.3 Expand faculty mentored and individualized student experiences	The Summer Scholar's Program offers tremendous opportunity for student and faculty collaboration with benefits for the department	During the Summer of 2013 Luzmaria Cruz conducted research and studied in non toxic printmaking along-side Professor Kelly Roe.	Kelly Roe	This work was instrumental in bring Visiting Artist Nancy Diessner to campus. This work has also provided benefit to students and faculty across the department, providing all with examples on ways to use emerging methods.		Met	
3.3 Expand faculty mentored and individualized student experiences	Utilize the Visiting Artist program to bring to campus Artist from across all the disciplines in order to stimulate discussion and provide students and faculty with exposure to practicing artist.	Visiting Artist Nancy Diessner, artist talk and workshop with students, met with adv. students to review portfolios.	Kelly Roe	Completed Wednesday, 10/2 and Thursday 10/3		Met	
3.4 Expanded student engagement with local schools	Expand Mentor Scholar Program to High School	20 undergraduate-mentee matches	Mentor Scholar Coordinator	10 undergraduate-mentee matches	10 undergraduate-mentee matches	Met	
3.4 Expanded student engagement with local schools	Adopt-A-School utilizing SCMA students and faculty	Identify possible options for Theatre and Comm Studies students	SCMA Assoc. Dean and Chairs			Met	
3.5 Provide enhanced learning opportunities for students through the use of high-impact educational practices	Develop interdisciplinary courses that support project based learning	Work with Art and Comm Studies to develop collaborative, capstone project based courses	SCMA Dean and chairs	In progress.	CMA 495	Met	
3.5 Provide enhanced learning opportunities for students through the use of high-impact educational practices	Develop service learning program within broadcast curriculum	Work with broadcasting faculty to create "Pro Production" unit as a capstone	SCMA Dean and Comm Studies faculty			Met	
3.5 Provide enhanced learning opportunities for students through the use of high-impact educational practices	Cultivate more student-faculty collaborative research in the Communication and Social Interaction and Public Relations programs	Work with PR and CSI faculty to identify opportunities	Comm Studies Dept Chair and faculty	In Progress	Collaborations related to health communication and instructional communication are underway.	Approaching	

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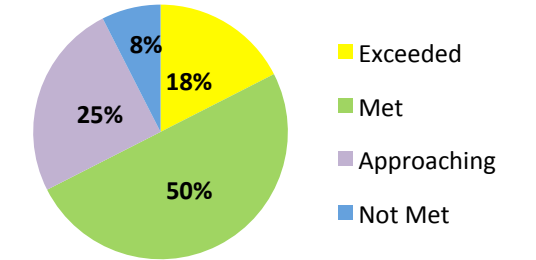
OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
3.5 Provide enhanced learning opportunities for students through the use of high-impact educational practices	Develop better relationships with Theatre alumni	NYC and LA reunions, NYC POV	Theatre Dept	In Progress	NYC Alumni reunion occurred June 1.	Met	
3.5 Provide enhanced learning opportunities for students through the use of high-impact educational practices	Improve institutional accounting of Capstone research experiences	Catalog of student and faculty activities	Departments, Deans and Provost. IRA Office.		Collected data and shared with academic departments. Course revisions underway.	Met	
3.5 Provide enhanced learning opportunities for students through the use of high-impact educational practices	Provide undergraduate students opportunities to collaborate with visiting artists and local non-profit organizations.	Students worked with visiting artists Mary Giehl and Kim Waale on campus art installations and students will work with St. Luke and other community organizations to create an interactive project that focuses on Memory Loss/ Dementia and Alzheimer's.	Rebecca Mushtare	Visiting artists have already been to campus to work with students and will return on October 7. The second project is still in planning stages, but students will be working on it beginning October 14.		Met	
3.5 Provide enhanced learning opportunities for students through the use of high-impact educational practices	Provide students with opportunities to meet and interact with visiting artist.	Visiting Artist: Aaron Sinift	Christopher McEvoy	Visit scheduled for October 16-17, 2013		Met	
3.5 Provide enhanced learning opportunities for students through the use of high-impact educational practices	Provide students with opportunities to meet and interact with visiting artist	Vesting Artist: Gina Occhiogrosso	Christopher McEvoy	Visit scheduled for February 24-25, 2014		Exceeded	
3.5 Provide enhanced learning opportunities for students through the use of high-impact educational practices	Provide students with opportunity to work in the field so they can gain experience and forge connections for success after graduation. Create Co-op Tracks for Students in Graphic Design and Studio Art	Tracks will be created during this academic year so that students can be enrolled and placed in Co-ops during the 2014-15 academic Year	Art—Cynthia Clabough	Tracks have been created at the departmental level. Request and appropriate documentation sent forward to the SCMA Dean's office the beginning of September.	LOI was sent to Albany where we were told we did not need to complete an LOI for an existing degree. Department is now back at work on the degree program itself, returning to the work we had begun prior to be told we needed to do an LOI.	Approaching	Will be working on Degree Application this summer. Hope to have degree begin to make it's way through governance by late September.

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
3.5 Provide enhanced learning opportunities for students through the use of high-impact educational practices	Provide students opportunities to study historical artistic models and exposure contemporary artwork	Regional Museum trips to complement painting courses, ART315, ART316 and ART422.	Christopher McEvoy	Museum and gallery visits planned for Fall and Spring painting courses, possible the locations include Everson Museum in Syracuse, Memorial Art Gallery in Rochester, and the Albright Knox Gallery in Buffalo, NY.		Exceeded	
3.5 Provide enhanced learning opportunities for students through the use of high-impact educational practices	Provide students with opportunity to work in the field so they can gain experience and forge connections for success after graduation. Create Co-op Tracks for Students in Graphic Design and Studio Art	Tracks will be created during this academic year so that students can be enrolled and placed in Co-ops during the 2014-15 academic Year	Art—Cynthia Clabough	Tracks have been created at the departmental level. Request and appropriate documentation sent forward to the SCMA Dean's office the beginning of September.	LOI was sent to Albany where we were told we did not need to complete an LOI for an existing degree. Department is now back at work on the degree program itself, returning to the work we had begun prior to be told we needed to do an LOI.	Met	
3.6 Promote student success in writing-intensive courses	Establish a Writing Fellows program to work with faculty teaching writing	Work with department sand writing across the curriculum coordinator	Deans	Writing fellows are located in OLS Center	Establish grad Deans writing awards.	Approaching	
3.6 Promote student success in writing-intensive courses	Appoint SOE Writing Fellow	Writing Fellow will be appointed in Spring 2014 to collaborate with faculty across departments to enhance candidates' writing capacity	SOE	Judith Belt appointed SOE Writing Fellow	Prof Belt has met with several candidates preparing edTPA and has offered 2 writing workshops to support candidates' professional writing capacity	Met	Extend writing support beyond edTPA to include other certification tests (e.g., EAS, ALST)

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Goal #4: Intensify our deliberate, ongoing commitment to social equity, diversity and internationalization.



Connection to Oswego's Strategic Directions:	<p>World awareness: Adopt an expansive understanding of the world in order to develop the capacity of students to be fully human: self-aware, self-governing and capable of respecting the humanity of fellow human beings.</p> <p>Solutions: Give priority to developing knowledge and translating the expertise of our community of scholars in research, scholarship and creative activity to find solutions to the problems of</p>
Connection to SUNY's 6 Big Ideas:	The World: We will nurture a culturally fluent, cross-national mindset and put it to work improving New York's global competitiveness.

OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
4.1 Create a diverse academic community	Continue to value diversity in the recruitment of faculty and staff	Offer workshops in Fall 2013 to prepare faculty for searches.	Cathy Santos, Deans, Chairs	In collaboration with Amy Plotner (HR) and Howard Gordon (Affirm. Act) 2 workshops were offered in Oct. to search chairs and faculty; A follow up q/a session was held in Nov.	Assoc. Provost to participate in the new faculty orientation in Aug; workshop planning and presentations to continue. Expanding marketing and recruiting in Syracuse and regionally to enhance diversity.	Approaching	Assoc. Provost will attend SUNY Leadership conference in Aug
4.2 Initiate opportunities to expand the English as a Second Language Program	Explore additional recruiting opportunities abroad; seek grant opportunities to address needs in central New York	Proposal acceptance	Director of Academic Programs in Extended Learning; ESL Coordinator; Metro Center staff	Recruitment trip to Puerto Rico occurred; continued research for new markets explored with OIEP	Search underway for ESL instructor to support ESL programs. PR recruitment trip was a success, 51 students applied for SIEP this summer from PR. As a result of the success of Intensive English program for BSMP students in Fall '14, we received 21 applications from Brazil through IIE and 5 applications from Mexico through the director of SUNY Mexico. We are expecting 10 more applications for this summer from Mexico. We have applications from Costa Rica, Turkey, Lebanon, Russia, China. We hosted TESOL interns from HUFSS- Korea who attended SIEP for teaching internship. Last summer we had two interns and this summer we increased it to 4. We are expecting a total of 104 participants for 2014 SIEP.	Exceeded	ESL Instructor hired.
4.3 Increase student interaction in cultural/social events on campus and within community	Develop COIL course and begin to scaffold international experiences for students	Harrison Yang and Faith Maina scheduled to teach COIL courses Fall 2014	SOE	Harrison Yang is planning a Fall 2014 COIL class. Linda Rae Markert anticipates teaching a COIL class Spring 2015.	AY 2014-2015 COIL classes under development (EAD 610 & EAD 660)	Approaching	<u>Ed Ad:</u> Continue to build partnership between educational leaders in India and our students and faculty.
4.3 Increase student interaction in cultural/social events on campus and within community	Work with International Education to explore and develop partnerships with universities in other countries.	Establish at least one new partnership, Spring 2014	SOE	C&I is in discussion w the International Christian School in Heredia, Costa Rica for student teaching implementation in Spring 2015.	Discussions continue. Dr O'Toole to continue conversations with school partners in June 2014.	Approaching	Candidates in the program will have Costa Rica as a practical option by the end of AY 2014-2015.

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
4.3 Increase student interaction in cultural/social events on campus and within community	Establish certificate program for leadership development for school leaders in India	Angela Perrotto & Michael LeBlanc will travel to India in Feb 2014 to collaborate with colleagues in the development of the School Leadership Certificate program and extend work on specific issue analysis	SOE	Professional Development Certificate Program in Education Leadership (India) implemented. Cohort 1 received SUNY Oswego Certificates of Completion in January 2014. Planning underway for Cohort 2, anticipated late Summer 2014.	International Professional Achievement Academy program launched at SUNY Oswego for Indian high school administrators; 40 participated. A cohort for Chinese instructors is planned for July with 22 enrolled to date. SOE--School Leadership Certification Program (India) scheduled to meet in Oswego in June 2014. for 2 days of rigorous leadership training and a day to observe and collaborate inside high achieving public high schools.	Exceeded	1. Continue to build partnership between ed leaders in India and our students and faculty. 2. Level 1 and level 2 training of educational leaders inside India to extend development.
4.3 Increase student interaction in cultural/social events on campus and within community	Provide students with opportunities to meet and interact with visiting artist.	Presentation by US , New York based emerging artist Melissa Cooke whose artistic practice evolves around Drawing and Performance Art .	Juan Perdiguero	Currently ongoing in SCMA depts.	Artist visiting on Nov 4, 5,&6. Her lecture was very well attended and she spent a considerable amount of time work with students in their studios, providing feedback on their work	Met	
4.3 Increase student interaction in cultural/social events on campus and within community		Presentation by Bosnian-American artist, Endi Poskovic, an internationally acclaimed leading figure in the field contemporary Printmaking.	ART		More 100 students attended each of these lectures, many staying after to talk with the artists. Each artist also worked one-on-one with students in their studios, often providing students with contact information for follow-up conversations and networking.	Exceeded	
4.3 Increase student interaction in cultural/social events on campus and within community	Work with dept. chairs and faculty to identify opportunities to include and/or infuse into General Ed. Courses	Create an active learning environment on campus where faculty, staff and students explore the primal importance of the arts and how they are reflected in all aspects of society and daily life	Dean, Chairs, Associate Deans			Not Met	

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
4.4 Develop more international education opportunities for students	Create at least one new course taught in another country. Establish scholarly relationship with global colleagues that result in ongoing research or scholarship	At least 1 new global course to be taught by Fall 2013	SOE	Harrison Yang will teach a COIL class in F2014; Linda Rae Markert is scheduled to teach a COIL class in Sp 2015. EDU 305/GLS 402 will be offered in F2014 which brings candidates to Benin and France.	1. Recruitment of EDU 305 has begun. 2. Two COIL classes are planned for AY 2014-2015 (EAD 610; EAD 660)	Met	1. EDU 305 to Benin/France during AY 2014-2015 2. Implement/Teach EAC 610 & EAD 660 during AY 2014-2015
4.4 Develop more international education opportunities for students		Submission of a global collaborative project for presentation or publication		Book Chapter in Press (Garii) and presentation scheduled for AERA (Garii)	Completed	Met	Completed
4.4 Develop more international education opportunities for students	Develop new education abroad courses / programs and align them with underrepresented disciplines/majors, institutional goals, and new faculty	New programs to be developed in majors such as CMA, PBJ, BRC, CSC, CHE	OIEP, Deans, faculty	2 new classes - Music In Brazil, Arts / Music in Italy. Other new courses: Geology in the Bahamas (D. Boyer), Storytelling in Ghana (J. Langenfeld), Marketing Strategies in Costa Rica (S. Kefallonitis), Climbing Machu Pichu in Peru (M. Nojan), Comparative Media in London (E. Gilligan), Immigration in Poland (C. Dragomir, G. Parsons), Ceramic Art in Turkey (R. Jackson)	New classes - Music and culture in Italy (J. Lamanna), Geology in the Bahamas (D. Boyer), Storytelling in Ghana (J. Langenfeld), Marketing Strategies in Costa Rica (S. Kefallonitis), Climbing Machu Pichu in Peru (M. Nojan), Comparative Media in London (E. Gilligan), Immigration in Poland (C. Dragomir, G. Parsons), Ceramic Art in Turkey (R. Jackson). SCMA==Additional course in music-Global Tones- on-line course developed by adjunct Rick B alestra. Fulfills Gen Ed- WAFPA category.	Exceeded	
4.4 Develop more international education opportunities for students	Explore development of international program with Comm University of China	2+2 and full exchange programs	Provost, SCMA Dean, International Ed Director	Resulting from visit by Provost Clemo, Dean Messere, J. McKeown and faculty in November 2013, the exchange agreement with CUC is signed and official. The development of appropriate 2+2 agreements for degree articulations is next.	Resulting from visit by Provost Clemo, Dean Messere, J. McKeown and faculty in November 2013, the exchange agreement with CUC is signed and official. The first CUC students arrived in Oswego in January 2014.	Met	
4.4 Develop more international education opportunities for students	Explore development of a CMA 100 course that includes international travel to events	Increased appreciation of international appeal of the arts	SCMA Dean/Associate Dean/Director of International Ed	Planning trip to India is scheduled for January 2014. // This trip went successfully, introducing the two faculty members to resources and locations in Delhi, Dharamsala, and elsewhere. Faculty should submit program proposals through OIEP to move the process forward for a future year's offering.	Music/culture course to Rome, Italy (J. LaManna) was successful. The India arts program has not led to a program proposal from the two faculty members yet. Other arts faculty involved in creating international programs (R. Jackson, J. Jubin, J. Perdiguero) have followed through on program proposals and/or implementation.	Approaching	

