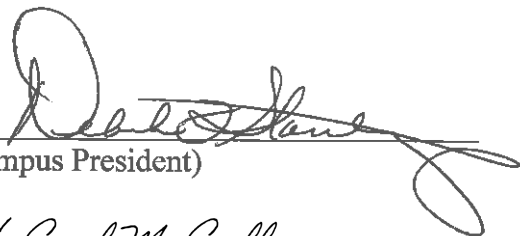**Certification Statement:**
Compliance with MSCHE Requirements of Affiliation and Related Entities Policy
(For use by SUNY State-Operated Institutions)
Reviewed and Affirmed July 16, 2015

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and the "Related Entities" policy.

This signed statement should be attached to the executive summary of the institution's self-study report.

State University of New York at Oswego
(Name of Institution)

The State University of New York represents that this institution operates within the program of the SUNY System. The undersigned hereby certify that SUNY recognizes the Commission's compliance requirements for this institution and will uphold State University's policies pertaining to MSCHE Standards and Requirements of Affiliation.

_____
(Campus President)

Feb 13, 2017
(Date)

H. Carl McCall
(Chair, SUNY Board of Trustees)

2/17/17
(Date)

Periodic Review Report

Presented By:

State University of New York at Oswego

7060 Route 104

Oswego, N.Y. 13126

(May 17, 2017)

Deborah F. Stanley, President

Last Decennial Report Reaffirmed: June 28, 2012

CONTENTS

SECTION ONE: EXECUTIVE SUMMARY

Overview

The State University of New York (SUNY) at Oswego has never been stronger. The Middle States Commission on Higher Education (MSCHE) reaffirmed the college's accreditation on June 28, 2012, without any formal recommendations for improvement. Nevertheless, the college community continues to work to improve itself and is dedicated to assuring that our quality only continues to grow. Established in 1861 in the small port city of Oswego in rural Upstate New York, our college became a founding member of the SUNY system in 1948. Today SUNY Oswego shines as a highly ranked, financially stable, and nationally respected institution of higher education. Our mission "… to contribute to the common good by lighting the path to wisdom and empowering women and men to pursue meaningful lives as productive, responsible citizens" guides all we do.

With more than 1,200 full-time faculty and staff, SUNY Oswego is the largest employer in Oswego County and among the major employers in Central New York. The college offers over 110 academic programs at the bachelor's and master's degree levels through our College of Liberal Arts and Sciences and Schools of Business, Education, and Communication, Media, and the Arts. We continually update programs to serve regional needs. In Fall 2016, the college enrolled 8,004 students; they constituted our most culturally diverse student population ever: 26% self-identified as Hispanic, Asian, African-American, Native American, Pacific Islander, or multi-ethnic, as did 34% of the first-year class. Some 96% of the 7,150 undergraduates and 37% of the 854 graduate students were full time. Our thirteen residence halls and living communities accommodated 62.6% of undergraduates. Most of these residences offer a sweeping view of Lake Ontario, as do many of the fifty-eight buildings on a 700-acre campus that includes over a mile of shoreline on our Great Lake.

Periodic Review Report Process

This Periodic Review Report is the result of a collaborative process that significantly engaged our college's leaders, faculty governance, and students. We used the public website that we launched in 2012 to keep the college community informed about the MSCHE Self-Study to do the same for this 2017 report. It is important to note that since this report provides an update on our 2012 Self-Study (Appendix 1.0), the commission requires that it be aligned with the fourteen MSCHE Standards reported on in the Self-Study rather than the newly approved seven MSCHE Standards.

In November 2015, President Deborah F. Stanley launched the Periodic Review Report planning process by forming a thirteen-member steering committee and three seven- to eight-member subcommittees, each led by a former Self-Study committee member, to address Assessment/ Institutional Effectiveness, Enrollment and Financial Trends, and Major Challenges and Opportunities. The president and provost appointed the college's chief of staff and a tenured faculty member as the co-principal directors of the process, charging them with the responsibility to shepherd the steering committee, subcommittees, and the greater college community

through the research, analysis, and reflection needed to prepare the report. By October 2016, the co-principal directors had held four steering committee meetings and two meetings with all subcommittee members together plus one meeting with each subcommittee to review and discuss institutional data pertaining to the report's sections and to prepare draft content. The first draft of the report was shared with the full college community for a six-week review and comment period on November 1, 2016. Revised drafts were shared February 24 and March 3, 2017, followed by presentations of the final draft to faculty governance on March 20, 2017 and student governance April 11, 2017. The co-principal directors also spoke on the draft report at a Student Affairs and Enrollment Management Divisional meeting and at the Academic Affairs assessment team meeting in Fall 2016.

Summary of Major Institutional Changes and Developments

SUNY Oswego continues to address the current and future needs of our increasingly culturally diverse students, faculty, and staff as well as to be an impactful partner with the surrounding community through research partnerships, community and service-learning programs, and a rich assortment of cultural, recreational, and academic performances, events, and lectures open to the public. Since the 2012 Self-Study, the college has developed a new strategic plan aligned with our new state-approved Performance Improvement Plan; created a more unified and active team-based approach to continuous monitoring of our institutional progress; expanded the academic program offerings at one Additional Location and closed another; added new academic programs in response to student and community demand and assessment of institutional capability; rejuvenated the campus through more than $236 million in capital projects; and concluded a campaign that raised $43.48 million to help support our college and students for years into the future. Collectively, these changes and developments have helped strengthen enrollment and outreach and improve the college's national rankings.

New Strategic Plan *(Standard 1)*
Driving Oswego's success is the current strategic plan, *Tomorrow: Greater Impact and Success* (Appendix 1.1). In 2013-14, a forty-one-member Strategic Planning Advisory Board and more than 240 members of the college and local community participated in twenty-one focus groups to create the plan. We crafted *Tomorrow* in alignment with the *Power of SUNY*, more commonly known as *SUNY Excels*, the university system's strategic plan. *Tomorrow* also aligns with our state-approved Performance Improvement Plan (see below). *Tomorrow* builds on previous strategic plans but refocuses measurement of progress based on impacts, articulated in five goals:
1) Our students and graduates thrive and succeed.
2) Our education ecosystem is highly collaborative and engaged.
3) Our communities and partnerships are enriched and supported.
4) Our institution is highly effective and sustainable.
5) Our faculty, staff, and students move the dial on grand challenges of our time.

Monitoring the collective impact of the college on these five areas helps us tell the story of our relevance to prospective and current students, faculty, and staff as well as alumni, external partners, funders, and evaluators. We recognize that, along with higher education institutions across the nation, we must clearly demonstrate our value, quality, sustainability, and

contributions to our partners, community, and region if we are to continue to attract talented students and committed, effective faculty and staff and continue to have the resources needed to endure. Section Two, pages 6-8, has more on the implementation and tracking of *Tomorrow*.

Team Approach to Continuous Monitoring of Institutional Progress *(Standards 2 and 7)*
In May 2015, a few months after launching *Tomorrow*, President Stanley, deeply committed to wide input and shared understandings, formed and convened a multi-divisional fifty-three-member SUNY Excels/Tomorrow Advisory Group charged with tracking the progress of the *Tomorrow* plan and continuing the engagement of faculty, staff, and students in the college's planning and assessment processes. In addition to the president, the advisory group included ten senior leaders (vice presidents and deans), nineteen faculty (including four faculty governance leaders), twenty professional staff, two students, and two College Council members. It continues to be active. The college community, and the public, can follow the work of the SUNY Excels/Tomorrow Advisory Group on our website.

State-Approved Performance Improvement Plan *(Standards 1 and 2)*
In Summer and Fall 2015, the SUNY Excels/Tomorrow Advisory Group prepared the college's Performance Improvement Plan (Appendix 1.2), which the SUNY Board of Trustees approved that December. The advisory group also wrote grant proposals for support from the SUNY Expanded Investment and Performance Fund to advance aspects of our Performance Improvement Plan and *Tomorrow* plan. SUNY funded three of them, and Oswego received more than $1 million to support student access and completion initiatives.

Changes to MSCHE Additional Locations *(Standards 2 and 3)*
SUNY Oswego Metro Center: In May 2015, the New York State Education Department approved our request to designate the SUNY Oswego Metro Center in downtown Syracuse, N.Y., as a branch campus, according to the state's definition.[1] In Fall 2016, the college launched three undergraduate upper-division completion programs at the center, which is located one hour from the main campus in Oswego, to accommodate the interests and busy schedules of non-traditional students, place-bound students, and working professionals in the greater Syracuse area. We designed these programs — Public Justice, Business Administration, and Human Development — to build from associate degree programs at area community colleges, thus making a bachelor's degree more accessible and attainable to the region's students.
SUNY Oswego Phoenix Center: In May 2016, as stated in the Substantive Change Request submitted to MSCHE, the college closed the Phoenix Center. Usage of this extension center had steadily declined, along with student demand for courses offered there. We moved the courses, testing opportunities, and training sessions that had been offered there to the main campus, SUNY Oswego Metro Center, online, and to "Other Instructional Sites" (using the term as defined by MSCHE) in the community to best serve students and to maximize the institution's resources.

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[1] The SUNY Oswego Metro Center remains an Additional Location according to the MSCHE definition because it does not have "its own faculty and administrative or supervisory organization" or its "own budgetary and hiring authority."

Curriculum Renewal *(Standards 2 and 3)*
Since 2012, to meet the needs of our students and regional labor market and make the best use of our strengths and resources, Oswego has continued to invigorate academic offerings by creating new degree programs, including a B.S. in Electrical and Computer Engineering; a B.A. in Mathematics paired with Applied Statistics co-op minor; a M.S. in Biomedical and Health Informatics; a M.A. in Graphic Design and Digital Media; a MBA in Health Services Administration; a MAT in Adolescence Education/Students with Disabilities; a M.S.Ed. in secondary Special Education and a M.A. in Strategic Communication — all fully approved and launched — and a B.A. in Philosophy, Politics, and Economics, now awaiting state approval. The college also has added five advanced or graduate certificate programs — in Behavioral Forensics, Health and Wellness, Nursing Home Administration, Teaching English as a Second Language, and Trauma Studies — as well as nine new undergraduate minor programs, in Accounting, Art Illustration, Graphic Design, Human Development, Live Event Design, Logic, Nutrition, Sports Studies, and Technology.

Physical Campus Renewal *(Standards 2 and 3)*
Since 2012, we completed $236 million worth of capital construction activity. Hundreds of thousands of square feet of new and rejuvenated space enable us to meet the modern needs of our students and prepare them to thrive in the global economy. Preeminent among these improvements is the Richard S. Shineman Center for Science, Engineering and Innovation, a Leadership in Energy and Environmental Design (LEED) Gold-certified facility. Other projects serve diverse needs ranging across the college community and into the external community — from education to the arts to athletics to housing. All are detailed in in Section Three, page 24.

Fundraising Success *(Standards 2 and 3)*
Our *With Passion and Purpose* campaign*,* completed in 2016 with $43.48 million raised, helped mature our fundraising capability, grew our endowment, and provided support for students, faculty, and campus facilities. It boosted our annual fundraising expectations by more than $1 million per year. Section Three, page 23, includes more on this important initiative.

Greater Institutional Strength Leads to Improved Rankings *(Standards 1 and 2)*
We are meeting the goals of our strategic plan *Tomorrow* and, as recent rankings reflect, we are positioned for continued success. Highlights of our recent rankings include:
o First place (2017) in the U.S. News & World Report ranking for online MBA program in New York (Oswego is the only public institution in the state ranked in the top 100) and twenty-seventh in the U.S. News ranking for best online MBA program in the nation.
o Twenty-fifth place (2017) in the U.S. News & World Report ranking of Best Colleges for Veterans Among Regional Universities in the North. Oswego's support for veterans and members of the military also earned recognition from Military Times, Military Advanced Education, and G.I. Jobs.
o Forty-fourth place (2017) in the U.S. News & World Report ranking for Top Regional Universities in the North, a fourteen-place rise from 2016.
o The Seal of Excellence (2016) from the Institute of International Education for being one of twelve institutions nationally to have already exceeded the 2020 goal of boosting study

abroad participation among students to 20% or more. The honor recognized both our students' significant participation in international education and the substantial increase in culturally diverse students choosing to study abroad (growing from 13% of our study-abroad population in 2010-11 to more than 25% of our larger study-abroad population in 2015-16).

o The Carnegie Foundation for the Advancement of Teaching in 2015 reaffirmed Oswego's Carnegie Community Engagement Classification through 2020. This designation recognizes our college for deeply intertwining community engagement in our leadership, curriculum, outreach programs, strategic planning, and community partnerships.

Highlights of Report

Section Two explains how we have, to date, addressed the recommendations we made to ourselves in our 2012 Self-Study; we received no recommendations from MSCHE in our 2012 Self-Study. (The assessment-related recommendations are addressed in Section Five). It shows the unifying, motivating impact of the *Tomorrow* strategic plan, effective efforts to widen participation across the college community and keep governance and administration vital and relevant to faculty and students, the spread of a culture of assessment, and innovative and effective approaches to student recruitment and retention.

Section Three takes up the challenges and opportunities that lie ahead for SUNY Oswego while describing chief accomplishments of the past five years as we have contended with these perennial issues, including strategies for maintaining full enrollment and increasing graduation and retention rates, efforts to support our increasingly diverse student body, and development of a philanthropic culture.

Section Four describes our enrollment and finance trends for the current and recent years and our projections through 2020. We have achieved our enrollment goals each year and continue to maintain a steady enrollment. We are expanding our reach through targeted recruitment efforts downstate, out-of-state, and abroad and through an increase in online courses and programs and new degree completion programs at the SUNY Oswego Metro Center. New programs in high needs areas that serve the interests of our students and the employment needs of our region and prudent management of resources are among strategies that prepare us to remain financially stable and thriving in the years ahead.

Section Five provides a detailed overview and analysis of our assessment processes. It begins with an overview of these processes followed by thorough analysis of our institutional effectiveness (Standard 7), assessment of student learning (Standard 14), accomplishments and responses to assessment results, and assessment resources, coordination, and support.

Section Six gives a comprehensive overview and analysis of our planning and budgeting processes, which are intertwined with and directed by our strategic plan, *Tomorrow*. Included in this section are references to key planning documents such as our institution-wide *Tomorrow*-aligned annual goals charts and annual report data collection site that demonstrate how planning and budgeting processes are integrated and linked.

SECTION TWO: RESPONSES TO OUR 2012 SELF-STUDY RECOMMENDATIONS

In SUNY Oswego's 2012 decennial review, the evaluation team representing the Middle States Commission on Higher Education (MSCHE) noted several strengths and accomplishments and sixteen areas for commendation (Appendix 1.3). Although the team made some collegial suggestions, none rose to the level of a recommendation. Therefore, this section responds to our own recommendations from the 2012 Self-Study. The text below each grouping of recommendations appraises actions taken and decisions made in response to these recommendations. Recommendations 14 to 17, 20, 24, and 27 to 31 deal with assessment and are addressed in Section Five, pages 45-51; that section also provides an updated picture of our assessment processes, which we earlier illustrated in our 2014 Progress Report. For easy reference, Appendix 2.0 provides a chart with all thirty-one Self-Study recommendations and shows how they align with MSCHE Standards.

Mission, Strategic Plan, and Budget
Recommendations 2, 5, and 6 (Standards 1, 2, 3 and 6)

The highly collaborative process of developing our current strategic plan, *Tomorrow: Greater Impact and Success*, described in Section One, page 2, addressed our recommendations concerning wide exposure of our mission, goals, and planning across the college community. The development of *Tomorrow* began with a review and reaffirmation of our mission. The college community's embrace of the *Tomorrow* plan is evident by the creation of divisional strategic plans that more closely drive the operations of their respective areas in alignment with *Tomorrow*. In December 2015 Oswego published the second information technology strategic plan, *The Digital Campus: Technology for an Enhanced Tomorrow* (Appendix 2.1). A few months later, in Spring 2016, the Division of Student Affairs and Enrollment Management unveiled its strategic plan for 2016 to 2020 (Appendix 2.2). Both plans emerged from collaborative approaches involving broad participation and consultation across the college community, and both fully align with *Tomorrow.*

To more regularly and fully engage the college community in conversations regarding allocation of resources, President Stanley rekindled the President's Budget Advisory Group in September 2016. The group is charged to "review data on budget, resource allocation, enrollments and other information as needed to inform a general understanding of annual budgeting for SUNY Oswego. The Advisory Group will comment on strategies offered for addressing procedures and priorities in budgeting, planning and allocating resources." The group had been active in previous years but took a hiatus while the college made progress implementing its suggestions. Now, according to its procedures, "The Advisory Group … meet[s] three times during the Fall semester … and two times during the Spring semester … to review current data and project future budget issues and whenever necessary in unusual circumstances." Members are drawn from college stakeholders and include all areas of the institution: faculty governance (including Faculty Senate, Faculty Assembly, and its Priorities and Planning Council, described in Section Six, page 54), Campus

Concept Committee (a facilities-oriented advisory body described in Section Six, page 55), employee unions, departments from each academic division, and students; it also includes all vice presidents, deans, and appointees from critical administrative departments.

As recommended, we employed our website to support broad participation in planning, goal setting, and budgeting.

o We created a public President's Budget Advisory Group website, which includes the group's charge, procedures, membership, meeting agendas, minutes, and related materials. A feedback feature on the website elicits questions and comments that help shape the agenda for subsequent meetings.

o To further communicate Oswego's progress on achieving the impacts outlined in the *Tomorrow* strategic plan, in Fall 2016 we began developing a visually dynamic and interactive online dashboard, residing on the strategic plan website. The dashboard showcases the key indicators of *Tomorrow* in a graphical format that can be sorted and adjusted depending on the variables selected. The dashboard allows everyone inside and outside of the college community to have easy, user-friendly access to historical and current data that help drive the college's planning and decision making.

Communication and Inclusion

Recommendations 1, 9, 10, and 11 (Standards 1, 4, 5 and 6)

The responses to these recommendations — which continue our college community-wide focus on mission, planning, and budgeting discussed above — describe improvements in how our college communicates institutional planning and budgeting decisions within the college community and engages this community in decision making.

Engaging New Faculty and Staff: The president, provost, and other college leaders, including deans and chairs, routinely collaborate to communicate the college's strategic plan to newer faculty and staff during new faculty and staff orientations and throughout the year in department and division meetings. While such communications have been customary at Oswego for many years, they have become much more explicit and action oriented since the advent of the *Tomorrow* strategic plan and its associated communication and assessment mechanisms. Our aim is for every individual, including the newest to our community, to see how her or his daily responsibilities fit into the larger life and purpose of SUNY Oswego and to be mindful of ways to further contribute.

Engaging All Faculty and Staff: An important tool in the broad implementation of our *Tomorrow* plan are the Academic Affairs and Student Affairs annual goals charts (Appendices 2.3 and 2.4), which align with the plan's impacts and performance drivers. In a collaborative, team-based approach, the provost, associate provost, vice president and assessment coordinator for the Division of Student Affairs and Enrollment Management, director of institutional research and assessment, and president's chief of staff (who oversees the annual tracking and reporting of *Tomorrow*) all worked together with the deans to create the template for this action-oriented chart. It documents the action to take toward achieving each goal, who is accountable for each

goal, what the expected outcome will be, and what the projected resource requirements will be. It includes space for a mid-year status update and an end-of-year result that is then analyzed during the planning process for the next year.

College leaders routinely share information and updates on progress made on achieving annual goals and the *Tomorrow* plan's impacts as well as on the college's demographics and budget. Through these presentations and conversations, faculty and staff members become familiar with our mission and strategic directions for each year and appreciate that when college leaders request information or data from them it is because those data are connected to assessing our progress. At the end of each year, division heads, chairs, and deans are asked to report their performance and achievements as they relate to the *Tomorrow* plan. Since faculty and staff members have heard about the institution's goals for the year in meetings all year long, and since they worked in their respective units to create their annual goals chart at the start of the year, they expect as part of the process to provide information about results at year's end.

In addition to the leadership from Academic Affairs and from Student Affairs and Enrollment Management working with their respective divisions to create the annual goals charts with support and input from all department chairs and directors, at the end of each year both divisions fill out strategic plan-aligned annual report data collection forms (Appendix 2.5) to report how their actions aligned with the five impact areas and relevant performance drivers and key indicators of the *Tomorrow* plan. Also, divisions and departments that have data to report that are not already collected by the Office of Institutional Research and Assessment provide annual updates on the *Tomorrow* plan key indicators unique to their unit or department (Appendix 2.6).

Each year the Office of Communications and Marketing reviews annual reports from all units of the college and produces and widely shares an institutional annual report. Appendix 2.7 is a version of this online document in portable document format.
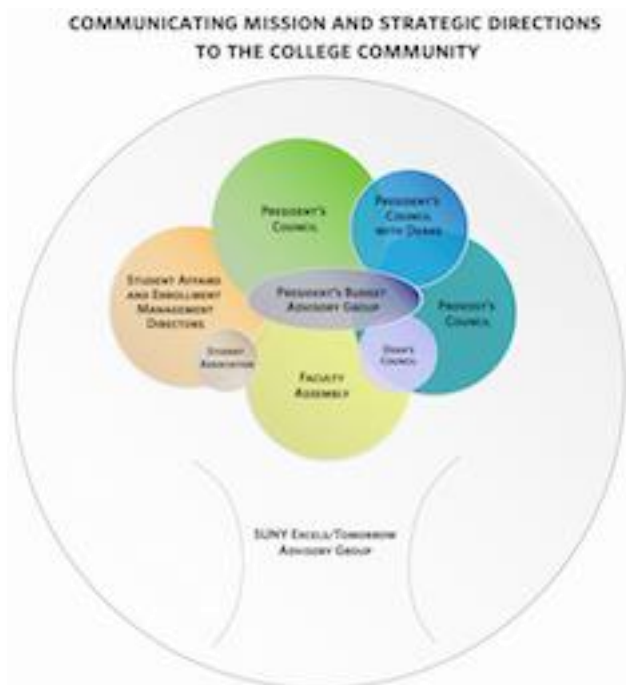
Figure 2.0

College-wide communication about strategic directions and goals also thrives through Oswego's network of committees, advisory groups, and councils. Overlapping membership allows members to frequently connect and discuss progress on our strategic impacts. Figure 2.0 illustrates how we share information and how committee membership is intertwined. For example, at each SUNY Excels/Tomorrow Advisory Group meeting, members discuss progress on the *Tomorrow* plan and Performance Improvement Plan-related grants. At regularly occurring

presentations for faculty, staff, and stakeholders, the president provides an update on Oswego's finances, enrollment, construction projects, and institution-wide grants as they relate to the *Tomorrow* plan and Performance Improvement Plan. These presentations spark discussion on our next steps and recent decisions pertaining to the college's plans and allocation of resources.

Developing College Leaders: Members of the college's leadership team encourage faculty, staff, and students from all areas of the institution to participate in advisory boards, committees, and councils. They actively engage faculty, staff, students, and other stakeholders in institutional analysis and decision making and frequently seek and provide opportunities to identify and mentor faculty and staff for leadership roles. President Stanley has repeatedly taken on a Faculty Fellow for an academic year. In 2015-16, a tenured full professor in communication studies served as such a fellow. In this role, she was part of President's Council and helped lead special projects to grow her leadership skills. This year, with the sponsorship of the president, she is completing a competitive year-long American Council on Education fellowship at Cornell University to deepen her professional abilities and broaden her experience base. She was recently the successful candidate in our national search for a new dean of graduate studies and research.

Oswego's Faculty Assembly has assisted in building a leadership pipeline by adding term limits for Faculty Assembly chair and council chairs to its bylaws in 2014-15. Several college departments have leadership development embedded in the retention review process for faculty on tenure track.

Engaging Students: Students are formally engaged in conversations and decision making regarding the college's performance and progress on the *Tomorrow* plan. Student involvement has increased since our 2012 Self-Study. Examples of increased student involvement in decision-making bodies include:
o In 2013-14, the Strategic Planning Advisory Board, which led the development of the *Tomorrow* plan, included six students as members and also devoted two focus groups to students only.
o Students serve on nearly all college committees, including search committees when the positions will work closely with students, such as the recently searched chief diversity and inclusion officer and provost positions.
o Faculty Assembly expanded the number of seats reserved for students from two to four.
o The Student Association president serves on the college's Economic Development Advisory Council, which the president created in June 2014. It consists of twenty-two leaders from both the college and the surrounding community. The Council advises the Deputy to the President for Economic Development and External Affairs.
o The Student Economic Development Advisory Council, created in November 2014, further extends the focus of economic development to Oswego's student body. Membership consists of the Student Association president, a representative from each of the four major academic units, and a graduate student. This Council also advises the Deputy to the President for Economic Development and External Affairs.

- During 2015-16, students served on the Review of Academic Advisement Planning Committee, charged with helping to formulate a proposal to improve advising.
- The College of Liberal Arts and Sciences (in 2015-16), School of Communication, Media and the Arts (2016-17), and School of Education (to come in 2017) have followed the School of Business's lead by creating student advisory boards to help ensure that students are actively and regularly involved in planning curriculum and applied learning opportunities.

Learner Centered, Completion Focused
Recommendations 13, 21, 25, and 26 (Standards 8, 9, 11, 12 and 13)

SUNY Oswego is laser focused on providing the best education and support services possible to our students and to increasing retention and four-year graduation rates. The *Tomorrow* strategic plan emphasizes our commitment to improving retention and serves as a plan to do so. The performance drivers detailed in the plan's Impacts 1 to 4 outline our implementation steps. The Enrollment Management Committee and institutional support units carry out the work needed to execute these steps. For example, *Tomorrow* identifies technology as a key indicator of how our college "foster[s] a college-wide culture of caring" to support retention, and our Campus Technology Services unit then explicitly set forth an objective in its own *Digital Campus* plan to "examine and implement technologies that assist student success by focusing on retention and completion." Using these strategic plans as guiding lights, we have allocated resources to increase the number of tutors available to students in need; expanded our pre-college math and science camp to help students gain skills needed to pass gateway courses in science, technology, engineering, and mathematics; increased the number of courses and programs offered online, during the semester as well as winter and summer sessions; adopted Starfish Early Alert software to help identify, better follow up, and continue to monitor students who are struggling; and expanded our use of degree-planning software (Ellucian's DegreeWorks and Student Educational Planner) to help students map out their coursework with the goal of completing in four years or less. Section Five, page 47, describes the impact of these efforts.

Providing students with a curriculum that meets their interests and prepares them for future academic and career goals is a critical component of improving retention rates. We recognize that if students do not find the curriculum to be interesting, invigorating, and appropriate for their needs and interests, they may leave SUNY Oswego. Faculty Assembly and its councils, particularly the Academic Policies Council, Undergraduate Curriculum Council, and Graduate Council, work to improve student success by helping to ensure that our college offers and maintains the most appropriate and up-to-date academic programs. Since our 2012 Self-Study, these councils have recommended several new degree programs and program revisions. (Section One, page 4, lists the programs recently approved by the New York State Education Department.)

Our process of developing new programs places student learning in the context of the needs of the Central New York region. As an example, faculty created the M.A. in Strategic Communication, launched in Fall 2016, in response to the region's labor demands and in alignment with students' interests. This new program seeks to provide rigorous, high-quality, and engaging learning opportunities that build on the strengths of our nationally recognized

programs in media and public relations. It is distinctive as the only program offering a curriculum focused on strategic communication to the many health care and professional industries in the region. Another example is Oswego's M.S. in Biomedical and Health Informatics, approved in October 2016. Rooted in computer science, this program will prepare graduates for careers in health information systems, e-health systems, systems design and integration, safety and security, medical imaging, and telehealth. Oswego's location in Central New York makes this program especially attractive to prospective graduate students because, according to current State of New York Department of Labor market research[1], many of the employment vacancies in the region are in computer and mathematical fields as well as health care support. Students undertake to complete degrees like these because they have good reason to believe they will lead to solid careers.

While our college will always monitor and do our best to respond to the labor demands of the region balanced with the academic interests of students, we remain committed to providing a balanced and broadening General Education program for our students. At the prompting of Self-Study Recommendation 26, we have encouraged efforts to expand General Education course offerings related to civic engagement, sustainability, and the arts, subjects that strike a chord with today's students. Since 2012, new offerings in the arts have come from the Departments of Music, Theater, and English and Creative Writing while courses addressing sustainability have come from the Departments of Atmospheric and Geological Studies and Chemistry. These courses, along with all approved World Awareness offerings, help prepare students for a life of civic engagement.

By definition, a liberal education provides students with the knowledge base and habits of mind and heart needed to be contributing members of the community and participants in civic life. Our General Education Council welcomes new courses for consideration in all areas of General Education. The director of General Education continually works with faculty to promote the mission of General Education and grow the number of approved General Education courses so that students will have options to fulfill their General Education requirement with courses they find meaningful while at the same time broadening their intellectual and experiential horizons.

An Engaged Faculty

Recommendations 3, 4, 12, 18, and 19 (Standards 1, 4, 5, 6 and 10)

SUNY Oswego's faculty is a collaborative and collegial body that pursues the work of teaching students, advancing disciplines, and serving communities internal and external to the college with dedication. In our decennial Self-Study, we recommended that we better integrate adjunct (contingent) faculty into this overall faculty community by adopting a common college-wide process of evaluating their work, and we made additional recommendations for clarifying and improving specific aspects of the faculty's diverse service and research obligations and performance.

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[1] "Job Openings in New York State," State of New York Department of Labor website

Evaluating Adjunct Faculty: It is college-wide policy that department chairs review the student evaluations of adjunct faculty members and address any concerns. In addition, some of our larger departments have created more formal review processes. For example, the Department of Psychology annually reviews every adjunct in the department using SUNY Board of Trustees' criteria related to teaching. Tenured members of the department's Faculty Evaluation Committee observe adjunct faculty members in the classroom and write annual performance reports. The committee reviews the observations and reports each year and holds a feedback meeting with each adjunct; this is finalized with a written performance review that includes areas for commendation and recommendations for any changes in pedagogical practices. Several other departments across the institution engage in similar processes, such as the Communication Studies and Music Departments, but at this point SUNY Oswego requires no standard formal approach to evaluating adjunct faculty members.

Streamlined Service Obligations: A workgroup including the provost, associate provost, all deans, library director, and the director of the Office of Research and Sponsored Programs made recommendations regarding faculty teaching workload and faculty assigned time based on Academic Policies Section 6 of the Faculty and Professional Staff Handbook. President's Council approved these recommendations on March 7, 2016. They focus on four areas: 1) teaching workload, 2) teaching workload calculation, 3) assigned time guidelines, and 4) assigned time monitoring and reporting.

Streamlined Governance: Faculty Assembly formed a task force in 2014 in response to our Self-Study's recommendation to "review official Faculty Assembly guidelines, membership and culture in an effort to ensure that this body represents the will of the faculty and is viewed as a relevant, important organization by newer faculty members." The task force recommended several changes to streamline governance and reduce redundancy. It recommended eliminating two councils — Library and Academic Outreach — and Faculty Assembly eliminated them. The task force also re-envisioned the Admissions and Student Services Council, which is now the Student Issues and Concerns Council. On an ongoing basis, Faculty Assembly works to eliminate committees that are inactive or whose work can be combined with other committees.

Improved Research and Sponsored Programs Procedures: As recommended, Oswego evaluated how we promulgate policies regarding human and animal studies. A change we are implementing is to hire a full-time research committee coordinator in the Office of Research and Sponsored Programs. The coordinator will oversee the Human Subjects Committee, Institutional Animal Care and Use Committee, and Scholarly and Creative Activities Committee. The aim is to permit a much more integrated approach to research review and policies as well as to provide insight on human and animal research policies. A procedural change we made for human studies is that we now require that all such research projects, including those done at the institution level for institutional assessment, be reviewed. This is intended to reduce redundancy as well as to limit the number of times individuals are invited to serve as subjects. The Office of Institutional Research and Assessment maintains a log, a clear and timely list, of all human-subjects research being conducted at the college.