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
4.4 Develop more international education opportunities for students	Develop a travel abroad opportunity in a developing country.	India course with travel that includes investigations of the traditions of craft, design and contemporary art in Delhi, Dharmasala and Agra.	Rebecca Mushtare and Chris McEvoy	Planning trip to India is scheduled for January 2014.	Traveled to India over winter break. They are now in the planning stages for a study abroad class that will take place during the Spring 2015 semester.	Met	
4.4 Develop more international education opportunities for students	Provide students with study abroad opportunity that broadens their understanding of global society.	Madrid/ Study Abroad Course-Study of the connection between Europe-Latin America-Hispanic America(USA), studying some of the origins and aspects of contemporary Latino culture.	Juan Perdiguero	This course ran successfully again this year with travel to Madrid after Q3 2014.	Students in the course traveled to Madrid over Spring break and will be doing a slide lecture to interested students through the art club ART's alive later this semester	Met	
4.4 Develop more international education opportunities for students	Develop and refine academic programs abroad in India, both semester and faculty-led	Agreements with St. Xavier's College in Kolkata, and possible other viable options elsewhere in India	OIEP, faculty in Art, Anthropology	1. Exchange agreement with St. Xavier's College (SXC) in Kolkata is now complete. It is a unique agreement, first of its kind with a partner in India, and we look forward to both sending students to semester and summer programs in India, and receiving our first Indian exchange students in 2015. 2. Faculty in Art (R. Mushtare, C. McEvoy) traveled to India in January to develop program components and contacts; Faculty in Anthropology (K. Blake, D. Pippin) will do so in summer 2014; Faculty in Education (B. Garii, B. Hampton) will do so in summer 2014.	Program development at St. Xavier's is near complete with agreement signed, details and arrangements investigated and set. We plan for a January 2015 program start.	Met	

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
4.4 Develop more international education opportunities for students	Expand undergraduate STEM research opportunities abroad	Development of initial geology research project in Bahamas	OIEP, Diana Boyer	Geology of the Bahamas course was successfully run as Q2 course with travel over the January break. Students engaged in rigorous scientific investigation as well as exploration of loyalist ruins and a service learning project on ocean trash resulting in a student developed movie. Plans for future offerings in progress. OIEP--Initial program ran successfully to Bahamas in January 2014 after fall Q2 course. 4 students accompanied Prof. Boyer, along with her colleague's group from Hobart and William Smith.	Geology of the Bahamas course was successfully run as Q2 course with travel over the January break. Students engaged in rigorous scientific investigation as well as exploration of loyalist ruins and a service learning project on ocean trash resulting in a student developed movie. Plans for future offerings in progress. OIEP--Initial program ran successfully to Bahamas in January 2014 after fall Q2 course. 4 students accompanied Prof. Boyer, along with her colleague's group from Hobart and William Smith. Plan to offer the course again Q2 2015	Met	
4.4 Develop more international education opportunities for students	Develop business program abroad in Costa Rica for undergraduate and MBA students	Implementation of faculty-led business program to Costa Rica, working with partner abroad	OIEP, SOB	Efstathios Kefallonitis led a group of MBA and Marketing students on a course-related trip to Costa Rica, January, 2014. OIEP--Initial program ran successfully to Costa Rica in January 2014 as introduction to spring semester course. 8 students accompanied Prof. Kefallonitis.	Efstathios Kefallonitis led a group of MBA and Marketing students on a course-related trip to Costa Rica January, 2014. OIEP--Initial program ran successfully to Costa Rica in January 2014 as introduction to spring semester course. 8 students accompanied Prof. Kefallonitis.	Met	
4.5 Provide students with skills and knowledge for success in a multicultural world	Internationalize curriculum content and global connectivity through course offerings and exchanges	Develop COIL courses, ISBO programmatic activities and international exchanges	SOB, OEIP, and others	John Kane presented a session on COIL at the SOB Spring retreat. No courses yet under development	John Kane presented a session on COIL at the SOB Spring retreat. Mary Rodgers will offer FIN 340 as a COIL course in the Fall. Metro Center partnered with OCC to deliver Refugee Rehabilitation workshop. Expanding international recruitment and new web site for international students.	Approaching	
4.5 Provide students with skills and knowledge for success in a multicultural world	Develop new faculty-led programs abroad in under-represented locations and disciplines	New programs in Africa, Middle East, Asia, Latin America	OIEP, Deans, faculty	New programs developed and enrolled in: Africa (THT/Storytelling in Ghana); Middle East: (ART/Ceramic Art in Turkey); Asia (FIN/Business Research forum in Shanghai); Latin America (MKT/MBA - Marketing in Costa Rica) and (PED/BIO - Machu Pichu/Lake Titicaca in Peru)	New programs developed and enrolled in: Africa (THT/Storytelling in Ghana); Middle East: (ART/Ceramic Art in Turkey); Asia (FIN/Business Research forum in Shanghai); Latin America (MKT/MBA - Marketing in Costa Rica) and (PED/BIO - Machu Pichu/Lake Titicaca in Peru)	Met	

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
4.5 Provide students with skills and knowledge for success in a multicultural world	Develop inaugural student research conference in Shanghai with Shanghai Normal University focused on business and economics	Identify faculty mentors, student research paper proposal process, and collaborate with partner abroad for implementing initial conference	OIEP, SOB	The inaugural Shanghai Business Research Forum will take place May 18-24 as planned. Prof. Hong Wan will lead 8 students to Shanghai to present their judged papers at a research symposium in which students from both SUNY Oswego and our partner university, Shanghai Normal University, will present. In addition, our newest China partner university, Southwest University of Politics and Law (SWUPL) in Chongqing will host Prof. Wan and 4 of the students immediately following the Shanghai conference for a complimentary two-week cultural seminar introducing Chinese culture.	SOB Eight students participated in the SNU conference. Oswego students received awards for 1st and 3rd place. OIEP The inaugural Shanghai Business Research Forum will take place May 19-23 as planned. Prof. Hong Wan will lead 8 students to Shanghai to present their judged papers at a research symposium in which students from both SUNY Oswego and our partner university, Shanghai Normal University, will present. In addition, our newest China partner university, Southwest University of Politics and Law (SWUPL) in Chongqing will host Prof. Wan and 4 of the students immediately following the Shanghai conference for a complimentary two-week cultural seminar introducing Chinese culture.	Exceeded	
4.5 Provide students with skills and knowledge for success in a multicultural world	Offer Career Opportunities in the Accounting Profession program to enhance diversity	Offer COAP Program in Summer 2014 to 35 students	SOB	Planning underway	Planning underway	Met	
4.5 Provide students with skills and knowledge for success in a multicultural world	As a SOE, we will identify and establish 1 new curricular/co-curricular global opportunity for students and or/faculty	Expand Student Teaching Placements in Bolivia (Fall 2014); establish student teaching opportunities in Costa Rica (Spring 2015)	SOE	Bolivia Student Teaching collaboration is on hold; C&I is developing student teaching opportunities in Heredia, Costa Rica.	Discussions continue. Dr O'Toole meets with school partners in Costa Rica in June 2014.	Approaching	Candidates in the program will have Costa Rica as a practica option by the end of AY 2014-2015.

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
4.5 Provide students with skills and knowledge for success in a multicultural world	Increase outreach into secondary classrooms throughout NYS, community colleges in CNY, and first year program classes. Respond to the new TOC (Teacher Opportunity Corps) RFP, due Sept 2014	Increase number of under-represented students in SOE	SOE	We continue to support up to 25 candidates of color with TOC grant funds. We are preparing the Annual/Final Report for the final year of this grant cycle and awaiting the new RFP competitive renewal information for the next 3-yr grant cycle. We are working on increasing funding to support additional students of color and/or to increase the support we currently offer to the 25. Last year's data identified 92 students of color -- e.g., Hispanic, Africa-American -- in the School of Education. We continue to work with Institutional Research and Assessment to review the data. Additionally we have established new partnerships with districts in Rochester & Utica and have placed student teachers in both districts. Finally, students from Monroe HS (Rochester, NY) visited SOE in Feb.	25 Candidates of color supported through TOC grant. Planning in progress for next RFP to support TOC renewal. Collaborations with Utica and Rochester schools continue.	Met	Awaiting RFP from NYSED. Planning to increase funding to support additional TOC candidates.
4.5 Provide students with skills and knowledge for success in a multicultural world	Provide financial support to pay certification test fees for 10-15 high need candidates	An additional 10-15 candidates will register for certification exams in Spring 2014 and Fall 2014	SOE	11 vouchers given to candidates for edTPA; 18 vouchers given to candidates for other NYSTCE certificate exams. Pearson and NYSTCE will decide in the near future if additional vouchers will be made available next year.	NYSTCE Vouchers extended to 3 additional students, bringing totals to 11 edTPA vouchers & 21 NYSTCE Vouchers	Met	Once NYSED determines voucher availability, award NYSTCE vouchers (to pay certification test fees) to high need candidates in SOE.