SUNY Oswego has made many improvements in the administration of sponsored research and programs over the past five years, especially since we hired a new associate provost for research development and administration to lead the Office of Research and Sponsored Programs in August 2014. Under his leadership, the office revised its website to contain up-to-date guidance for faculty and staff on pre- and post-award policies and practices and to provide a listing of recent externally sponsored awards. The office created several how-to guides for faculty and staff concerning sponsored programs practices and operations and posted them to its website. It also created how-to guides on the administration of scholarships, hiring of contractors, effort reporting, and engagement with the Office of Research and Sponsored Programs with regards to grant application preparation and interpretation of monthly financial reports. To provide formal feedback to internal grant applicants, the Scholarly and Creative Activities Committee implemented a new feedback process in 2015-16; it now provides a written summary of strengths and weaknesses for each application to help applicants improve future grant submissions, whether internal or external, and to guide the provost on prioritizing awards.

Providing for Institutional Vitality
Recommendations 7 and 8 (Standards 2 and 3)

Tuition, fees, and state support are the foundation of SUNY Oswego's budget. But to maintain sound fiscal health, the college strives to optimize alternate revenue streams and pursue new revenue sources. Alternative revenue streams include the Oswego College Foundation and the college endowment, which were greatly bolstered by our recent $43.48 million dollar campaign *With Passion and Purpose*; external grant activity, which is increasing; external partnerships focused on economic development for the region, also growing; and programs run by the Division of Extended Learning that generate revenue apart from the state-operated budget.

The recently completed campaign *With Passion and Purpose* allowed us to scale up our fundraising activities, putting a focus on refining donor identification, solicitation, and stewardship in a way that will have a long-term positive impact on our ability to fundraise. It has created a "new normal" in our fundraising efforts and results, elevating our annual fundraising outcomes by more than $1 million annually. These new funds are primarily donor restricted and go to support a mix of student scholarship and academic programs.

As described above in *An Engaged Faculty*, the Office of Research and Sponsored Programs oversees the management of external grants. Since 2012, the office has increased outreach to faculty to encourage them to apply for grants, increased the support provided to faculty during the grant application process, and provided more ongoing support to faculty during their grant period. These efforts are yielding results: The numbers of new grant submissions grew from 63 in 2012-13 to 129 in 2015-16. The numbers of active sponsored research projects increased from 67 in 2012-13 to 85 in 2015-16. This enhancement in external funding activity resulted in an overall increase in total sponsored research expenditures from $5.7 million in 2012-13 to $6.3 million in 2015-16. External grant dollars help spark and sustain important college initiatives, research, and positions.

Revenue generated through external partnerships also helps our college maintain operations, expand services to students, and increase contributions to the community. A few of our current and most impactful external partnerships are:

o Partnership with the Port of Oswego's Agricultural Testing and Analysis Labs. Governor Andrew Cuomo provided $250,000 to help support this partnership. SUNY Oswego student interns are trained, at a charge to business and industry, to perform agricultural testing and analysis on grain shipped to the port.

o Advanced Wireless Systems Research Labs. Through the SUNY 2020 grant competition Oswego won $3 million to fund our Smart Health BHI Research Lab, Biomedical Instrumentation Teaching Lab in our Electrical and Computer Engineering program, and e-health bioinformatics wireless research.

o SUNY Institute for Precision Cancer Research, Education and Care. SUNY Oswego received $575,000 for its part in a partnership led by SUNY Upstate Medical University and funded through the SUNY Investment and Performance Fund. Our Biomedical and Health Informatics faculty and students are among those who will participate in the institute's work.

Our Division of Extended Learning helps ensure long-term fiscal health and stability for the college through programs such as: summer and winter session course offerings, programs for high school students (i.e., Aspire Higher, New Visions, College in the High Schools), contract course offerings held at area community colleges, English as a Second Language programs (Summer Intensive English Programs, GO ESL), testing and proctoring services, non-credit open enrollment and professional development training (Robotics Summer Camp, Engaging Creative Minds Series, American Marketing Association training, etc.), contract training services (Oswego County Department of Social Services, AT&T Training Consortium, etc.), and room rentals at the SUNY Oswego Metro Center in Syracuse, N.Y. The 2015-16 winter and summer session combined revenue was $4,922,488. All other Extended Learning program revenue for 2015-16 brought in an additional $612,573 for a total 2015-16 revenue impact exceeding $5.5 million. Total revenue for 2016-17 is expected to be similar. The significant revenue that the Division of Extended Learning generates through its services helps sustain the college's initiatives and operations.

To maximize enrollment and revenue generation, Extended Learning staff members on an ongoing basis monitor and refine programs, services, and marketing efforts. For example, in 2015, the division modified non-credit program budget structures to follow industry best practice using Learning Resources Network pricing models. Over the past two years, the division offered contract courses at other colleges (Cayuga and Onondaga community colleges) and grew our College in the High Schools program enrollment by offering additional courses and partnering with more high schools across the state. The division also offered more certification tests and increased the marketing of summer sessions with a "Start with Summer" campaign to encourage enrollment. Also, as discussed in Section One, page 3, the closure of the SUNY Oswego Phoenix Center, which was part of this division, cut costs without compromising services.

Our college is a careful steward of resources and a long-range planner of resource allocation, conscientiously determining where to invest to sustain the institution and propel it forward. This has been especially important as we strive to ensure that that we maintain adequate resources

for information technology and technology support as demand continues to increase. Over the last three years, our college has steadily invested in technology in support of *Tomorrow* plan strategic impacts. These investments have been in various areas, including infrastructure, classroom, and learning success initiatives.

- o Since May 2014, Oswego has invested $2.25 million in network core infrastructure and wireless access point upgrades.
- o Since September 2014, we have allocated more than $210,000 to fund innovative technology ideas proposed by faculty for academic purposes and $75,000 in initiatives to increase the use of mobile and digital devices in the classroom. In the last year, this included iPads for faculty, iPads and e-textbooks for students, MakerBot equipment, software to support creative endeavors in music and art as well as virtual reality and cognitive functioning assessment, and research equipment for "big data."
- o Since September 2013, wireless access points in academic buildings have increased by more than 400% and in residence halls by 60%. We plan to invest another $1 million in wireless for residence halls from 2016 to 2018.
- o Bandwidth for internet access has increased 300% since September 2013.
- o Since September 2013, classrooms in three buildings — the Shineman Center for Science, Engineering and Innovation, Park Hall, and Tyler Hall — were rebuilt with updated technology. Additionally, we implemented technology upgrades in Marano Campus Center, SUNY Oswego Metro Center, Laker Hall, Sheldon Hall, Lanigan Hall, and Hewitt Hall.

A Culture of Continuous Improvement
Recommendations 22 and 23 (Standards 11 and 13)

SUNY Oswego continues to foster a culture of continuous improvement and to identify areas that need attention and change, as seen above in such areas as Research and Sponsored Programs and Campus Technology Services. Our decennial Self-Study also recommended improvements in Graduate Studies and Career Services.

To improve focus on graduate student enrollment and retention, Graduate Studies has developed a new mission statement and shared it with stakeholders. It has a new application software and data management system to better process, track, and communicate with applicants and enrolled students. It has designed a more robust, dynamic website; revamped the graduate assistant program; initiated a comprehensive review of the graduate course catalog; and strengthened its partnership with faculty governance via the Graduate Council. In collaboration with deans, it has conducted a systematic review of existing programs, resulting in action plans for each program that address areas needing attention.

To better understand the success and placement of our graduates after they leave Oswego, Career Services together with the academic deans and the Office of Alumni and Parent Relations and University Development in 2013 began working to better track our graduates and to gain more insight into how our academic programs and overall collegiate experience prepare them for their post-graduate employment or advanced degree program. These offices now share information on alumni that is verified through alumni communication and LinkedIn profiles and

other public records. Prior to 2013, these offices did not work as collaboratively to collect data on post-graduate success and, consequently, the response rate to Career Services' survey of graduates hovered around 18%. By working together, we have achieved an average response rate of 65% over the past three years, the second highest rate among all SUNY comprehensive colleges; in contrast, the SUNY average for the three-year period was 44.7%. The New York State Career Development Organization honored Oswego's achievement by naming our approach a "Best Practice Model Program Across All Categories."

Our most current survey results, on 65% of the Class of 2015, reveal the post-graduation success of Oswego alumni:
o 94% employed and/or continuing education within one year of graduation
o 86% working full time in the field of their choice
o 62% employed in New York at the time of the survey, thus helping the state to retain the talent it supported and developed during the students' years at SUNY Oswego

In another development that may allow for a richer assessment of how well we equip our graduates to succeed in the job market, SUNY is currently negotiating with the New York State Department of Labor to obtain access to the department's employment data. These data would provide a broader, alternative perspective not dependent on survey results, at least for those graduates working in our state.

SECTION THREE: MAJOR CHALLENGES AND OPPORTUNITIES

This section describes SUNY Oswego's chief accomplishments over the past five years as they relate to the major challenges and opportunities we predict we will encounter in the upcoming five years. Our chief accomplishments derive from past challenges and opportunities; they will help fuel our ability to overcome the obstacles and seize the opportunities we will meet in the future.

Despite our history of strength and our record of achievement, we know we must remain nimble, aware, self-reflective, and open to new ideas and suggestions in order to respond to the challenges and opportunities ahead. Over the next five years, we will continue to be committed to the goals of our strategic plan, *Tomorrow: Greater Impact and Success*. We foresee our major challenges and opportunities centered on the plan's five impact areas, which are aligned with the fourteen Middle States Commission on Higher Education Standards of our 2012 Self-Study.

Major Challenge and Opportunity 1: Stable Enrollment and Retention
Impact 1: Our Students and Graduates; Standard 8: Student Admissions and Retention

SUNY Oswego's enrollment has been stable and strong for more than a decade. We continue to see record number of applicants, and we are able to yield our desired cohort size each year while maintaining the selectivity standards we want to uphold. We recognize that the high school and college-seeking population of Oswego County and contiguous counties is not projected to increase over the next five years. Therefore, to ensure that we continue to maintain stable enrollment, we know we must continue to recruit in regions where there is an adequate pool of qualified prospective students to attract and enroll. These regions are downstate New York, out-of-state, online, and abroad. We are also pursuing enrollment growth opportunities through the College in the High Schools program; at the graduate student level, including in our graduate online programs; and among transfer students through partnerships with SUNY two-year institutions and through our undergraduate degree completion programs at the SUNY Oswego Metro Center in Syracuse, N.Y., which provides expanded regional access to college education at affordable tuition rates.

As we extend our reach to new populations, we must focus on the needs of these students. To make additional gains in our retention rate, we will continue to help our increasingly culturally diverse and first-generation students feel welcomed, included, and respected so that they choose to persist at SUNY Oswego. We will also strive to offer the necessary early interventions, academic support services, and counseling services to help struggling students regain their footing and to help stable students continue to thrive and access increased rigor and learning opportunities so that they, too, persist to graduation.

Related Chief Accomplishments to Date

Continuing Record of Stable Enrollment: The population of college-age and college-seeking students is now concentrated downstate, and we have been successful so far in recruiting from this growing population. For the Fall 2016 semester, more than 7,600 students are from New

York, more than 190 from other states, and more than 200 from other countries. The first-year student cohort included only 248 students (lowest ever) from Oswego and contiguous counties and 298 students (highest ever) from New York City, compared to 142 in Fall 2011.

Pipeline Programs Increase Access and Completion: In the face of increased competition for fewer transfer students across the SUNY system, we have recently invested in developing transfer student pipelines. In Fall 2015, members of our SUNY Excels/Tomorrow Advisory Group received a $275,000 grant from the SUNY Expanded Investment and Performance Fund to support a new program called Start Now. This program expands upon and formalizes an existing Oswego and Jefferson Community College initiative. Through a structured and supportive process, applicants denied admission to SUNY Oswego are offered an opportunity to attend Jefferson with the prospect of future admission to our college. These Start Now students first enroll at Jefferson and live on campus. During the one or two years they spend there, they start their college program, develop study skills, become successful at completing college-level work, and earn credits that can transfer into one of our four-year programs. The end goal is for program participants to complete degrees at both Jefferson and Oswego. The Fall 2016 Start Now cohort includes twenty-six students (the goal was twenty-five). A Start Now coordinator divides her time between Oswego and Jefferson. We plan to establish similar partnerships with additional community colleges; two have already expressed interest.

We are building partnerships with other community colleges to increase the number of transfer students enrolling at Oswego and to expand access to a four-year degree. One example of this is the Transfer Gateways and Completion program funded by a federal First in the World grant from 2014 to 2018. Oswego's partners in this program include Onondaga Community College in Syracuse, N.Y., Mohawk Valley Community College in Utica, N.Y., Cayuga Community College in Auburn, N.Y., and On Point for College, a community organization that operates a college access and success program in Syracuse and Utica. The target population for this project is high-need, under-represented, low-income, first-generation students. We look forward to seeing the impact of this program on graduation rates in 2018, when its first cohort completes, and beyond.

Data-Informed Recruiting and Maintained Quality: To achieve our enrollment goals, over the past few years we have invested in creating student recruitment "heat maps" — databases that identify high schools in the state, nation, and other countries that enroll the type of student who will match well with and thrive at Oswego. The Admissions Office uses these databases to drive recruiting efforts. Once high schools are identified as a match by their students' grades, test scores, and academic and extracurricular interests, Oswego sends admissions representatives there to recruit. When possible, we also invite the high school guidance counselors to come to campus to directly experience our college's quality, academic offerings, and campus culture. This multipronged, data-informed, and personalized approach has proven very successful and contributes to our stable enrollment and student quality.

Academic Programs Aligned with Industry and Student Demand: Degree programs associated with strong career prospects attract students. Oswego has received SUNY High Needs grants since 2013 to develop new programs that connect directly to specific workforce needs. As

described on the SUNY website, "The High Needs program began in 2006-07 … to increase enrollment in engineering and medical fields — academic programs that are expensive to start-up, operate, and expand." We received these competitive grants to develop the Electrical and Computer Engineering B.S. degree program (approved January 2014) and M.S. degree program in Biomedical and Health Informatics (approved Fall 2016). Since we launched the Electrical and Computer Engineering program, the number of students enrolled in it has grown 532%, from 22 students (Fall 2013) to 139 students (Fall 2016), indicating strong student demand. Other programs closely tied to area workforce needs that we have launched since 2012 are the MBA in Health Services Administration (Fall 2013) and M.A. in Strategic Communication (Fall 2016).

A Leader in Open SUNY+: Because SUNY Oswego has been a longstanding leader in online education, the State University of New York asked us to offer both our online MBA program and our online MBA in Health Services Administration program in wave one of Open SUNY+. Open SUNY+ launched in 2013 as a SUNY-wide effort to increase access to online degree programs with additional support provided to create a unique learning environment in more than 400 online-enabled degrees. Oswego now offers four programs through Open SUNY+: advanced certificates in Behavioral Forensics and Health and Wellness and the two MBAs. The inclusion of our MBA and MBA in Health Services Administration programs in Open SUNY+ is proving beneficial to both our college and to students seeking these degrees. In 2012-13, students earned only five degrees between these two programs; in 2015-16, students earned thirty-seven total degrees. Open SUNY+ helps attract students to Oswego's programs because the online format makes the programs more widely accessible and the supports that the students receive during the program help them complete their degree. The quality of our online programs is reflected in our online MBA's first-place ranking in New York state by U.S. News & World Report in 2017.

Rising Retention and Graduation Rates: Our college first made a public commitment to on-time degree completion in the late 1990s with the Oswego Guarantee, the college's promise to students that the necessary classes will be available to complete a baccalaureate degree in four consecutive years or the college will enroll the student in the needed course or courses tuition-free, along with the guarantee of fixed room and board costs across four years. In 2013-14, we enhanced the Oswego Guarantee with a $300 Return on Investment (ROI). Starting with the December 2013 graduating class, first-time, full-time students who enroll as freshmen in the fall semester and graduate in four years or less receive the $300 Oswego Graduation ROI. The Fall 2010 first-time, full-time cohort was the first to benefit from the Graduation ROI; this cohort's four-year graduation rate was 49.4% compared to 48.7% for the Fall 2009 cohort. Our graduation rate continues to rise: the Fall 2012 cohort achieved a four-year graduation rate of 50.2%.

Oswego has worked to increase retention in a systematic way. Our Enrollment Management Committee (which includes leadership from Residence Life, Office of Learning Services, Educational Opportunity Program, all deans, the registrar, Offices of Financial Aid and Admissions, and President's and Provost's Offices) consistently monitors retention data and identifies strategies to provide early intervention and support to students at risk of leaving the college. These efforts are having an impact; our first-year student retention rate increased from

80% (Fall 2014 Cohort) to 80.9% (Fall 2015 Cohort) from Fall 2015 to Fall 2016. For more on our retention strategies, see Section Five, page 47.

Major Challenge and Opportunity 2: Student Support Services

Impact 1: Our Students and Graduates and Impact 2: Our Education Ecosystem;
Standard 9: Student Support Services

We must continue to invest in effective early alert systems and a culture of caring and engaged teaching and learning. The students we currently enroll and those we admit in the future will likely still want to learn in personalized, highly responsive, caring environments. Therefore, we must provide and coordinate the resources, technology, staffing, and culture needed for effective advising, tutoring, and counseling, and the applied learning opportunities (research, service learning, community service, and career exploration) that our students seek. Such student support services and tailored learning opportunities will help them succeed and graduate on time and ready for the next chapter in their lives.

Related Chief Accomplishments to Date

More Diverse, Equitable, and Inclusive College: In Fall 2016, Oswego enrolled our most culturally diverse student population ever; 26% self-identified as Hispanic, Asian, African-American, Native American, Pacific Islander, or multi-ethnic, as did 34% of the first-year class — a more than 80% increase since the Fall 2010 first-year cohort. To help provide the best learning and living experience for all, we are investing in building cultural competency, creating a more inclusive college community, and making diversity a source of strength, vibrancy, and productive reflection.

We are developing and implementing programs that offer opportunities for faculty, staff, and students to come together to meet each other and to discuss ways to better engage with and support each other. Many of these programs rose out of an initiative spearheaded in April 2014 by the vice president for student affairs and enrollment management, who also serves as the interim chief diversity and inclusion officer, and her team in the Division of Student Affairs and Enrollment Management. Over the past five years, through new hires that filled positions that were vacant or in transition due to retirements, the professional staff and leadership in this division have become more culturally diverse and, thus, more reflective of our student body. As a result, the division has helped our students and the entire college community feel more united. For example, in 2014-15, the Division of Student Affairs and Enrollment Management established a college-wide task force to better connect the college community and improve the campus climate. The task force has helped educate faculty, staff, and students about topics and experiences pertaining to our more diverse student body. The task force created the Diversity and Inclusion Committee, which has tackled such projects as diversity training for leaders of student organizations and resident assistants and staff and an ongoing awareness campaign called "I Am Oz" to celebrate campus citizens of diverse races and cultures. The committee also expanded efforts to encourage dialogue during the annual student-spearheaded Martin Luther King Jr. and Black History Month celebrations. Some other programs include Oz Speaks: a

community speak-out session offered four times in Fall 2016 to provide a safe space for interested students, faculty, and staff members to share their experiences and thoughts on the topics of: Orlando Pulse (LGBTQIA+), Black Lives Matter, Blue Lives Matter, and Political Correctness. Another program that seeks to engage students, faculty, and staff in meaningful conversations around issues of diversity and inclusion is Shine the Light on Oz. This program began in Spring 2015 and is a semester-long campaign that includes guest speakers and panel discussions that cover topics related to diversity, equity, and inclusion.

We are also tailoring our campus outreach to specific student populations. For example, we are improving the support services we provide to our international students. In 2015-16, we began providing academic support to these students through the English as a second language coordinator. This staff member acts as ombudsman between faculty and International students and as an additional advisor for these students. She watches for alerts in the Starfish system and reaches out and responds to international students throughout the semester.

A Leader in Applied Learning and Study Abroad: Our college provides a myriad of opportunities for students to form meaningful relationships with each other, with faculty and staff and with the community near and far through service-learning coursework, volunteer experiences, research, and study abroad. The college continues to be a recognized leader in experiential education, inquiry, and engagement. Oswego leads nationally in service-learning and community service, repeatedly being listed on the United States President's Higher Education Community Service Honor Roll with Distinction since 2011 as well as holding the prestigious Carnegie Community Engagement Classification since 2011, reaffirmed in 2015. In 2016, the Institute for International Education chose Oswego's "I, Too, Am Study Abroad" campaign for honorable mention in its Andrew Heiskell Awards for Innovation because of our success in increasing the number of culturally diverse students participating in study abroad programs.

Decreased Student Loan Default Rates: Oswego's student loan default rate has dropped below 5%, less than the SUNY comprehensive college goal for 2020. We attribute this positive result in substantial part to the effectiveness of our financial literacy program, which we have expanded and improved on over the past five years. Our Financial Aid Office promotes Smart Track financial literacy to current students as a resource available online. As part of loan exit counseling, graduating students are encouraged to participate in the Smart Track program to enhance their personal financial knowledge and help them avoid financial trouble such as defaulting on a student loan. We hold financial literacy training sessions throughout the year in the residence halls and in collaboration with the athletic department to all student-athletes as well as offering individual appointments to students. Students and their parents and guardians who borrow federal loans must complete online loan entrance counseling provided by the U.S. Department of Education. Our college works closely with the SUNY Loan Service Center and federal loan processors to identify students who may be in danger of going into default after graduating. Oswego's financial aid counselors then reach out to students identified as at risk before they graduate to help them understand and pursue their options to avoid default.

Major Challenge and Opportunity 3: Faculty and Staff Diversity and Retention
Impact 2: Our Education Ecosystem; Standard 10: Faculty

As our student population becomes more diverse, it is imperative that we do our best to grow the diversity of our faculty and staff to reflect our student body. We know everyone at our college benefits when our conversations and the curriculum we teach reflect the diversity of the modern world. We live in a global society, and it is our duty and desire to prepare our students to thrive in communities and workplaces around the globe. This is only possible if we seek out, welcome, and cultivate diversity of thought, background, experience, and upbringing in our faculty, staff, and administrative team.

Colleges and universities across the nation share this goal for many of the same reasons and, therefore, competition for underrepresented faculty is intense. The number of underrepresented master's and doctoral graduates who are seeking employment as faculty members is increasing each year, but the pace is struggling to meet demand. SUNY Oswego must stand out to attract the best faculty and staff hires, and we must be intentional in our recruiting and search processes if we are to be successful in hiring more underrepresented faculty and staff.

Related Chief Accomplishments to Date

Gains in Faculty and Staff Diversity: SUNY Oswego has had a degree of success in increasing the number of diverse faculty and staff to better support our evolving student body. The college has reinvigorated several procedures and programs aimed at increasing the diversity of faculty and staff. We improved training for search committees to assist them in developing and executing more culturally conscious and effective searches, including guidance on how to develop position descriptions and postings that reference our college's culture of inclusiveness and commitment to providing a diverse and accepting environment in which all will thrive. We build more inclusive candidate pools by advertising jobs in publications and websites that are often read by diverse candidates. As a result of these intentional efforts, in Fall 2016, we welcomed eighty-one new faculty and professional staff, of which 28% self-identified as culturally diverse, more than doubling the previous year's number of culturally diverse new hires.

We are also seeking new partnerships and relationships with organizations that are committed to helping to grow the number of underrepresented doctoral students and faculty in the academy. For example, in Fall 2016, our college partnered with the Holmes Scholars program, an American Association of Colleges for Teacher Education mentorship program for underrepresented students preparing to be educators. Through this partnership, we will be able to connect students from diverse backgrounds with resources for mentorship, leadership training, and professional development and build relationships with other graduate programs nationally, allowing opportunities for recruitment of scholars entering academia and building a network of resources for programming here at Oswego.

Major Challenge and Opportunity 4:
Protect and Grow Institutional Resources and Assets
Impact 4: Our Institution; Standard 3: Institutional Resources

Building on the historic success of our recent campaign, we must continue to grow philanthropic support and increase our endowment. For every $10 million we add to the endowment, we generate $400,000 annually in perpetuity, representing funds available regardless of the ebb and flow of state support. By providing increased privately funded scholarship resources, we can free up college resources currently used for student scholarship support so that these resources can be used more broadly to help address emerging needs. Challenges to this scenario will be continued slow growth in the economy as well as the likelihood of another recession in the next few years. Based solely on typical length of an economic expansion and contraction cycle, this becomes more likely with each passing year. We will continue to focus on endowment investment performance.

Also helping to ensure fiscal health and stability for the college are the Extended Learning Division and the Office of Research and Sponsored Programs. For a discussion of their revenue-generating programs and strategies, see Section Two, pages 13-14.

Related Chief Accomplishments to Date

Record-breaking Campaign: As briefly mentioned in previous sections, from 2012 to 2016 Oswego engaged in the State University of New York comprehensive college sector's largest fundraising campaign: *With Passion and Purpose: The Campaign for SUNY Oswego*. The campaign's goal was to raise $40 million; we exceeded that goal by raising $43.48 million. The campaign sought donations to build the endowment, increase student success with scholarship funds and experiential learning opportunities, and sustain day-to-day excellence. The campaign received a $5 million gift from Dr. Barbara Palmer Shineman '65 M'71 and the Richard S. Shineman Foundation to support academic programming and scholarship. We recognized the gift by naming the Shineman Center for Science, Engineering and Innovation. That gift inspired Lorraine Marano to bequeath $7.5 million to the college, the largest private gift in college history. Her gift supports academic programming and scholarships for first-generation and low-income students in particular. In recognition of her gift, we named the Campus Center in her and her husband's honor. The dollars raised through *With Passion and* Purpose funded creation of seventy-six new scholarships and sixty-seven new funds for academic units and provided nearly $8 million in direct support to departments and programs. Through donor support, since the start of the campaign our endowment has grown 184% to $32.7 million.

Healthy Investment Results: Oswego's endowment adds financial stability and a predictable source of revenue that help the college plan and build programs for the future. According to the 2016 National Association of College and University Business Officers' Commonfund Study of Endowments, Oswego outperformed the national ten-year return average of 5% by returning 7.2%. This number is significant because it allows the college to maintain a 5% target spending rate while covering the ten-year inflation rate of 1.7%. The study of more than 800 institutions

showed that our college is almost unique in being able to cover costs and maintain our usual 5% endowment spending. Oswego's results exceeded the one-year, three-year, five-year, and ten-year performance of our peer group of colleges with $25 million to $50 million endowments as well as our aspirational peer group of universities with endowments exceeding $1 billion. Oswego finished tenth on the list of more than 800 participating institutions in endowment growth, with an overall 28.8% growth rate.

Renewed Campus Facilities: Campus renewal has proceeded in line with our Facilities Master Plan, which is developed by the college community at large through the Campus Concept Committee and Facilities Services division (see Section Six, page 55). The college's capital project spend over the past five years exceeds $236 million with the completion of the following projects:

o In Spring 2013, Romney Field House reopened after a $2 million investment that added a synthetic track surface that allows year-round training with a 200-meter track, a long-jump pit, a pole vault, and an infield that can be used for tennis courts or for soccer or lacrosse practices.

o We opened the 230,000-square-foot Richard S. Shineman Center for Science, Engineering and Innovation in Fall 2013 to replace the forty-five-year-old Snygg Hall. Shineman opened just as enrollment of students in science, technology, engineering, and mathematics (STEM) was starting to skyrocket — 343 new STEM students enrolled in Fall 2013 compared to 273 students the year before. In Fall 2016, 411 new STEM students enrolled. The facility received Leadership in Energy and Environmental Design (LEED) Gold certification in 2015.

o The new 7,200-square-foot Rice Creek Biological Field Station, built to LEED Gold standards, opened in Fall 2013 as the centerpiece of a 400-acre nature preserve that includes a new observatory, pavilion, and nature trails spanning 7.5 miles for student and community use.

o February 2014 marked the reopening of our second-oldest building, Park Hall, over eighty years old. The two-year, LEED Gold standards renovation cost $17.5 million and made the building more modern, technologically equipped, and collaborative. It is now connected to the Shineman Center to help foster innovative partnerships between the disciplines. Park and Wilber Hall, under-renovation, will eventually house all School of Education departments.

o We opened two labs in our Advanced Wireless Systems Research Center in December 2014. The labs are designed to propel students and faculty into multidisciplinary research, coursework, and experiential learning opportunities in next-generation wireless technology.

o A new $2.37 million turf field and stadium opened in Fall 2015. The outdoor facility is well lit to allow practices and games to extend past sunset. It has a 1,000-seat grandstand for fans, a press box for national, local, and student-media groups, and a scoreboard equipped with a color electronic message center.

o Also in 2014-15, new space on the third floor of the SUNY Oswego Metro Center was leased and developed to provide space for a technology-equipped classroom and seminar/board room. Faculty teach classes in these spaces and, when not being used for instruction, they serve as additional meeting room space. A multi-purpose executive suite on the first floor of the center was also obtained and renovated to serve as a seminar/board room. It is often used for graduate classes and alumni events and as meeting space available for rent.

o The college reopened Waterbury Hall, a student residence hall, in Fall 2015. This $8.8 million, 211-bed renovation included widened doorways that make the rooms and common spaces

wheelchair accessible and private gender-inclusive bathrooms. We paid for the project from reserves, avoiding the need for bonding and helping to limit rate increases for students.

o Tyler Hall reopened in Fall 2016 after a $22.2 million Phase One renovation. This phase included the renovation of Waterman Theater, Tyler Art Gallery, a music rehearsal hall, and box office. The remaining interior work has a $13 million budget. If all goes well, Tyler Hall renovations will be complete in 2018.

Major Challenge and Opportunity 5: External Regulations and Reporting

Impact 1: Our Students and Graduates, Impact 4: Our Institution, and Impact 5: Our Grand Challenges; Standard 7: Institutional Assessment and Standard 14: Assessment of Student Learning

Higher education is increasingly under national scrutiny with more state-level emphasis on performance metrics, particularly regarding affordability, access, completion, and post-graduate success. Regulations surrounding the counting and reporting of sexual assault cases and the subsequent college response and follow-up and options provided to the people involved are also under debate nationally and frequently covered in the media. Responding to the increase in external regulations often requires that institutions' employees spend significant time and resources on new mandates with little or no new financial support to offset the costs.

Related Chief Accomplishments to Date

Over the past five years, an increasing number of state and federal demands and regulations pertaining to Title IX impacted our college. To address it, in 2015 the position of Title IX coordinator at SUNY Oswego became full time and began reporting directly to the president. The position is devoted to coordinating the college's efforts regarding sexual discrimination, harassment, and assault, including regulatory compliance, related state and federal reports, programming, and support services for students, faculty, and staff. The Title IX Coordinator's work closely aligns with the three impact areas of the *Tomorrow* plan listed above. For example, in 2015-16, her work contributed to the retention of undergraduate and graduate student victims of sexual and interpersonal violence because she worked with these students to help them request accommodations and remedies that enabled them to remain enrolled and on-track with their studies.

Also, the Title IX coordinator delivered to the college community more than twenty educational programs related to sexual and interpersonal violence and helped provide community service opportunities for students to participate in the national It's On Us campaign against sexual assault. More than 1,000 Oswego students and employees took Vice President Joseph Biden's It's on Us pledge. In 2015-16, the coordinator conducted more than sixty-five Title IX general information sessions, including sessions scheduled for specific academic or administrative offices. More than 3,000 students and employees participated in these sessions. Assessment surveys administered after the information sessions showed that attendees learned how to report a Title IX concern, what support services the college provides, and how to identify

concerning behaviors as well as the important role a bystander plays in helping to prevent sexual assault.

Our Title IX coordinator's excellent work at Oswego has earned her respect across the state. As a result, her Title IX peers across the SUNY system elected her to serve as the inaugural president of the SUNY Title IX Coordinators Association. Her leadership and work at our college also earned her a SUNY Student Affairs award recognizing Oswego's collaborative Title IX programming with stakeholders on campus and in the community.