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
4.5 Provide students with skills and knowledge for success in a multicultural world	Extend the ability of the Center for Urban Education to reach out to candidates across all teacher preparation majors	Relocate the Center for Urban Education to Park Hall to enhance collaboration beyond C&I to include the Departments of Educational Administration, Technology, & Vocational Teacher Preparation. Establish at least one new urban partnership.	SOE	We moved the Center for Urban Schools to Park Hall to make it more visible to the entire School of Education and campus. Faculty, staff, and students meet in the Center to collectively study urban education issues, plan projects and activities that support our candidates and urban schools, and develop scholarship about urban schooling. The Center for Urban Schools supports our commitment to diversity and social justice. Dedicating a space for the Center in a central location sends an explicit message that the School of Education at SUNY Oswego supports urban schools.	1. Relocation of CUS complete. Urban partnership established with Utica schools. 2. Urban area Student Teaching placements for C&I: Fall 2013: 43%; Spr 2014: 33% (highest urban total). 3. CUS & Bridges hosted 48 Lincoln MS student (SCSD) for day long visit; undergrad TESOL, Say YES, & CUS students guided the MS students through campus.	Met	1. Bridges TESOL Clinically Rich teacher prep program will place all candidates in SCSD schools with concurrent PD. 2. In collaboration with FPO, increase % of student teaching and internship placements in urban areas. 3. Host at least 3 groups of SCSD middle or high school students with undergrads as hosts.
4.6 Expand the virtual computer lab (VCL) infrastructure	Increase the capacity of the VCL platform	The VCL will accommodate a greater number of simultaneous users	Instructional Technologies Asst. Director, VCL Project Lead	CTS is re-evaluating the strategy in delivering this service.	Ongoing	Not Met	
4.6 Expand the virtual computer lab (VCL) infrastructure	Increase the variety of applications available in the VCL	Students and faculty will have access to a greater array of software	Instructional Technologies Asst. Director, VCL Project Lead	CTS is re-evaluating the strategy in delivering this service.	Ongoing	Not Met	
4.7 Focus marketing & recruiting of graduate students to promote diversity & international student enrollment	Enhance web materials and use of social media	Increase enrollment of students of color and international students by 5%	Grad Dean		Expanded both diversity and international recruitment efforts.	Approaching	
4.8 Library will continue to provide course related technologies to all students, regardless of personal financial circumstances	Continue purchasing, in collaboration with CTS, student-use desktops and laptops	ALL students will have equal access to a technology rich research experience, and more sustainable copying practices.	Library	Replaced 25 desktop and 10 laptop computers, with CTS support.	Replaced 25 desktop and 10 laptop computers, with CTS support. Laptops were checked out over 18,000 times.	Met	Continue purchasing this equipment.

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
4.8 Library will continue to provide course related technologies to all students, regardless of personal financial circumstances	Investigate, evaluate and acquire appropriate new technologies, including a walk-up scanner.	ALL students will have equal access to a technology-rich research experience, and more sustainable copying practices.	Library	A walk-up scanner was purchased with library funds to facilitate more sustainable copying by all.	A walk-up scanner was purchased to facilitate more sustainable copying. Other new technology includes a 3D Scanner, to complement our 3D Printer.	Met	Monitor use of new scanner and current photocopier. Consider discontinuing public photocopying; .
4.9 Strengthen library research collection on the topics of cultural and ethnic diversity, social equity and global studies	Maintain emphasis on purchasing in these areas, for both special grant monies and library funded acquisitions	Enhanced research resources available in these areas of focus	Library	Purchases are ongoing in these areas.	Several titles in the humanities and social sciences were purchased to reflect these areas.	Met	As all purchases are selected, continue work to strengthen diversity of collections.
4.10 Increase matriculated and fee-paying international students	Enter into four new articulation agreements with international universities in key target areas	Increase applications of international students by 10% in Fall 2014	OIEP, Deans	Communications University of China in Beijing (CUC); Southwest University of Politics and Law in Chongqing, China (SWUPL); St. Xavier's College in Kolkata, India (SXC); Suleyman Sah University in Istanbul, Turkey; Chung-Ang University in Seoul, Korea (CAU).	Communications University of China in Beijing (CUC); Southwest University of Politics and Law in Chongqing, China (SWUPL); St. Xavier's College in Kolkata, India (SXC); Suleyman Sah University in Istanbul, Turkey; Chung-Ang University in Seoul, Korea (CAU).	Met	
4.10 Increase matriculated and fee-paying international students	Manage existing articulation relationships through internship placements, co-ops, and alumni events	Begin developing new programs and services for international students and alumni in key target countries	OIEP, Alumni Relations	Hosting of inaugural "Spirit of Friendship" Alumni, Partner, and Friend reception at the Shanghai Symphony Orchestra on November 9, 2013 with Provost Clemo and performance by Prof. Rob Auler.	Hosting of inaugural "Spirit of Friendship" Alumni, Partner, and Friend reception at the Shanghai Symphony Orchestra on November 9, 2013 with Provost Clemo and performance by Prof. Rob Auler.	Met	
4.10 Increase matriculated and fee-paying international students	Expand COIL program on campus	Offer 4 new COIL courses	CLAS, SOE, SOB, SCMA	John Kane presented a session on COIL at the SOB Spring retreat. Harrison Yang will offer a COIL Class Fall 2014. An additional class will be offered by Linda Rae Markert in Spring 2015.	John Kane presented a session on COIL at the SOB Spring retreat. Mary Rodgers will offer COIL course in Fall 2015. 2 COIL classes to be offered during the 2014-2015 AY: EAD 610 and EAD 660.	Approaching	Implement/teach EAD 610 and EAD 660 during AY 2014-2015.
4.10 Increase matriculated and fee-paying international students	Expand COIL programs on campus	Provide continuing faculty development in support of new COIL courses.	Director of Academic Programs and IDs in Extended Learning	ID support to develop multiple COIL courses.	Oswego is now viewed as a leader in the COIL initiative, with faculty and instructional designers involved in the program being approached by other interested institutions to provide guidance and insights.	Exceeded	
4.10 Increase matriculated and fee-paying international students	Negotiate new 2+2 & 3+2 agreement with Vietnam National University		SOB/OIEP	Articulation agreement for the MBA program in process	Articulation agreement for the MBA program in process	Approaching	