SECTION FOUR: ENROLLMENT AND FINANCE TRENDS AND PROJECTIONS

As described in Section Three as a chief accomplishment under Major Challenge and Opportunity 1, SUNY Oswego has achieved enrollment goals year after year and maintained good fiscal health. With continued careful planning, targeted recruiting strategies, and prudent management of resources, we are poised to continue to achieve our enrollment goals and maintain our fiscal health. In this section, we discuss trends in the college's enrollment and finances — both operational and capital — and projections over the next three years.

Recent Enrollment

Oswego has a long track record of enrollment stability, meeting or modestly exceeding annual enrollment goals. Over the past four years, the college has operated at or near capacity enrollment levels and at capacity levels in the residence halls. This has provided our college financial stability and revenue that has helped sustain and propel forward operations.

Undergraduate	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Full time	6,954	6,880	6,778	6,868
Part time	374 (5.1%)	313 (4.4%)	326 (4.6%)	282 (3.9%)
Total	7,328	7,193	7,104	7,150

Graduate				
Full time	352	332	308	317
Part time	437 (55.4%)	509 (60.5%)	525 (63.0%)	537 (62.9%)
Total	789	841	833	854

TOTAL				
Full time	7,306	7,212	7,086	7,185
Part time	811 (10%)	822 (10.2%)	851 (10.7%)	819 (11.4%)
TOTAL	8,117	8,034	7,937	8,004

Developments in Undergraduate Enrollment
As the tables above show, SUNY Oswego's student body continues to consist primarily of full-time undergraduates. Their number has remained relatively flat for many years, wavering between 0.06% and 1.8% year to year in the past four years. The majority of these full-time undergraduates live on campus: 61.1% in Fall 2013, 63.0% in Fall 2014, 62.4% in Fall 2015, and 62.6% in Fall 2016. In addition to the residence halls, campus resources such as the library, lounges, food service areas, recreational facilities, and parking lots are fully utilized. At the undergraduate level, the college is operating close to capacity with only slight room for growth.

In Fall 2016, we launched three new undergraduate completion programs at the SUNY Oswego Metro Center in Syracuse, N.Y.: in Public Justice, Business Administration, and Human Development. From Fall 2015 to Fall 2016, undergraduate student registrations at the center increased 187%, and the number of unduplicated students taking courses at the center rose 82.6%. The SUNY Oswego Metro Center expects to see continued growth in undergraduate enrollment in the coming years.

SUNY Oswego Metro Center Courses *(included in total undergraduate figures above)*

Undergraduate	Fall 2013	Fall 2014	Fall 2015	Fall 2016
# of Registrations	35	11	23	66
# of Students (unduplicated)	35	11	23	42

In Spring 2014, the college hired a new dean to lead the Division of Extended Learning. Under her leadership, the college has increased outreach efforts to undergraduate students and marketing of online course opportunities available during the fall, winter, spring, and summer sessions. Simultaneously, the Office of the Registrar has worked with the Division of Extended Learning to identify students who would benefit from taking online coursework in the winter and summer sessions to catch up or to stay on track toward earning a bachelor's degree in four years or less. These students receive emails encouraging them to take course work specific to their academic needs and reminding them that if they enrolled as a first-time, full-time student in the fall semester and if they graduate in four years or less, they will earn the $300 Oswego Guarantee Graduation ROI (described on page 19). Marketing of this graduation incentive tied to winter and summer session enrollment began in Fall 2013 but intensified with Spring 2014 students and has now become a part of the winter and summer online course marketing strategy. In addition, to best meet students' needs, we have increased the number of blended programs: a mix of online and in-person courses. As a result of all these factors, the total number of undergraduate students registered in online courses has increased 45% from Fall 2013 to Fall 2016, and the number of unduplicated undergraduate students taking online courses has gone up 38.5%.

Online Undergraduate Course Enrollment *(included in total undergraduate figures above)*

Undergraduate	Fall 2013	Fall 2014	Fall 2015	Fall 2016
# of Registrations	1,161	1,441	1,353	1,685
# of Students (unduplicated)	877	1,105	1,016	1,215

Developments in Graduate Enrollment
The total number of graduate students at SUNY Oswego grew 8.2% from Fall 2013 to Fall 2016 due in large part to the 22.9% increase in part-time graduate students, as full-time graduate students declined 9.9%.

Growth in graduate enrollment at the program level, both full- and part-time, occurred primarily in the School of Business and in the College of Liberal Arts and Sciences. For example, in the School of Business, the total number of graduate students enrolled grew from 144 in Fall 2013 to 246 in Fall 2016. In particular, the MBA program increased from 100 students to 145 students

over those four years, and the new MBA in Health Services Administration, introduced in Fall 2013, grew from 3 students enrolled that semester to 45 students in Fall 2016. Notably, both of those programs enable students to complete their degrees easily part time and online, and both are both now part of Open SUNY+ (described on page 19). Graduate enrollment growth in the College of Liberal Arts and Sciences can be attributed in part to the Human-Computer Interaction program, where enrollment grew over the four years from 15 to 31 students.

In contrast, graduate enrollment in the School of Education declined in recent years: from 423 students in Fall 2013 to 364 students in Fall 2015. However, enrollment there rebounded somewhat in Fall 2016 to 389 students. The uptick affirms our belief that demand for graduate-level teacher certification will return and grow over the next several years as current teachers retire and as the national conversation regarding teacher accountability and respect improves.

The growth in online course enrollment illustrated in the table below is attributable primarily to growth in the Human-Computer and Interaction and MBA programs, all of which include online courses.

Online Graduate Course Enrollment *(included in total graduate figures above)*

Graduate Students	Fall 2013	Fall 2014	Fall 2015	Fall 2016
# of Registrations	447	561	662	678
# of Students (unduplicated)	298	365	427	424

Projected Enrollment

The State University of New York traditionally requires SUNY Oswego to submit a long-term enrollment plan. Our most current plan for Fall 2020 projects modest enrollment growth.

Undergraduate	Plan Fall 2017	Plan Fall 2018	Plan Fall 2019	Plan Fall 2020
Full time	6,875	6,890	6,910	6,970
Part time	280	280	275	275
Total	7,155	7,170	7,185	7,245

Graduate				
Full time	320	325	328	330
Part time	535	540	545	550
Total	855	865	873	880

TOTAL				
Full time	7,195	7,215	7,238	7,300
Part time	815	820	820	825
TOTAL	8,010	8,035	8,058	8,125

Our priority is increasing retention rates and four-year graduation rates for undergraduate students and decreasing time-to-degree for all students. At the same time, we are keeping the flow of incoming students strong with new programs targeted to particular groups. For example, we are striving to increase our transfer student population through programs like the Start Now partnership with Jefferson Community College (described on page 18). We expect continued growth in our nationally recognized and highly rated MBA program and in our MBA in Health Services Administration and Human-Computer Interaction programs as well as our new master's programs in Biomedical and Health Informatics and Strategic Communication. We are attracting new students, both undergraduate and graduate, through new programs and course offerings at our SUNY Oswego Metro Center.

We also believe we have the potential to grow enrollment by increasing our out-of-state population, particularly from contiguous states. To that end, the Admissions Office has hired a full-time recruiter based in New York City and a part-time recruiter based in New Jersey. Our goal is to increase domestic out-of-state (excluding international) new first-time students to 100 by Fall 2020, compared to 59 in Fall 2016. We will attempt to attach these out-of-state students to New York state during their years at Oswego to help regrow the upstate population and retain talent developed in the state. International student enrollment has potential to remain stable as we maintain and expand partnerships with schools in India and China.

We also have an opportunity to grow enrollment through our College in the High Schools program, which enrolls high school students in credit-bearing course work so that the students are able to have a jump start on their college credits while completing high school. We project it to grow in enrollment to more than 2,000 by 2020 from 1,307 in 2013. This program also provides a prospective full-time college student applicant pool from which we recruit.

In addition, we expect our online course offerings and program enrollment to grow in the next five years. We are in the process of leveraging technology to provide a more user-friendly approach to online learning. We are promoting an environment that puts students in a position to readily engage in learning and personally connect to their online courses and instructors at Oswego through instructor introduction videos, course overview videos, and synchronous virtual office hours. All programs offered at the SUNY Oswego Metro Center are designed in blended format, requiring students to take a balance of courses on site and online, and we are planning that those programs will grow. Continued development of online courses by diverse departments also points toward an increase in online enrollment at both the undergraduate and graduate level.

Financial Trend Analysis

New York provides funds for the State University of New York annually in conjunction with the state budget process. SUNY Oswego receives funds from two main areas: state tax dollars and revenues from tuition and fees.

State-appropriated Tax Dollars

For many years, the allocations of state tax dollars have remained relatively unchanged for SUNY's comprehensive college sector, which includes Oswego, as shown in the table below. These funds comprise approximately 23% of the state-operated budget allocation.

Tuition Revenue

Campuses retain all tuition and fees generated from fall and spring semester enrollment. These funds supplement the state-appropriated tax dollars, and together they make up the annual campus financial plan in aggregate. Campuses must develop a tuition plan that is consistent with enrollment trends and realistic, because their budget depends on this revenue. If a campus fails to make its tuition revenue target, SUNY's System Administration expects the shortfall to be made up with other campus funds if expenditures stay the same. Should a campus exceed its tuition target, it may keep the excess. Campuses do not set tuition rates; rather the SUNY Board of Trustees proposes tuition increases, which require approval by the governor and legislature. Campuses have limited authority to set fee amounts; any increases are usually tied to the Higher Education Price Index.

SUNY Oswego State Appropriations

	2012-13	**2013-14**	**2014-15**	**2015-16**	**2016-17**
State Tax Dollars	$15,838,400	$15,838,400	$16,047,600	$15,967,500	$15,838,400
Tuition Revenue	$43,956,400	$45,657,000	$48,114,100	$51,071,700	$51,376,700
Total Appropriation	$59,794,800	$61,495,400	$64,161,700	$67,039,200	$67,215,100

As illustrated above, Oswego's tuition revenues have risen significantly due to the SUNY2020 Rational Tuition Plan enacted by the state that allowed for an increase in tuition rates from 2011-12 to 2015-16. Additional tuition revenues during that time were first used to cover contractual salary increases negotiated by unions, minimum wage increases, standard inflation and utility costs, and support for the Tuition Assistance Program (TAP) tuition credit scholarship, used to shield our neediest students from the effects of multiple-year tuition increases. Another component of the Rational Tuition Plan was maintenance of effort, which stipulated that during this time, state tax dollar support would not decrease.

Institutional Financial Plan

SUNY Oswego creates a financial plan each year based on the total state appropriation. The enacted State University budget for Fiscal Year 2017-18 is one of hope and optimism for the Oswego campus. Healthy enrollment, which continues to be the primary driver for campus financial stability, remains strong and consistent. The return of a predictable tuition plan (previously known as the Rational Tuition Plan) and reinstatement of the Maintenance of Effort legislation will provide additional dollars and fiscal protection for the State Operated campuses.

Enactment of Governor Cuomo's Excelsior Scholarship Program is ground breaking legislation that will create educational opportunities to thousands of students whose families qualify for the Excelsior Program. While details of the actual implementation are not yet finalized, the concept of the program has thrust SUNY to the forefront of public higher education.

At Oswego, our institutional financial plan is fully integrated with our capital resources and each year is balanced to equal the total appropriation from the state (see chart: SUNY Oswego State Appropriations on previous page). As such, the increase to the State University of New York's Capital Program, from two hundred million dollars ($200M) per year to five hundred and fifty million dollars ($550M) per year for a period of five years will enable continued major improvements to our educational facilities, as well as improve the quality of the student life experience on campus.

Financial Plans for SUNY Oswego

	2012-13	**2013-14**	**2014-15**	**2015-16**	**2016-17**
Personal Service - Regular	$48,187,300	$49,421,600	$51,244,400	$53,246,100	$54,227,000
Personal Service - Temporary	$2,847,200	$2,914,500	$3,083,500	$3,156,700	$3,215,700
Other Than Personal Service	$4,162,500	$4,061,500	$4,236,000	$4,538,600	$4,474,600
Tuition Scholarship (TAP)	$1,000,000	$1,500,000	$2,000,000	$2,500,000	$1,700,000
Utilities	$3,597,800	$3,597,800	$3,597,800	$3,597,800	$3,597,800
Total Financial Plan	$59,794,800	$61,495,400	$64,161,700	$67,039,200	$67,215,100

The college specifically targeted modest increases over these five years to the following areas.
o **Personal service - Regular** increases directly reflect five years of state-negotiated contractual salary increases for both instructional and non-instructional staff. With tuition increase revenue, Oswego also added fifty-eight positions, including twenty-three tenure-track faculty lines, twelve instructional support positions, and increases in our professional staff to support student service needs.
o **Personal service - Temporary** increases reflect state-negotiated contractual salary increases for our adjunct (contingent) employees and minimum wage increases for student employees.
o **Other Than Personal Service** increases include travel and professional development for faculty and staff as well as increases in equipment and supplies as we brought new facilities online, including our state-of-the-art Shineman Center for Science, Engineering and Innovation.

- **Tuition Scholarship (TAP)** increases supported the neediest of students who receive the full state TAP scholarship. They bridged the gap between the maximum award available for TAP recipients and the higher tuition rates under the Rational Tuition Plan. Dollars from the rational tuition increase were used to fund this expenditure annually. When the Rational Tuition Plan ended in 2016-17, Oswego repurposed these tuition dollars to support continued growth in our Academic Affairs Division, particularly in emerging curricula such as Engineering, Human Development, and Public Justice, and to support our efforts at the SUNY Oswego Metro Center. In all, we added nine full-time equivalent positions along with support for minimum wage increases and other material and programming costs for these and other high needs areas within Academic Affairs.
- **Utilities** allocations derive from projections by the SUNY Office for Capital Facilities, Department of Energy Management and Procurement. SUNY Oswego retains this standard allocation annually to normalize any fluctuations in the actual costs of utilities dependent on climate patterns, variations in natural gas or electricity costs, and inflationary indicators. If utility costs fall below the projected amount, we use surplus allocations to offset any overages elsewhere in our budget; the college covers overages in utility costs using campus reserves. Proactive planning alleviates any surprises related to utility expenditures, ensuring that state resources cover most, if not all, utility costs.

Financial Projections

SUNY's Rational Tuition Plan provided Oswego additional financial resources to ensure stability and fund our strategic plan-derived initiatives designed to enhance academic offerings and improve the student experience. Discontinuation of this plan led our college to develop a revised strategy to ensure continued financial stability. Careful enrollment planning has generated additional resources that we combine with other revenue streams that together contribute to achieving our mission. Unfunded mandated expenses for 2016-17 caused Oswego to deploy planned campus reserves to balance the state-funded budget.

As discussed earlier in this section, our enrollment projections submitted through the SUNY Performance Improvement Plan — written in complete alignment with our strategic plan, *Tomorrow*: *Greater Impact and Success* — show steady undergraduate enrollment and modest growth in graduate enrollment over the next four years. Rising costs generated from state-wide negotiated contractual salary increases, inflationary indicators in general spending and utilities, and student minimum wage increases will put additional stress on our planned campus reserves unless state tax support increases as well. Therefore, government relations efforts at SUNY Oswego and SUNY-wide continue to focus on helping our state legislators understand the need to pass state budgets each year that allocate sufficient resources to the SUNY campuses to cover the aforementioned costs.

Our college's financial commitments include scholarship funding to help recruit the most talented and prepared students; college-wide technology upgrades to provide the most up-to-date services to our college community; and investments related to *Tomorrow's* goals for programming in and out of the classroom on our main campus as well as at the SUNY Oswego Metro Center.

Appendix 4.0, "Projected Financial Plans: Revenues vs. Expenditures" lists our current year and our next three years of projected revenue and expenditures. We are expecting modest tuition revenue increases as a direct result of the predictable tuition plan as well as slight increases in our graduate enrollment and non-resident enrollment categories. Our expenditure patterns allow for an increase in personal service to accommodate negotiated contractual salary increases and additional increases in our Tuition Scholarship (TAP), which will be necessary with proposed tuition increases projected over the next three years. Given the uncertainty surrounding the execution of the New York State Excelsior Tuition Scholarship on our revenues, we remain optimistic that the resurrection of the predictable tuition plan and maintenance of effort provisions will temper the need to utilize campus reserves to balance the annual budget. Careful monitoring of enrollment plans over the next several years to ensure we are meeting our targets will allow for a steady inflow of revenues to provide financial stability in support of the needs of the institution.

Note: SUNY Oswego is not independently audited. The college's financials are included in the university-wide audited financial statements. The auditors issued no management letters associated with these statements. The campus individual Integrated Postsecondary Education Data System (IPEDS) statement is a breakdown of the audited financials by campus. The following IPEDs and University-wide Financial Statements and accompanying narrative letters were uploaded together in our MSCHE portal in a single PDF file titled "SUNY Oswego Audited Financial Statements 2013 thru 2016" for Middle States Commission on Higher Education financial reviewers.

○ Annual Financial Report 2013-14
○ IPEDS 2013-14 Narrative
○ IPEDS F1B 2013-14 Oswego Final
○ Annual Financial Report 2014-15
○ IPEDS 2014-15 Narrative
○ IPEDS F1B 2014-15 Oswego Final
○ Annual Financial Report 2015-16
○ IPEDS 2015-16 Narrative
○ IPEDS F1B 2015-16 Oswego Final

SECTION FIVE: PROCESS TO ASSESS INSTITUTIONAL EFFECTIVENESS AND STUDENT LEARNING

Overview of Institutional Assessment Processes

Figure 5.1 provides a comprehensive picture of our processes for assessing institutional effectiveness. Our assessment process continues to be an organized, planned, and ongoing process that involves collaborative efforts and shared governance at each level of the institution. SUNY Oswego's strategic directions, based on our strategic plan, *Tomorrow: Greater Impact and Success*, provide the overarching framework for assessment goals, measures, and recommendations, as well as resource allocation decisions. The Office of Institutional Research and Assessment serves as the assessment coordination and resource hub for our college's strategic and assessment plans, assessment timelines, and all outcomes data. It further provides the resources and framework for the development, execution, analysis, and documentation of the progress in meeting assessment goals at both the program and institutional levels. Our strategic priorities and resource allocation decisions are informed by assessment data and comprehensive input from all divisions and the President's Budget Advisory Group. The

Figure 5.1
Institutional Effectiveness

regularization and sustained engagement in this process — integrating all units of the college — began during our 2012 Self-Study and review.
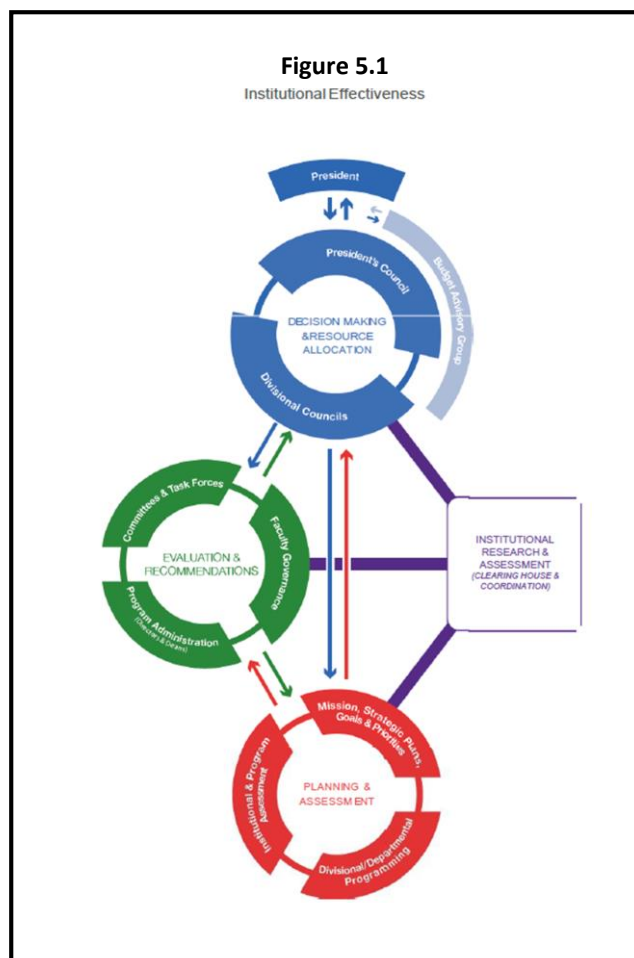
Our 2014 Progress Report (Appendix 5.0) to the Middle States Commission on Higher Education (MSCHE) presented at length a consummate example of how assessment has helped improve our institutional effectiveness. In that report, we outlined how we have implemented a shared, uniform, and centralized reporting of institutional assessment data. We improved documentation of the alignment of division/unit-level goals with the college's strategic directions and used assessment of our 2007 strategic plan to inform the new strategic planning process. Among the changes resulting from our assessments were a number of significant and highly successful actions to grow our science, technology, engineering, and mathematics programs.

This section is organized into four subsections, as follows:

1. Assessment of Institutional Effectiveness (Standard 7)

- New Strategic Plan — *Tomorrow: Greater Impact and Success*
- Institutional Assessment: the College Environment
- Institutional Assessment: Academic Affairs
- Institutional Assessment: Student Affairs and Enrollment Management

2. Assessment of Student Learning (Standard 14)

- Programs and Departments
- General Education

**3. Accomplishments in Institutional Effectiveness and Student Learning
and Responses to Self-Study Recommendations 14-17, 20, 24, and 27-31**

- A Climate of Communication, Reflection and Action
- Improving Student Success
- Continually Evaluating the Impact of Programs to Improve Student Learning

4. Assessment Resources, Coordination, and Support

- Office of Institutional Research and Assessment
- Assessment Coordinators
- Assessment Fellows Program
- Assessment Advisory Committee
- Student Affairs and Enrollment Management Assessment Team
- Training and Professional Development Resources

1. Assessment of Institutional Effectiveness (Standard 7)

New Strategic Plan — *Tomorrow: Greater Impact and Success*

Overview of Strategic Goals: With data and feedback from our 2012 decennial review, SUNY Oswego embarked on the creation of a new strategic plan in 2013-14. Touching on every aspect of our mission, goals, and processes, *Tomorrow* (Appendix 1.1) reflects collaboration with and input of hundreds of members of the college community and other stakeholders. As a comprehensive expression of our strategic priorities, the plan builds upon the vision outlined in our prior strategic plan, *Engaging Challenge: Sesquicentennial Plan.*

2014
TOMORROW:
Greater Impact and Success

IMPACTS UPON OUR

Students & Graduates | Education Ecosystem | Communities & Partnerships | Institution | Grand Challenges

SUNY Oswego made significant advancements in strategic planning as we developed and implemented *Tomorrow*. Most notable is a clear and strong commitment to tying our actions to measurable results. We accomplished this by explicitly linking the college's mission and strategic priorities, articulated in five impact areas, to performance drivers, which are specific programs and activities that we perform to attain our impacts. In turn, key indicators assess the progress made by the performance drivers. Key indicators are multiple, clearly articulated, and measurable outcomes that generate the necessary quantitative and qualitative data to track the progress of our performance drivers and thus our impacts and mission. This structured, evidence-based approach allows the college to focus efforts, measure progress, and make changes in response to outcome data. This approach requires the college to change and adapt in response to outcomes and, therefore, the *Tomorrow* plan is necessarily a living document: As we collect evidence and find what works and what does not, we expect to adapt our key indicators and performance drivers, always with the aim of advancing our strategic impacts and mission.

Figure 5.2

Institutional Divisions and Units

Academic Affairs: Academic Programs

College of Liberal Arts and Sciences
School of Business
School of Communication, Media and the Arts
School of Education
Division of Extended Learning
Division of Graduate Studies
Honors Program
Interdisciplinary Programs and Activities Center

Academic Affairs Academic Support Units

ARTSwego
Campus Technology Services
Center for Excellence in Learning and Teaching
Center for Experiential Learning
Education Opportunity Program
English for Academic Purposes
First-Year Programs
Office of Institutional Research and Assessment
Office of International Education and Programs
Office of Learning Services
Office of Research and Sponsored Programs
Penfield Library
Registrar
Research and Individualized Student Experiences
Scholarly and Creative Activities Committee
Sustainability
Transfer Services

Student Affairs: Offices and Units

Admissions
Athletics
Auxiliary Services
Campus Life
Campus Recreation
Career Services
Community Service
Counseling Services
Dean of Students Office
Disability Support Services
Event Management
Financial Aid
Health Services
Lifestyles Center
Orientation
Residence Life and Housing
Student Conduct
Student Involvement

Tomorrow Guides Divisions and Units: The *Tomorrow* plan guides the goals and activities of our divisions and units (Figure 5.2 on previous page). Each division and unit aligns its goals and activities with the impacts and performance drivers of the plan.

The Division of Academic Affairs led the way in formalizing assessment plans and processes, integrating its goals and objectives with the institution's strategic planning. In our 2012 decennial review, the MSCHE evaluation team report noted that the planning process of Academic Affairs was "a very successful step" for guiding the division's actions, programs, and assessment activities. Since that time, Academic Affairs has continued to develop an inclusive, robust, and sustained culture of planning and assessment. Each year the Division of Academic Affairs publicly shares and reports the division's annual goals (Appendix 5.1) and explicitly ties them to the *Tomorrow* plan. The annual goals are initially developed in consultation with faculty, department heads, deans, and other important stakeholders, as are the strategies for implementation and report of progress in achieving the goals; President's Council then reviews and approves the goals. Each annual goal has tied to it a number of objectives, actions to achieve those objectives, expected outcomes, and persons or units accountable. These parameters are based on the prior year's assessment results in the framework of the *Tomorrow* plan. At the end of the academic year, the provost reviews how well the goals have been met, based upon the data measuring progress on achieving specific objectives, individually with direct reports and peers, and the Deans Council discusses it. The Academic Affairs annual report (Appendix 5.2) synthesizes the entire progress of Academic Affairs and is shared with the college community. The key indicators for each strategic impact are reviewed as comprehensive outcome measures to drive future planning. These data form the basis for the next year's annual goals and close the assessment loop to support institutional effectiveness.

The Division of Student Affairs and Enrollment Management has adopted and implemented a similar approach to strategic planning, with the identification of divisional strategic goals in the areas of Student Success, Enrollment, Diversity and Inclusion, and Staff Development that align with the *Tomorrow* plan. Divisional goals provide direction for the development of departmental priorities and new initiatives. Annually, departments identify or reaffirm goals and intended outcomes, which are then the basis for annual assessment plans.

Institutional Assessment: the College Environment

The Office of Institutional Research and Assessment has conducted, coordinated, or assisted in a number of projects designed to assess our programs and services. Examples include:
o Student Opinion Survey, which measures student satisfaction with Oswego's programs and services
o National Survey of Student Engagement, which collects information from first-year and senior students about the characteristics and quality of their undergraduate experience
o Faculty Survey of Student Engagement, which measures faculty members' expectation of student engagement in educational practices linked with high levels of learning and development
Results from these surveys indicated a need to improve academic advisement. In response, we

made several changes described below in 3) Accomplishments and Reponses to Assessment Results — Student Success.

Institutional Assessment: Academic Affairs

<u>Assessment Plans and Processes</u>: The assessment plans and processes for Academic Affairs, which has served as a model for other divisions, are described on the prior page above under "*Tomorrow* Guides Division and Units."

<u>Academic Program Review</u>: Oswego has been following a process for academic program review for several years to encourage academic excellence and enhance the learning climate for our students. This system is consistent with SUNY academic policy. All academic programs not already subject to review by an established accrediting body are subject to this academic program review. Its goals are to assess and enhance department or program quality and to assist the institution in planning, setting priorities, and allocating resources.

Annual Reporting: Each year departments and programs submit annual reports that describe their progress and achievements and how those achievements align with the performance drivers and impacts of the strategic plan, *Tomorrow.* Data are collected across a wide range of dimensions, including external funding, improvements to advisement, teaching practices, course development, scholarly output, and other critical dimensions of vibrant academic departments and programs. Because each activity is categorized in accordance with the performance drivers and impacts of the *Tomorrow* plan, Academic Affairs is able to track and assess our collective progress in achieving our strategic goals.

Five-Year Self-Studies: Departments and programs also engage in deep-dive assessments of their goals, processes, and accomplishments. Under a rolling schedule of reviews, each departmental major or interdisciplinary program is reviewed at five-year intervals; under certain circumstances, this interval may vary. Appendix 5.3 summarizes the guidelines and schedule of program reviews. The program review process includes: 1) preparation of a self-study by the department or program; 2) preparation of an executive summary of the self-study; 3) site visit by a panel of external reviewers and submission of their report; 4) preparation of a memorandum of understanding (MOU) for the next five years based on the self-study and the external reviewers' report; 5) approval and archiving of the MOU by the provost; and 6) annual review of progress on the MOU. The academic unit focuses on critical questions affecting its academic stature since the last self-study and its prospects going forward. The units conduct their reviews using data such as student composition (e.g., diversity), enrollment, course offerings, graduation rate, and faculty resources and accomplishments. The Office of Institutional Research and Assessment provides data support for program review. The unit uses the feedback collected to improve both programmatic and curricular activities. The MOUs between the provost and the programs, include, where appropriate, specific program changes that the program will make in response to the review.

Assessment of Accredited Programs: Several programs at SUNY Oswego are accredited by national or international accrediting bodies. These programs submit annual reports to the Office of Institutional Research and Assessment in a similar manner as our non-accredited programs and include changes made in response to the assessments. A chart of all SUNY Oswego accreditations, their accrediting bodies, and the date of each next review is found in Appendix 5.4.

Assessment of Division of Academic Affairs Academic Support Units: Whether facilitating student and faculty scholarly and creative activities, providing educational support to underserved students, or providing additional support and advisement to freshmen, academic support units (Figure 5.2) serve to support the strategic goals of Academic Affairs.

During Summer 2014, the Division of Academic Affairs formalized a yearly assessment and reporting cycle for every academic support unit. This work provides a pillar in the institutional effectiveness framework by connecting the work of key functional units with the college's mission and resource allocation through the use of goal setting and evidence-based inquiry. This is a key component of institutional effectiveness and is a cyclical, documented process of continuous improvement. Academic support units now use the same yearly assessment timeline as Academic Affairs and are using a template similar to the one used by academic departments to align their assessment goals with the impacts and performance drivers of *Tomorrow*. The coordinator for academic support unit assessment will provide support for continually improving the assessment process for the participating offices through recommendations made in annual assessment executive summaries (Appendix 5.5).

Institutional Assessment: Student Affairs and Enrollment Management

Overview of Strategic Goals: The Division of Student Affairs and Enrollment Management is responsible for maximizing our students' potential outside the classroom. Its mission is to recruit, enroll, and engage students in a vibrant out-of-class learning environment that supports and fosters success. The division houses multiple departments and units (Figure 5.2).

The strategic plans and assessment process of the Division of Student Affairs and Enrollment Management align with *Tomorrow*. The division's four goals, outlined in its strategic plan (Appendix 2.2), include: 1) Student Success: providing programs and services that enhance student success; 2) Enrollment: maintaining a robust undergraduate enrollment; 3) Diversity and Inclusion: creating a community in which students embrace the value of diversity and inclusiveness; 4) Staff Development: providing opportunities for staff to engage in professional development.

Assessment Plans and Processes: The Division of Student Affairs and Enrollment Management has engaged in a robust and intentional assessment process since the 2012 decennial review (Figure 5.3). The process is steered by the Division's annual goals which are set in alignment with the *Tomorrow* plan's Impact areas. This process is summarized in the Student Affairs and Enrollment Management Assessment Process (Appendix 5.6). The Division has worked to

improve its assessment procedures and culture by providing a structure of clear expectations, enhancing assessment competencies within staff directors through trainings, engaging staff in assessment activities, and creating a climate where assessment results are shared and discussed and used to improve programs. These practices have led to the adoption of several national benchmark assessment instruments and scales, including those from *NASPA Consortium: Orientation and Career Professional Aspirations, CORE survey (Alcohol/Other Drug Related), NCHA Mental Health Trends, National Association of College and University Food Services, National Association of College Stores,* and many others. Data obtained through these instruments have resulted in several changes to the programs and departments serving our students, reviewed below under Section 3. Accomplishments and Responses to Recommendations: Improving Student Success of this chapter and more extensively documented in the Division's assessment report which, as stated on page 5 of the report, "was completed within the framework of the College's Tomorrow plan, with each unit providing evidence of their contributions to institutional Impacts and Performance Drivers" (Appendix 5.7).