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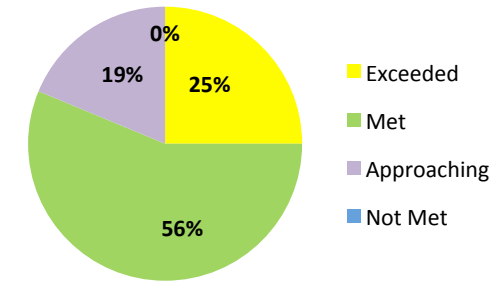
OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
<p align="center">4.10 Increase matriculated and fee-paying international students</p>	<p>Prepare the campus for increasing international students numbering to 250.</p>	<p>Offer a fully satisfying experience for international students from pre-arrival to post-graduation</p>	<p align="center">Provost, OIEP</p>	<p>ESL Coordinator made Full Time as of Fall 2013. Investigating student support needs for FT International Students on campus.</p>	<p>Due to growing number of international students per International Office's request, EL will offer at least 4 sections of EAP every semester, i.e. ENG101-Composition I, ENG102-Composition II, ENG103-Listening, ENG104 Reading, ENG105- Spoken English. We offered 8 EAP courses in Spring '14. We hired three ESL adjuncts to teach these courses. Working with Michael Murphy in English Department, the students in ENG101 and ENG102 worked on memoirs to be published in an International community newsletter for central NY, Onondaga Global. 5 memoirs of our students were chosen by the editor of the paper to be published in the Summer Issue. ESL Coordinator supervises and oversees all EAP courses.</p>	<p align="center">Exceeded</p>	
<p align="center">4.10 Increase matriculated and fee-paying international students</p>	<p>Develop year-round English as a Second Language program for students at all levels for purposes of expanding recruitment of degree-seeking students</p>	<p>Proposals from and identification of external partners/ESL providers</p>	<p align="center">OIEP</p>	<p>Progress towards that goal: review of providers, assessment of market, and hosting visit by EC English in December 2013, with follow-up letter of intent and visit in April 2014. ESL Coordinator made Full Time as of Fall 2013. Investigating student support needs for FT International Students on campus.</p>	<p>Letter of Intent signed by Provost and EC English. Hosted campus visit by EC to inspect possible campus locations for new center, scheduled to open January 2015. EL--In Fall '13 hosted 20 students from Brazil as part of government sponsored exchange program (BSMP- Brazilian Scientific Mobility Program) through IIE. The students came to SUNY Oswego for 18 months and took full time IEP for the first semester. For the first time we coordinated Intensive English Program. We opened the class under GST100. The students studied 20 hours of ESL per week. Reached out to their departments and coordinated sit ins in the classes of their major. We had two College success series lectures for students. At the end of one semester 15 students got high scores in TOEFL and could continue full time academic. 5 students could not pass the conditional acceptance TOEFL requirement and continued as Bridge students (took 2 EAP classes and 2 academic classes) At the end of fall semester, the students had the option to transfer however they decided to stay at SUNY Oswego for the rest of their program. For Fall'14 we felt ready to take 30 students and open two sections of Intensive English class. ESL coordinator attended TESOL International Conference and NYS TESOL conference, which opened access for year round ESL. She also visited some universities in Turkey and saw a possibility of agreements to have students for a semester for IEP. The Intensive English program we created for BSMP students has a potential to open up to everyone and therefore serve a foundation for a year round intensive English Program.</p>	<p align="center">Met</p>	

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
<p style="text-align: center;">4.10 Increase matriculated and fee-paying international students</p>	<p style="text-align: center;">Explore and identify key partner relationships abroad specializing in international recruitment</p>	<p style="text-align: center;">Identify select key partners and develop pilot proposals</p>	<p style="text-align: center;">OIEP</p>	<p style="text-align: center;">Progress towards that goal: 1. Identification of possible new direct recruiting contact for Chinese high schools (Dr. Shuching Chen, referred by Jack James/Lewiston-Porter high school project). Need to finalize contract and proposal approval from the President. 2. Strategic and sensitive progress with Korus partner in Seoul, Korea during 2013-14, resulting in 16 new students for fall 2014 (most in SUNY), despite delicate and at times challenging market and related conditions. Recruitment trip to Puerto Rico occurred; continued research for new markets explored with OIEP</p>	<p style="text-align: center;">Transition to post-SUNY "opt-in/select" agent model has changed this scenario. SUNY has withdrawn its control of this recruiting agent process, and campuses will need to control process going forward. Oswego is well-positioned for this transition. EL--Hoping to create a pipeline for matriculated international students, we will have some high school students attending intensive English programs this summer . Ten students from Turkey will be taking Intensive English courses for three weeks attending GO ESL (Genius Olympiad ESL) for High School students. Three students from Bachuan International High School (China) will be attending Summer Intensive English Program. Two more students, one from Russia and one from China, will be attending SIEP this summer.</p>	<p style="text-align: center;">Approaching</p>	

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Goal #5: Increase and enhance a variety of engagement opportunities situated in the community.



Connection to Oswego's Strategic Directions:	<p>Engagement: Unite and enrich the college community by offering, promoting and valuing individual and collective contributions to the common good and by developing closer and more collaborative ties and partnerships with the broader society.</p> <p>Solutions: Give priority to developing knowledge and translating the expertise of our community of scholars in research, scholarship and creative activity to find solutions to the problems of our</p>
Connection to SUNY's 6 Big Ideas:	<p>Entrepreneurial Century: We will cultivate entrepreneurial thinking across our entire learning landscape, helping new and existing businesses innovate, prosper, and grow.</p> <p>The Vibrant Community: As other entities cut or loosen local ties, SUNY's role as an enduring enriching presence in communities becomes even more critical.</p>

OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
5.1 Expand service-learning and promotion of regional well-being through campus-community linkages and outreach	Continue faculty development in the pedagogy of service-learning opportunities and integrate service-learning assignments into existing classes	Increase attendance at workshops on service learning pedagogy	Service Learning Coordinator, Experiential Learning Director, CELT	service learning embedded in Broadcasting (25), Comm Studies (43), PR (12), Business Admin (16), HRM (29), Biology (10), HDV (49), Psych (72), PJ (26), Sociology (20), approximately 35 education students serve as mentors, began planning to offer credit-bearing alternative break experiences	Attendance at NYCC Engagement Roundtable, Conference on Equity and Social Justice, NYLEC, SUNY CDO, NYCC Engagement Academy	Met	Hire community outreach coordinator as identified by Engagement Task Force and Experiential Learning Plan
5.1 Expand service-learning and promotion of regional well-being through campus-community linkages and outreach	Conduct teacher professional development, focused on ESL, in the Syracuse area	Continue Professional Development work with teachers and supervisors & plan and offer regular professional development in Syracuse and Liverpool School Districts.	SOE	PD sessions in partner schools have been established. Plans are underway to extend and expand PD sessions during AY 2014-2015.	Increase partnerships work through Clinically Rich and Quasi-Clinically Rich placements and PD projects.	Met	Establish at least 1 new quasi-clinically rich program to support Childhood Education
5.2 Continue working with Oswego County and other employers/organizations for staff professional development opportunities	Develop and implement yearly needs assessment; implement requested programs	Evaluations from professional development programs	Contract Manager at Phoenix Center	Needs assessment compiled, continued refinement ongoing.	Oswego County Department of Social Services needs assessment and contract completed by Phoenix Center for 2014. Informal needs assessment for Oswego County business sectors is ongoing via participation on community boards and personal conversations with business and agency leaders. Formal analysis started to determine future focus of the Phoenix Center	Exceeded	
5.2 Continue working with Oswego County and other employers/organizations for staff professional development opportunities	Explore opportunities for becoming "Designated Provider" of continuing education activities.	Application for Designated Provider status completed.	Metro Center Staff, Faculty	Ongoing.	Phoenix Center secured recertification credits for 6 professional development offerings through the Human Resource Certification Institute for certified members of the Society for Human Resource Management (SHRM). This is a step in the process of becoming designated as a SHRM Approved Provider. Metro Center has administered the CHES exam twice a year to a critical mass requiring health education CEUs.	Met	

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
<p>5.2 Continue working with Oswego County and other employers/organizations for staff professional development opportunities</p>	<p>Seek new clients; develop new programs</p>	<p>Increase number of participants</p>	<p>Metro Center and Phoenix Center staff</p>	<p>Continuous recruitment & relationship development ongoing.</p>	<p>Phoenix Center attendance at open enrollment programs increased by 10%. PHOENIX: offered 39 credit courses this year -- down from 49 in 2012-13 -- with total enrollment of 406; hosted 88 professional development courses/rentals -- down from 96 in 2012-13 -- with an enrollment of 1,056 METRO: offered 77 credit courses this year -- up from 51 in 2012-13-- with total enrollment of 623; ran 15 professional development courses -- down from 25 in 2012-13 -- with an enrollment of 64. In addition, Metro served as host to an extensive array of people, including departments and organizations affiliated with SUNY, private businesses, and community organizations</p>	<p align="center">Met</p>	