Figure 5.3
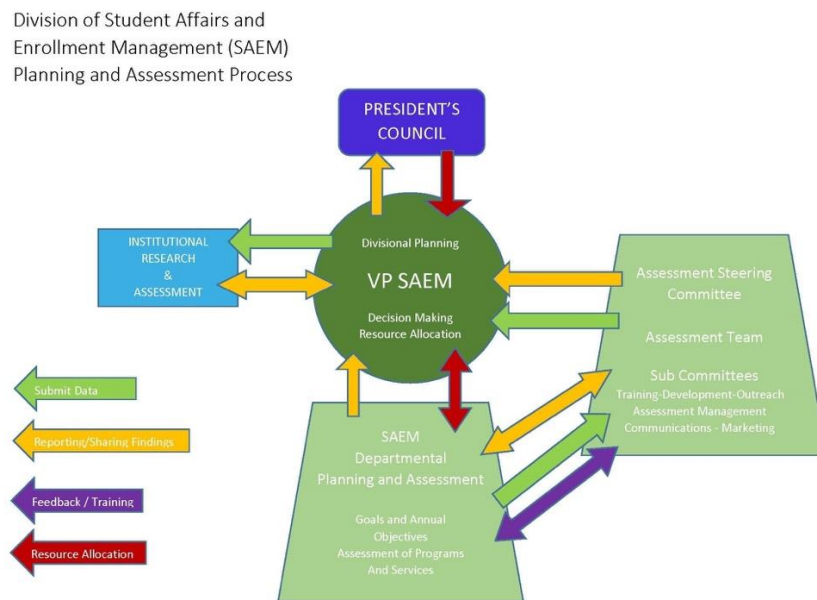
In addition to the national assessments and benchmark instruments administered, the following departments have developed increasingly complex assessments within their respective areas: Athletics (tracking student-athlete success and satisfaction); Admissions (tracking enrollment overall and for targeted cohorts, increasing applications from targeted areas); Disability Services (satisfaction with specific technologies; satisfaction/perception of registered users); Community Services (learning/satisfaction/impact of programs including Adopt a Grandparent, Mentor Oswego, and Alternative Breaks). To summarize accomplishments, in a division-specific annual report (Appendix 5.8) that supplements the contributions Student Affairs and Enrollment Management makes to the *Tomorrow* plan aligned institutional annual report (Appendix 2.7),

Student Affairs and Enrollment Management publicly communicates its "Points of Pride" for the year.

2. Assessment of Student Learning (Standard 14)

Figure 5.4
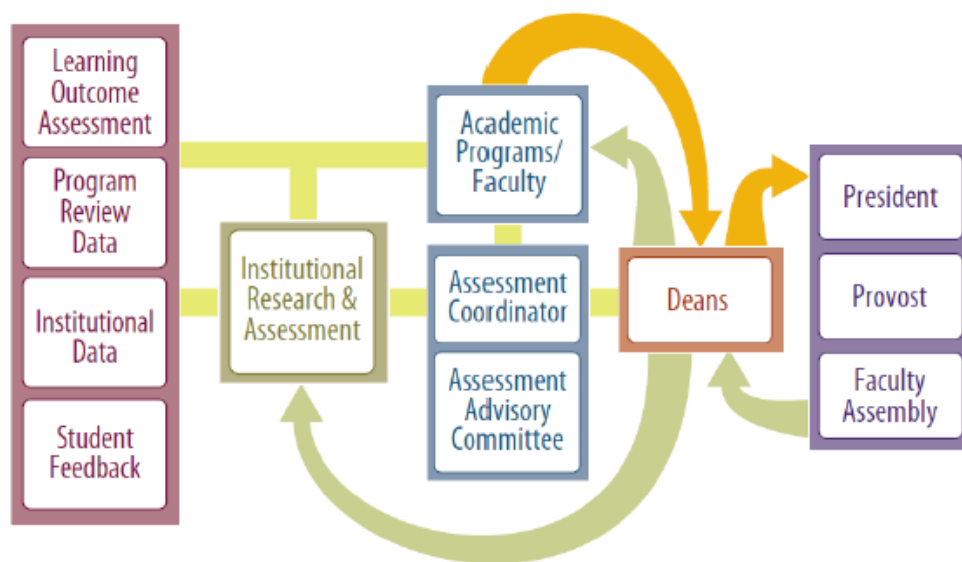
Programs and Departments

Assessment Plans and Processes: Since the 2012 Self-Study, our college has been further refining our comprehensive system for reporting annual assessment results for majors and programs (Figure 5.4).

Course Level: Every course must have clearly articulated learning objectives in its syllabus. Faculty members must articulate learning outcomes for the course, major, and General Education, where appropriate. New course proposals, including their learning objectives and assessment plans, are vetted by their home departments and independently by two faculty governance bodies: the Undergraduate Curriculum Council and the Priorities and Planning Council. The purpose of such review is to ensure not only that courses meet curricular and institutional standards but also that any resource allocation requirements fit into the college's strategic priorities and planning.

Department/program Level: Each year, every department (or program that supports a major) submits a standardized student learning outcomes assessment report and plan for the academic year to the appropriate associate dean in a process designed by the Office of Institutional Research and Assessment and the provost and outlined in Table 5.0. In the assessment report and plan, departments and programs communicate assessment results and also their response

to the assessment results, the potential resource implications (when applicable), the changes or responses planned as a result of the findings, and the new assessment goals and objectives for the next academic year.

The associate dean reviews these student learning outcomes assessment reports and provides feedback to the departments and programs, which amend assessment plans where appropriate. The associate deans are supported by the assessment coordinator, who works with departments and programs to ensure that assessment activities meet our college's goals and expectations.

On the basis of these annual assessment reports of student learning, the assessment coordinator produces an annual assessment report of learning outcomes assessment for the college community. These reports are shared with Provost's Council and Faculty Assembly and are publicly available online (Appendix 5.9).

Division of Academic Affairs
Reporting Guidelines for Annual Submission of Assessment Reports

Due Date	Activity/Action
June 23	Departments/divisions examine results of assessment completed in their area during the previous academic cycle. A report, compiled by the department/director, is submitted regarding assessment activities completed, actions taken in response to assessment results, and assessment plan for upcoming academic year to the appropriate dean. Each department/division submits its report by June 23 using the standard template.
July 31	Deans review the results of assessment activities from the department/division assessment reports and activities proposed for next academic year. Each assessment report will receive a response regarding student outcome assessment and program review by the appropriate dean/associate dean by July 31. The Assessment Coordinator will provide support to deans to ensure that all assessment activities meet institutional expectations.
August 4	Deans submit final assessment reports, deans' responses, and amended assessment plans to the Office of Institutional Research and Assessment by August 4. The Office of Institutional Research serves as the repository for all assessment reports and ensures the college is prepared to provide information as needed to the college community, external reviewers, and accrediting agencies, and that all assessment activities meet institutional expectations.
September	Department/divisions implement assessment activities for the academic year. The Assessment Coordinator supports departments in this process by sharing outstanding assessment activities and by maintaining a repository of good assessment practices and resources.
October 2	The Assessment Coordinator compiles by October 2 each year a comprehensive report that outlines department/division achievements for the assessment cycle just completed. The report includes a status report regarding implementation of improvements/resource allocation as a result of the previous year's student learning assessment results.

* "Department/programs," as nomenclature to identify academic units, should be interpreted to include those interdisciplinary programs that are shared by two or more academic units and that have a coordinator.

Learning Outcomes for Accredited Programs: Oswego's academic programs that are accredited by national or international accrediting bodies include: the School of Education, the School of Business, Art, Chemistry, Biochemistry, Music, School Psychology, Technology, Theater, and (newly accredited in January 2017) master's program in Clinical Mental Health. The student learning assessments that are a part of those accrediting processes form the basis for the assessment of learning outcomes for these programs.

General Education

Figure 5.5

Figure 5.5
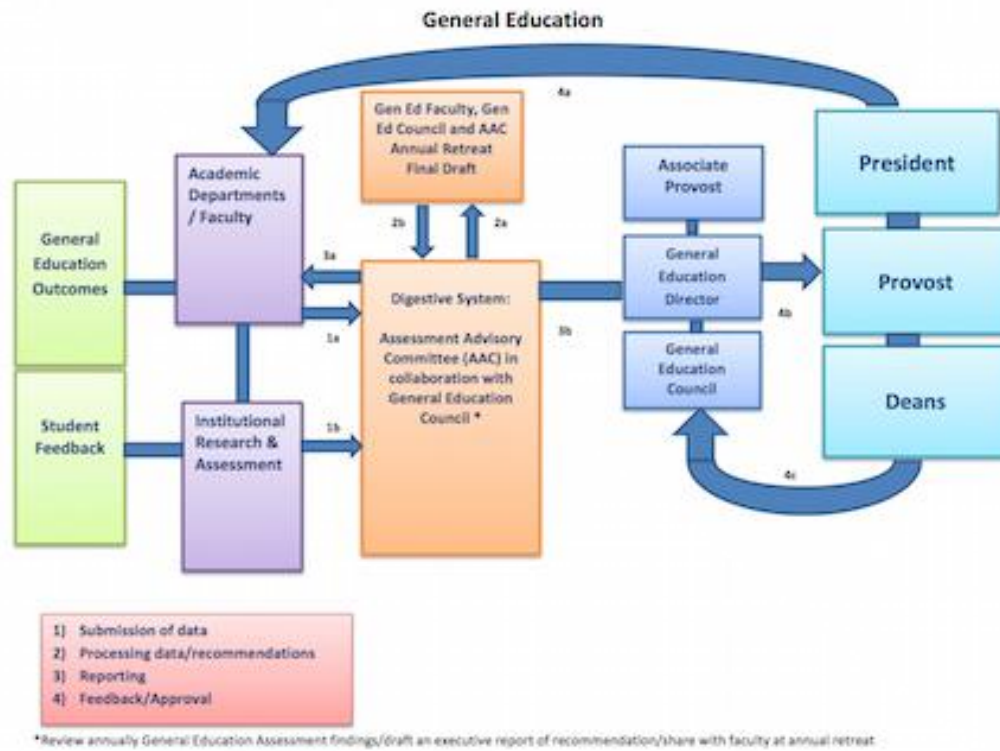
Overview of Strategic Goals: SUNY Oswego's new General Education program, known as GE21, helps students hone skills and habits of thought necessary to do well in college and critical to a life well lived after graduation. Assessment of General Education learning outcomes is based upon both SUNY-wide mandates and college-level requirements.

Assessment Plans and Processes: Twelve academic domains comprise SUNY-mandated General Education requirements. Greater detail concerning these categories, and the articulation of their specific learning objectives, is found in Appendix 5.10. Using several learning objectives, we address specific learning outcomes in all General Education categories on a three-year cycle, with each year addressing four categories (Table 5.1).

Table 5.1: General Education Assessment Three-Year Cycle		
Calendar Year 2016	Calendar Year 2017	Calendar Year 2018
Critical Thinking	Foreign Language	American History
Mathematics	Humanities	Computer and Information Literacy
Natural Sciences	Western Civilization	Fine and Performing Arts
Social and Behavioral Sciences	World Awareness	Writing

Briefly, at the beginning of each academic year, the associate provost's office sends guidelines and instructions for submitting General Education Assessment Plan updates to departments and programs slated to participate in the upcoming calendar year assessment cycle. An assessment plan update is submitted for each general education area to be assessed in the spring and/or fall semester. In those updates, departments and programs describe the steps they have taken and the changes they have made in response to the last assessment cycle's results. Further, each department or program must indicate a) the specific tools to be used in the upcoming assessment cycle and b) the scoring criteria for defining what constitutes not meeting, approaching, meeting, or exceeding expectations. Working together, the Assessment Advisory Committee and General Education Council review the assessment plan updates and provide feedback to departments and programs.

After the calendar year closes and the student work that was collected has been assessed, departments and programs use a common General Education Assessment Report Form (Appendix 5.11) to summarize the quantitative results (number of students not meeting, approaching, meeting, or exceeding standards) and describe the major findings of the assessment, including a) actions to be taken in addressing the findings and b) what has been learned that could be helpful to others as they assess General Education courses. The Assessment Advisory Committee and General Education Council review the assessment reports and an annual General Education Assessment Summary Report is produced and sent to senior administration and Institutional Research via the Provost. Chairs and directors of majors having participated in the assessment for that calendar year are sent the summary report at the same time and also receive individual feedback memos on their reports from the General Education Director. Representatives from participating departments and programs and from the Council and Committee gather to discuss the completed general education assessment cycle in general and the summary report in particular at a retreat shortly after the May commencement.

We also track the quality of the individual assessment reports of student learning. In 2014, the Assessment Advisory Committee developed a rubric for evaluating these reports, with an emphasis on the presence of quantifiable learning outcomes and whether departments are making changes in light of the data. Data from this assessment are part of the General Education Annual Assessment Report.

In regards to assessment outcomes, we have collected data for two years, but General Education categories already assessed will not be assessed again until the forthcoming third year. At that time, we will be in a position to examine how the feedback from our new General Education retreats is improving the achievement of the student learning goals. The data collected so far provide a base line against which we hope to measure improvement in the future.

3. Accomplishments in Institutional Effectiveness and Student Learning and Responses to Self-Study Recommendations 14-17, 20, 24 and 27-31

The 2012 MSCHE team made no recommendations related to our institutional effectiveness (Standard 7) and student learning (Standard 14) assessment practices. However, in our Self-Study we made eleven recommendations (Recommendations 14-17, 20, 24, and 27-31) to ourselves regarding these standards. This report consolidates and addresses these recommendations in three thematic categories below, along with our ongoing assessment practices and results.

A Climate of Communication, Reflection, and Action
Recommendations 24, 27 to 29, and 31; Standards 7, 12, and 14

In our 2012 Self-Study, we recognized that although there were considerable assessment activities at the college, we would benefit from communicating assessment results more widely in order to reflect upon them and use them to improve our planning. We also sought to improve communication of the link between assessment results and resource allocation decisions. We made several changes in response to these recommendations, including:

o Adopted a new strategic plan, *Tomorrow,* that is publically available online and makes explicit SUNY Oswego's strategic impacts, as well as how we measure progress through our performance drivers and key indicators.
o Strengthened the Office of Institutional Research and Assessment as the hub that includes publicly available, online assessment programs and reports. They include the Institutional Research and Assessment Office's assessment program, the Strategic Planning Library, accreditation and program review, enrollment management information, and many additional components of institutional research.
o Improved the system of sharing of results and practice, facilitated in part by the Academic Affairs model of continuous assessment. Additional divisions have developed their own strategic plans in alignment with *Tomorrow* and followed a regularized assessment cycle. For example, the Division of Student Affairs and Enrollment Management developed a divisional strategic plan for 2016 to 2020 (Appendix 2.2).
o Moved to a calendar year assessment cycle to improve the communication of General Education assessment results back to departments and instructors. We now hold a General Education assessment retreat at the end of spring semester to highlight what was learned, discuss problems and difficulties, and share best practices.
o Facilitated sharing results and practices in the Division of Student Affairs and Enrollment Management. The division does a monthly campaign called "We Heard Your Voice" to let students know about changes made based on their suggestions. It hosts an annual assessment showcase where all units share their assessment activities, results, and plans to use results to improve.
o Formalized a yearly assessment cycle for the academic support units within the Division of Academic Affairs. Seventeen offices and units now use the same yearly assessment timelines as academic departments and align their assessment goals with *Tomorrow's* impacts and performance drivers.
o Improved the sharing of results and practices at the department and program level. Table 5.0 describes our process. Because departments and programs that are struggling with assessment processes or learning outcomes can benefit from others' experiences, we also

make provisions for sharing assessment results between and among departments when departments grant permission to share results. The assessment coordinator acts as a liaison between departments for this purpose.

o Strengthened the link between assessment processes and resource allocation decisions. For example, the college now explicitly requires every department and program to support new and replacement line requests with sound assessment data. The "Guidelines for Requesting Approval to Hire Faculty and Non-teaching Professionals" specifically require such line requests to be supported by: 1) alignment with one or more of the five impact areas of the *Tomorrow* plan, 2) specific assessment activities that provide the rationale, based on results of academic assessment planning and curricular program revision and 3) data on student and regional demand, including enrollment trends and projections in the course or program that the line will support. In particular, departments must show that the proposed new faculty or non-teaching professional line provides opportunities to sustain or grow student enrollment or develop programmatic possibilities that serve regional needs.