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
5.3 Expand and improve collaboration with area K-12 public schools	Aspire Higher with Oswego City School District	Enrollment and impact on students	Dean of Extended Learning and staff	MOU agreement signed. Continued positive relationship ongoing. A number of participants have converted to SUNY Oswego as FT students.	22 students in this year's Aspire Higher cohort. MOU signed for coming year with 5 students registered (to date) for summer 2014 program, and planning in place for fall. Payments received for 2012/13 & 2013/14	Met	
5.3 Expand and improve collaboration with area K-12 public schools	Increase enrollment in high school programs	Increase student participation in Aspire Higher (Oswego School District); Language in the High Schools, and History in the High Schools. Evaluate internal business processes for improved end user experience.	Extended Learning Staff	Additional schools and programs offered in high schools. Increased enrollment in all HS programs. Community College HS programs negatively impacting Oswego HS programs.	Phoenix Center worked in partnership to develop and offer a week long Health Information Technology Camp at SUNY Oswego for high school students grades 10-12. Program runs in July 2014. Currently 12 students are enrolled. A one sheet was redesigned for SUNY Oswego in the High Schools and New Visions programs with 1,295 high schoolers enrolled for the 2013/2014 year and multiple new programs offered at participating schools.	Met	
5.3 Expand and improve collaboration with area K-12 public schools	Through BOCES School Library Council representative, collaborate with teachers in area high schools to offer a college level research experience.	Research success for high school students, raised awareness of SUNY Oswego.	Library	Two high school class visits -- New Vision BOCES -- in November.	Hosted 3 classes for BOCES students and 2 local high school classes, giving them advanced level research options. Also provided brief programming for Mentor-Scholar middle and high school students. In September, New Vision classes had instruction in the library.	Met	Continue welcoming high school students to Oswego.
5.3 Expand and improve collaboration with area K-12 public schools	Outreach to school faculty and high school students with offer of complimentary use of Penfield's resources	Engagement with area K-12 school teachers and students in supporting their teaching and scholarship	Library	This program for complimentary borrowing privileges continues and is promoted. Data will be collected in June.	There were 16 items borrowed this year. We continue to develop and promote this program.	Approaching	More promotion next year. This may not be in demand, but involved no costs beyond our promotion efforts.
5.3 Expand and improve collaboration with area K-12 public schools	Collaborate with Oswego Schools & other schools in CNY to develop Technology Programs across all grades	Spring 2014---Robotic competitions	Technology Dept	Dept of Technology hosted the Nor'easter Vex Robotic competition in Fall 2014	Summer Robotics Institute was funded by the SUNY High Needs Grant and will serve 22 high school students this summer. SOE--Dan Tryon, with help from Rich Bush, Ed Zak, & Rachid Manseur, & 20 student volunteers hosts 9 HS teams from across the state for the VEX Robotics competition on Nov 16, 2013.	Met	Plans are being made for 2nd annual competition in Fall/Spring 2014-2015.
5.3 Expand and improve collaboration with area K-12 public schools	Developing Collaborative projects with Bucaneer JH (Big Picture School)	Integrating iPads into lab instruction for data gathering and tutorials in at least 2 classrooms	SOE	Tech Ed is working with Jason Webb of the Buc School to create a collaborative design/building project in Spring 2014. Due to inclement weather during this semester, implementation has been delayed. We anticipate the project will move forward before the end of the academic year.	Project not carried out due to weather issues & snow days that threw off the Buc School's schedule. Meetings have been scheduled for June 2014 to work with school district to design & develop collaboration for 2014-2015.	Approaching	Will reattempt collaboration in Fall 2014.
5.3 Expand and improve collaboration with area K-12 public schools	Establish PD in Clinically Rich partner schools to enhance ELL learning	Plan & offer regular PD in Clinically Rich Partner Schools	SOE	Between 3/2014 & 5/2014 Bridges staff have engaged with mentor teachers & teacher candidates from 11 SCSD Schools, in monthly PD sessions focusing on building rapport, using effective teaching strategies, mentoring & co-teaching, & making data based instructional decisions. The monthly PD sessions & regular school visits supported a learning community that benefited mentor teachers, teacher candidates, education faculty, & K-12 students.	1. PD sessions in Clinically Rich Partner schools have been established. Plans are underway to develop PD sessions for 2014-2015 AY. 2. SOE faculty and staff from C&I, Tech, VTP, FPO, and CUS visited 2 HS and 2 ES in Rochester to strengthen partnerships. 3. Bridges, O-RITE, and MST programs worked closely with SCSD teaches in over 10 schools in SCSD.	Exceeded	1. Increase partnership work through clinically rich & quasi-clinically rich placements and PD projects. 2. Continue to build upon partnerships in urban and PDS schools through Clinically Rich teacher preparation initiatives.

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
5.3 Expand and improve collaboration with area K-12 public schools	Partner w Big Picture School to create Center for Social & Emotional Issues	Candidates in CPS pgms will provide interventions to support students	SOE	5 candidates in our mental health & school counseling pgms are working in the Big Picture School to provide empirically validated interventions for students. Additionally, we are ready to provide family counseling to students & their families after regular school hours.	Five candidates began providing supervised interventions beginning in January 2014.	Met	The team is attempting to aid with the transition from the BUC School back to OMS. Furthermore CPS is attempting to implement the empirically validated intervention model within OMS during the next academic year.
5.3 Expand and improve collaboration with area K-12 public schools	Partnership w Central Square SD to increase # of Field Experience & Student Teaching opportunities	41 field placements will be made in Central Square	SOE	Over 80 placements were made in the Central Square School District (F 2013=43; Sp 2014=39). We are also working with the Liverpool and Syracuse School Districts to extend additional field experience opportunities to SOE candidates.	Liverpool = 85 (44 fall; 41 spring), Syracuse = 320 (Fall 145; spring 175) Continue to work with districts to increase the number of candidates placed in districts/partnerships; increase discussion of clinically rich placements.	Met	
5.3 Expand and improve collaboration with area K-12 public schools	Consortium for Education Pipeline	Identify partners, develop mission	Mentor-Scholar Coordinator	recommendations presented July 30 2013, secured VISTA funding, \$7,500 OCSD support, and opportunities for county-wide expansion	Secured VISTA funding, \$7,500 OCSD support, and Fulton as site of expansion	Met	Benchmark best practices within peer institutions, secure funding
5.4 Provide educational bridge program opportunities in the Central New York region	Continue to offer Metro Center and online MBA courses.	Increase enrollment in online and Metro Center courses by 10%	SOB	Online enrollment increased by x% in 2013-2014. Metro Center enrollment flat	Online enrollment increased by 31% in 2013-2014. Metro Center enrollment decreased EL--There was a 19% increase in number of MBA seats taken at the Metro Center	Online Exceeded Metro Ctr Met	
5.4 Provide educational bridge program opportunities in the Central New York region	Offer Business Administration degree completion courses at Metro Center	Contingent upon Branch Campus approval	SOB	Waiting for Branch Campus approval	Waiting for Branch Campus approval	Approaching	
5.4 Provide educational bridge program opportunities in the Central New York region	Science outreach to the community	Expand Oswego ACTS through SUNY Sustainability funding; Implement SUNY STEM Graduate Mentoring Initiative	Experiential Learning Director	ACTS Projects: Black Soldier Fly compost and bike pilot; 4 mentors serving 24 youth in STEM mentor	funded 2 additional ACTS projects, 4 mentors serving 24 youth in STEM mentor	Met	Integrate service opportunities into program of study
5.5 Provide programs that support regional economic development	Actively participate in seeking opportunities offered by Start-Up New York	Working with the President's office to develop initiatives	SOB	SOB Dean on Start-Up NY advisory board	SOB Dean on Start-Up NY advisory board. Part of Phoenix Center offered as Start Up NY space.	Approaching	
	Create new Advisory Board for SMCA	Initial meeting of Board Spring 2013	Dean, Chairs, SCMA	Subsequent meeting in October 2014		Met	
5.6 Provide programs addressing the needs of the local community	Provide free income tax assistance to low and moderate income households through the VITA program	Complete 300 returns for 2013 tax year	SOB	VITA offered at 3 locations: on-campus, in Oswego, and in Fulton	VITA offered at 3 locations: on-campus, in Oswego, and in Fulton. Over 300 returns were completed.	Met	
5.6 Provide programs addressing the needs of the local community	Facilitate MoneySmart program	Offer financial literacy programs in local schools through Enactus	SOB	Enactus continuing partnership with Pathfinder	Enactus continuing partnership with Pathfinder. Financial literacy presentations made in all sections of COM 211 in the Fall.	Met	

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OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
5.6 Provide programs addressing the needs of the local community	Increase community involvement in educational outreach programs.	Minimum of 2 events for Mentor-Scholar families	Mentor-Scholar Coordinator	October 24 Lighthouse Lanes: 65 OMS/OHS students, 30 undergraduate mentors, 3 professional staff, 3 OMS teachers October 27 Fahrenheit 451: 20 students and families; November 20 Campus Visit: 102 students and families; December 3 Community Dinner: 15 mentors, 4 program staff, 3, teachers, 43 students, 16 family members	February Open Skate: 90 participants, March Rice Creek Visit: 45 participants, April Baseball Game: 45 participants, May Celebration: 160 students and families	Exceeded	Connect with families sooner through orientation and open house, develop family advisory committee
5.6 Provide programs addressing the needs of the local community	Enhance the cultural life of the region	Concerts, performances, art shows, artist outreach into schools and community	Music, Art and Theatre Depts.	To date- 1 major theater production, 5 concerts, high school outreach, 4 art shows	In Theatre: 3 major theatre productions, High School Dramafest (400 high school students in attendance), theatre tour and discussion with students from Lincoln Middle School	Exceeded	
5.6 Provide programs addressing the needs of the local community		Faculty routinely travel to other institutions as visiting artist or guests. These connections are vital to faculty scholarship as well as being useful in building networks and connections. Listed here is an example of such activity.	Music Dept.	Rob Auler, Eric Schmitz, Mihoko Tsutsumi. Trevor Jorgensen, Juan La Manna and Todd Graber traveled to other institutions in the states and internationally this past year to do just this. From Missouri to Argentina...	Ditto	Exceeded	Continue/beginning planning for next year
5.6 Provide programs addressing the needs of the local community	Raise awareness of arts on campus by utilizing alternate venues for exhibitions and projects. Give students experience with alternative/ site specific spaces for exhibition.	Work with students in a photography class to transform a room with a view on campus into a camera obscura that would be viewable by the school community and public.	Peter Cardone	Ongoing	Plans are in place to create a camera obscura as part of Art 333: Landscape Photography. This course runs from June 16th - July 3rd. The possibility of creating a camera obscura concurrently with the Landscape show that Michael Flanagan is curating in the fall of 2014 is also being pursued.	Approaching	
5.6 Provide programs addressing the needs of the local community	Faculty routinely travel to other institutions as visiting artist or guests. These connections are vital to faculty scholarship as well as being useful in building networks and connections. Listed here is an example of such activity.	Solo exhibition in February of 2014 at Palomar College outside of san Diego, California. Co-curating of a group exhibition of ceramics, to invited respected names in the field as well as the work of recent SUNY Oswego BFA graduate, Caroline Hayward.	Roxanne Jackson	Ongoing	Both my solo exhibition entitled, "Lord Have Mercy" and the Ceramics Biennial will be published in an on-line catalog that will be available next month. Additionally, The curator and Ceramics professor at Palomar College and I have discussed a future visit to SUNY Oswego so that our school may start a connection.	Met	

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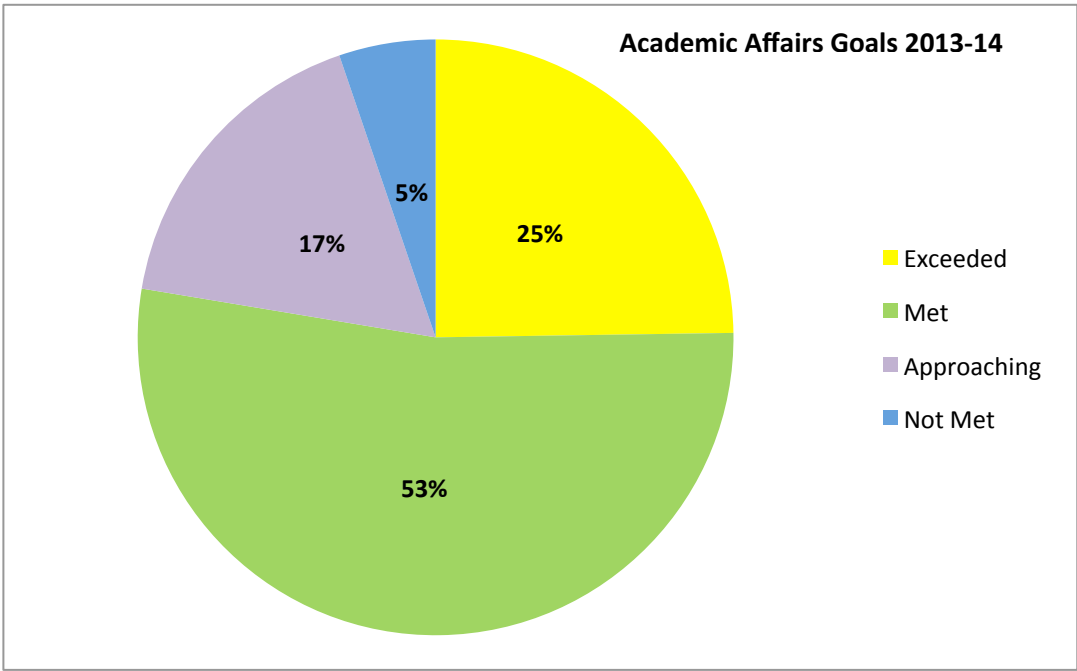
OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
<p>5.6 Provide programs addressing the needs of the local community</p>	<p>Create exhibition offerings that invite a larger view of society with a focus on Alzheimer's Disease and complications for the person suffering the disease as well as their families and community</p>	<p>There will be a series of events throughout the fall and spring semester that will engage students in exploring this topic and will also invite the general public in to participate. These events include workshops led by leading authors and health care practitioners, exhibitions featuring work by students, documentary films, visiting artist talks. These events will take place on campus as well as at the Metro Center.</p>	<p>Michael Flanagan (lead organizer), Rebecca Mushtare, and Cynthia Clabough</p>	<p>Outside funding has been received from the Leon J. Goldberg Foundation, an Albany based charitable organization that supports the Alzheimer's Center at Albany Medical. On campus funding has also been received from ARTSwego and Auxiliary Services. Students have begun conducting research and making work in support of the springtime exhibitions.</p>	<p>The Exhibition Recollection: An Memory Loss Awareness Project ran from 1/31- 3/1/14 at Tyler Art Gallery and from 3/19 - 4/17/14 at SUNY Metro Center Syracuse. Subsequent showings are scheduled at three adults care facilities: Loretto (Syracuse), St Luke (Oswego) and Menorah Park (Syracuse) .Much of the content of the exhibition was produced by Oswego design students. Two open workshops were offered on using Art Viewing and Watercolor Painting as engagement activities for patients with memory loss. Filmmaker Ann Hedreen came to campus to screen her film "Quick Brown Fox". Through this project, Michael Flanagan and Rebecca Mushtare and students are continuing watercolor painting therapy at St. Luke. The project also allowed SUNY Oswego to partner with the Alzheimer's Association, CNY Chapter.</p>	<p>Exceeded</p>	
<p>5.6 Provide programs addressing the needs of the local community</p>	<p>The Art Department will continue to participate in The Clean Slate Diaries. This event is organized annually to raise awareness about sexual abuse and is design to support survivors of sexual abuse and domestic violence. Each year The Clean Slate Diaries holds a fund raising event at OCC where regional colleges participate by displaying/performing works by students in music, art, dance, and spoken stories.</p>	<p>Oswego will again participate by displaying videos that incorporate static imagery as a sequential slide show as well as experimental and documentary video. Also intended is a showing of the work at the Metro Center. Besides providing opportunity for display, participation also allows opportunity for conversation and chance to raise the awareness of our own students.</p>	<p>Cynthia Clabough, Judith Benedict, and Amy Bartell</p>		<p>Students completed illustrations and video, which is currently on display at the Metro Center. Clean Slate Diaries was move to the fall of 2014 at OCC. The work from this term will be featured at that event. In addition to this, we will partner with the women's center to tie the work into "Take Back the Night" and continue to raise awareness on campus.</p>	<p>Met</p>	

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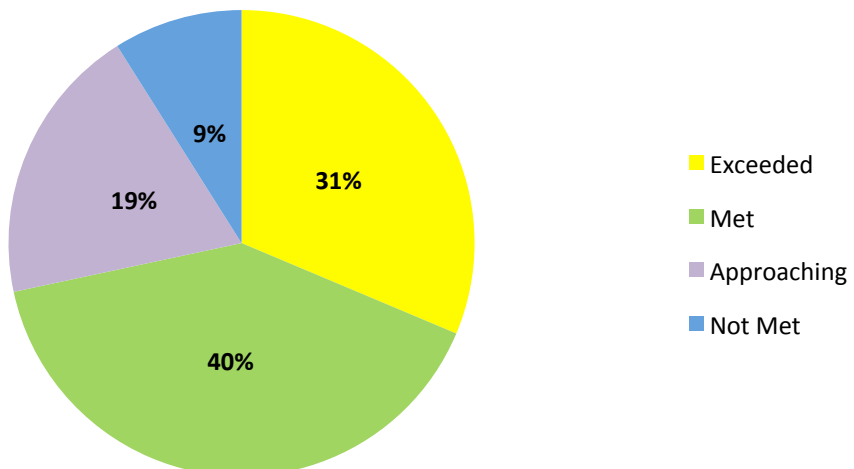
OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
5.7 Expand partnerships with regional businesses	Develop advisory boards, co-ops, class research projects, Festa Fellowships	Enhanced collaboration with business community and agencies and sponsorship for our programs	Provost, Deans, Chairs, Metro Center Director	Relationships & partnerships with area businesses and regional businesses ongoing and developing. AACE conference occurred Fall 2013 with participation from many regional businesses.	Metro Center co-hosted CenterState CEO "Business after Hours" featuring mini-showcase with 20 non-profit organizations. Expanded partnerships with Oswego Health, Med, Tech, etc. to support new BHI, Health and Wellness, HIT, IHS, etc.	Exceeded	
5.8 Expand partnerships with area not-for-profit institutions	Further develop relationships with community public library and museums, especially regarding local history resources.	Possible programming, informed research referrals, improved access to digital collections.	Library	Relationships & partnerships with area not-for profit institutions ongoing and developing. AACE conference occurred Fall 2013 with participation from numerous not-for-profits.	Preliminary informal conversations have begun with public library board. EL--The Age Friendly study was conducted in partnership with FOCUS Greater Syracuse. Approximately 2,000 surveys collected. SUNY Oswego GAs participated in entering data into spreadsheet. Partnership with Westside Learning Center and Manos created a number of projects for MBA and PR students. Member of the TH3 group. Steering Committee of geriatric mental health providers established and actively involved in planning GMHI consensus conference scheduled for October, 2014.	Approaching	Consider possible presentation series and/or cross-promotional brochure in collaboration with the public library.

Overall Goals

	Total	Exceeded 25%	Met 53%	Approaching 17%	Not Met 5%
Academic Affairs Goals	210	52	111	36	11
Goal 1	67	21	27	13	6
Goal 2	30	11	16	2	1
Goal 3	41	5	30	5	1
Goal 4	40	7	20	10	3
Goal 5	32	8	18	6	0

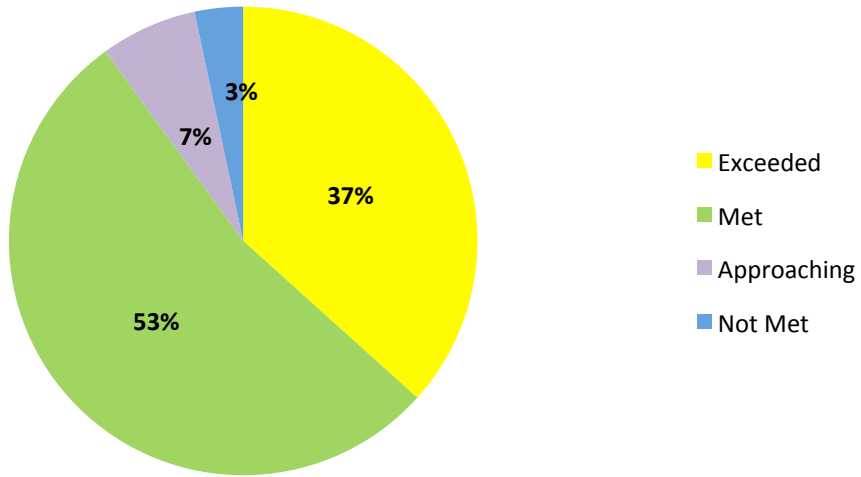


	Total	Exceeded 31%	Met 40%	Approaching 19%	Not Met 9%
Goal 1	67	21	27	13	6



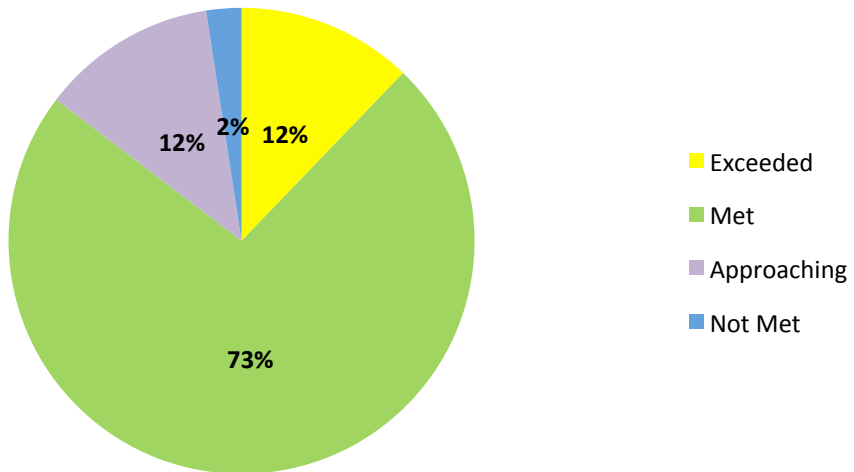
Goal 2

Total	Exceeded	Met	Approaching	Not Met
30	11	16	2	1
	37%	53%	7%	3%



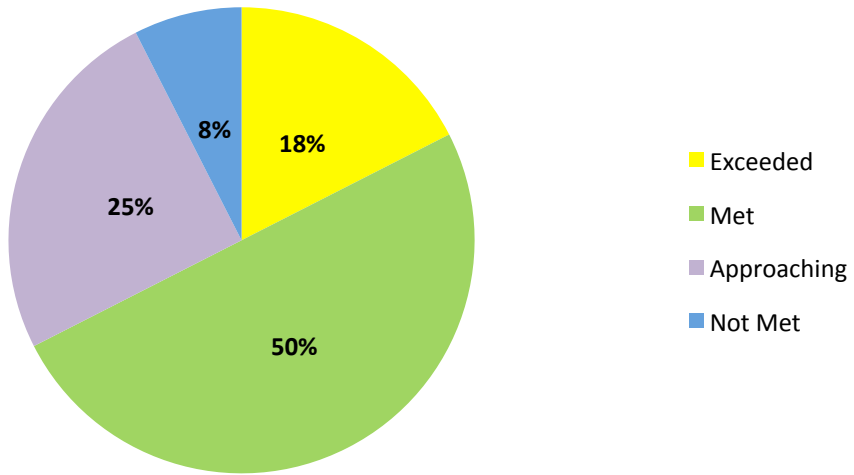
Goal 3

Total	Exceeded	Met	Approaching	Not Met
41	5	30	5	1
	12%	73%	12%	2%



Goal 4

Total	Exceeded	Met	Approaching	Not Met
40	7	20	10	3
	18%	50%	25%	8%



	Total	Exceeded	Met	Approaching	Not Met
Goal 5	32	8	18	6	0
		25%	56%	19%	0%