Improving Student Success
Recommendations 14 to 16, and 20; Standards 8, 9, and 10

Since our 2012 decennial review, we have continued to improve student success through new retention strategies, a focus on advisement, and improving the resources and responsiveness of our student services.

New Retention Strategies: The Enrollment Management Committee, composed of more than twenty administrators, directors, and deans, has helped lead our retention strategies for at-risk students. We have:

o Adopted the Starfish Early Alert system, a student performance tracking software and best-practice tool to identify struggling students early.
o Overhauled academic probation from simply a student "status" category to a flag requiring institutional support. Students placed on academic probation are assigned to specially trained student academic success specialists or to faculty who have been trained as academic probation advisors. We have seen a 0.9 percentage point increase in our first-year student retention rate from Fall 2015 to Fall 2016 cohorts partially due to the implementation of this new approach to academic probation. Further, the academic disqualification rate is now under 2%, down from 4% before we changed academic probation.
o Won a federal three-year "First in the World" grant of $2.88 million to lead an innovative program to spur degree completion rates among underrepresented transfer students. The grant funds 1.5 full-time-equivalent advisement and support staff for transfer students.
o Initiated SUMS-Oswego: SUMS (SUNY Undergraduate Mathematics Success) - Oswego is funded by a $750,000 SUNY Investment and Performance Fund Grant awarded in January 2016. This program aims to increase the retention and graduation rates of science, technology, engineering, and mathematics students.
o Developed specialized support for international students. In 2015 the college installed a full-time advisor for international students and domestic speakers of other languages. Acting as

a second academic advisor, the English as a second language coordinator reviews Starfish early alert data on these students, acts as ombudsman between faculty and student to ensure clear communication, and provides supports such as weekly conversation hours and the International Student Resource Guide.

o Established a veteran and military services coordinator position and implemented various military friendly supports, such as a veteran lounge in 2013, such that SUNY Oswego has received military friendly awards for three years and earned the NYSID Battle Buddy distinction in 2016.

o Established a student resources advisor position at the SUNY Oswego Metro Center in Syracuse, N.Y., in 2015 to ensure an individual, concierge-type approach to student services and advising there.

A College-wide Focus on Advisement: National Survey of Student Engagement results regarding academic advisement, as well as college-wide surveys on advising, indicated a need to improve. Results showed that students believed some advisors lacked the time or knowledge to suggest relevant experiences (internships, study abroad) and that faculty advisors felt they needed more training and better access to resources to support students. In response to these findings we have:

o Created two new professional academic support specialist positions. They meet with "at risk" students to help them develop an academic plan and access support resources like tutoring, counseling, and study skills workshops.

o Created five annual "Advisement Boot Camp" sessions for faculty advisors to receive training.

o Created the Review of Academic Advisement Planning Committee with subcommittee work groups focused on: mission/goals; best practices; faculty training; communication; and advisement assessment. The work of the committee resulted in a new model of advisement to be piloted in Fall 2017.

Improving and Increasing Student Support Services: The growth our college has experienced in the last decade in student demand for health, counseling, and disability services mirrors national trends. Over the past four years, our Walker Health Center has documented increases in non-scheduled emergency visits and demand for walk-in service. In addition, the Counseling Services Center has seen a dramatic increase in both demand for services and complexity of care. Similarly, the demand for tutoring has continued to increase since the 2012 Self-Study. In response to these changing demands for student services, we have:

o Changed our approach to walk-in service at Walker Health Center resulting in 220 more students seen during walk-in hours in Fall 2015. The center is currently seeking to hire an additional registered nurse to provide triage support and patient intakes.

o Added more part-time staff to the Counseling Services Center. Daily "crisis hours" have also been added to allow a student in crisis to be seen on a walk-in basis.

o Expanded Disability Support Services by implementing a system of electronic transmission of notes for students who are unable to obtain them during office hours. In Fall 2014 this office

also piloted Smart Pens in place of note taking in an effort to reduce note-taking costs without losing the effectiveness of notes.

o   Increased tutoring hours at the Office of Learning Services by adding Sunday appointments and walk-in hours to the schedule. These changes increased tutoring hours 14% per week. By initiating a "shadowing program" whereby prospective student tutors could observe tutors in the work setting to better understand the demands of the position, we increased tutor applications by 12% and added students to the payroll.

Continually Evaluating the Impact of our Programs to Improve Student Learning
Recommendations 17 and 30; Standards 7, 10, and 14

We recognized the need to regularize the assessment cycle of programs and departments (described above under "2) Assessment of Student Learning") and to continue to use the results to improve both student learning and our programs. Examples of our progress since 2012 follow.

o   Our institution assesses the quality of the assessment reports of our departments on an annual basis (Appendix 5.9). Departments that are *using measurable learning outcomes and making changes in light of the data* in a given year are considered to have Exemplary reports. The number of Exemplary reports has more than tripled since 2012 (from 11% to 36%). In contrast, the number of reports either Facing Significant Challenges or Not Submitted has dramatically dropped since 2012 (from 48% to 2%).
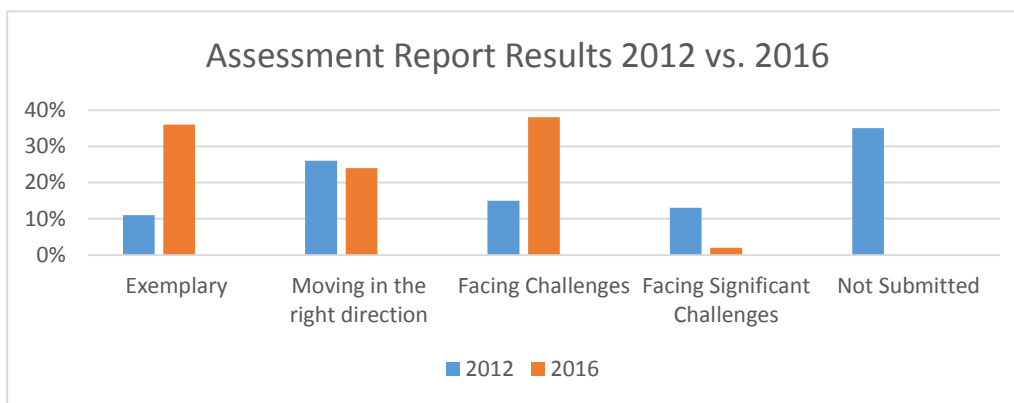
These improvements increase the usefulness of our student learning assessment and therefore improve the environment we provide to students. Some exemplars include:

o   **The Department of Psychology** administered the Major Field Test for Psychology in its senior students in order to determine how well students were learning the interrelated domains in Psychology. Results not only showed the areas where learning could be improved, but the pattern of data highlighted the fact that students had been able to progress through the major without being exposed to all the significant content areas in Psychology. As a result, the entire major was redesigned to require all students to take at least one course in each of the four

Breadth areas in Psychology (Cognitive, Biopsychology, Developmental, and Abnormal/Clinical), followed by at least two Depth courses in any of the four Breadth areas. In addition, a culture of assessment was developed in the core -- and common Final Exams have been developed in both Statistics and Research Methods. These exams not only helped ensure more consistent content delivery, but also allowed the department to track student outcomes in the Research/Methods core closely. Finally, the Psychology Capstone was also revised from a solely content-oriented course towards a course that now requires a significant original product (thesis, research project, or internship) that necessitates students to draw upon and integrate skills developed across the entire major, including but not limited to: critical thinking, statistical and methodological knowledge and scientific writing. Follow-up assessments of student learning will allow the Psychology Department to see how these changes have improved student learning outcomes, in addition to allowing the Department to continue to adapt to outcome data and refine its approach.

- o **The Art Department**, as part of the Critical Thinking Assessment for General Education found that that the development/trajectory of critical thinking skills from lower division to upper-division courses could be strengthened. Therefore, the Art Department is now focused on improving the scaffolding of skills across levels. This includes examining assignments across levels to see how they build on lower-level courses and verifying that proper scaffolding structures are in place to achieve the desired learning outcomes. They are also working to integrate writing into these courses in a way that feels more natural to the discipline by focusing more on professional/business writing skill development than on learning how to write traditional academic research papers. By the end of this academic year, they expect to have instituted a common assignment across ART 105, with the goal for the required 200 level courses to intentionally build on the skills introduced at the 100 level courses. The Art Department intends to cycle through one level per academic year to follow one cohort of students and measure the impact of these changes in the next review cycle.

- o In 2014, Professor Eric Mazur from Harvard University offered a series of workshops at Oswego to showcase best practices in teaching science, including: peer-to-peer instruction, flipping the classroom, the effective use of clickers, and just-in-time-teaching. These workshops resulted in improvements to thirteen courses (more than twenty sections), affecting 1,100 students.

- o The graduate programs that did not have assessment plans at the time of our 2012 Self-Study (those serving fewer than 9% of our graduate students) have now assessment plans and are scheduled for regular review.

- o Our assessment program also assesses student learning that occurs outside the classroom and academic department. Since 2012-13, Penfield Library has submitted two assessment reports, one focused on institutional effectiveness goals and one focused on the assessment

of student learning outcomes related to information literacy. Currently this approach is being replicated as the assessment coordinator works with the directors of experiential learning, English as a second language, and international education to define student learning outcomes in these areas; student learning data in these areas is being collected for 2016-17.

o As a result of ongoing assessment and program review, undergraduate programs have grown to include a significant new engineering degree and numerous new minors (see Section One, page 4). In addition, assessment results showed our B.S. in Zoology was appropriate and sufficient and therefore we discontinued the Zoology B.A.

o Oswego's progress and success in using assessment findings to support programmatic decisions is evident in the development of the new graduate programs detailed in Section One, page 4, which leverage the college's mission, academic strengths, and resources to serve student interest and the labor market of the region.

4. Assessment Resources, Coordination, and Support

Office of Institutional Research and Assessment
This office provides administrative and technical support for policy and decision making and to assist the process of long-range planning. It is our college's hub and repository for assessment reports and plans from every division, department, and program. These documents are provided as needed to the college community, reviewers, and accrediting agencies. The Office of Institutional Research and Assessment has continued to develop an accessible and publicly available web-based framework for organizing all assessment plans and reports (Appendix 5.12). In addition, this office developed and is maintaining the Strategic Planning Library, a password-protected website that serves as a resource center for institutional and divisional strategic planning and assessment.

Assessment Coordinators
The Office of Institutional Research and Assessment coordinates assessment of student learning outcomes as well as academic support units, and there are assessment coordinators for both areas. The student learning outcomes assessment coordinator is a faculty member appointed by the provost. The assessment coordinator for academic support units is a full-time staff member of the Office of Institutional Research and Assessment. These assessment coordinators are charged with:

1) Assisting departments and units with assessment plans, including developing the outcomes to be assessed
2) Identifying valid and reliable instruments for assessing outcomes
3) Interpreting the data
4) Recommending a plan of action in response to those outcomes
5) Developing an executive summary to be shared across the college
6) Providing assessment training opportunities for faculty and staff

Assessment Fellows

In 2013, the provost approved the new Assessment Fellows program, which provides three faculty members each year with reassigned time to take on a leadership role in assessment in their department, to participate in assessment training programs, and to share their knowledge and experience with others at the college. The assessment coordinator, in conjunction with the director of institutional research and assessment, coordinate the Assessment Fellows program.

Assessment Advisory Committee
Whereas the assessment coordinator is appointed by the provost, the Assessment Advisory Committee is composed of faculty members and works within Faculty Assembly governance to ensure faculty oversight of learning outcomes assessment. This committee consists of seven faculty members elected by the Faculty Assembly, and three ex officio members. It is charged with 1) working with the assessment coordinator to share information about assessment practices college-wide, 2) ensuring that assessment practices are meeting expectations of accrediting bodies, and 3) making recommendations to Faculty Assembly on learning outcome assessment policies. Its website (Appendix 5.13) provides numerous assessment resources.

Student Affairs and Enrollment Management Assessment Team
The Division of Student Affairs and Enrollment Management created a divisional assessment team with representation from all departments, established expectations for assessment of program goals and intended outcomes, and now encourages the use of data for improving programs and services. In addition, the division has routinely conducted training and support for professional staff to develop their assessment competencies, including numerous workshops and retreats, over the past three years.

Training and Professional Development Resources
Assessment training and professional development opportunities are available on an ongoing basis. Early in our college's development of assessment, assessment expert Dr. Barbara Walvoord, a professor emerita at the University of Notre Dame, provided excellent guidance and training to Oswego's faculty and staff. The resulting document, "Assessment: Clear, Simple and Useful" continues to be an excellent resource for the college community.

Two to three SUNY Oswego Assessment Fellows per year receive training at the Assessment Institute in Indianapolis, the nation's oldest and largest program focused exclusively on outcomes assessment in higher education. Fellows return to their home departments, where they facilitate departmental assessment procedures and may serve as liaisons between the department and the college's assessment coordinator.

SECTION SIX: LINKED INSTITUTIONAL PLANNING AND BUDGETING PROCESSES

SUNY Oswego's status today as a strong, stable, future-ready institution results at least in part from consistently aligning annual planning and budgeting processes with our longstanding mission and strategic priorities, currently articulated in our strategic plan, *Tomorrow: Greater Impact and Success*. We allocate resources to support efforts, programs, and personnel that will best drive and lift student success and increase the quality of our students' educational experience. Our planning and budgeting processes mirror and uphold the expectation described in the Middle States Commission on Higher Education Standard 2:

> ***Standard 2:*** *An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and maintain institutional quality.*

The student-centered, assessment- and results-driven planning and budget allocation processes that we highlighted in 2012 in Chapter 2 of our Self-Study on "Institutional Vitality" (page 27 of Appendix 1.0) persist today; if anything, these processes are sturdier and more collaborative, especially at the division and department level.

Budgeting Processes

New York State Budget Process: SUNY Oswego's planning begins with our budget process each fiscal cycle, and that begins with the New York state budget process. The state appropriates funding to the State University of New York system as part of the enacted New York state annual budget. SUNY and its Board of Trustees then use a budget allocation methodology to distribute available state funding to the individual SUNY campuses, including Oswego.

SUNY Oswego Budget Process: The President's Budget Advisory Group, described in Section Two, page 6, and Priorities and Planning Council, described below, receive periodic updates from college leaders on the New York state budget for each year and its expected impact on our college's budget.

SUNY Oswego initially develops the operating budget by projecting revenue estimates from our enrollment plans, paying close attention to past trends and taking into account projected increases in specific cohorts of student groups (resident vs. non-resident, undergraduate vs. graduate) and any targeted increases outlined in the *Tomorrow* strategic plan and the Performance Improvement Plan we developed with SUNY. The level of support appropriated by the state budget has been flat for several years, and thus our only opportunities for expanded funding are tuition increases and growing enrollments. Together, state support and the tuition revenue projection formulate the state financial plan for a given fiscal year. Once we derive this calculation, our Office of Finance and Administration performs a review of current full-time-

equivalent employee salaries and positions. Approximately 88% of Oswego's state-operated budget supports salaries and wages. We then combine the value of current filled positions and planned fills with other-than-personal-service needs to identify a total expense by each college division with emphasis given to funding academic offerings. We also incorporate known recurring factors, such as frictional savings and utility escalation, into the annual projections. Then we compare the total need to the state allocation and cut or redistribute funds as necessary to reach a balanced budget.

Understanding the key components of the allocation methodology and taking steps to maximize funding opportunities throughout this process are essential in ensuring the financial health of our college. Because the single most determinant factor in funding models for educational institutions is strong, predictable, steady enrollment, Oswego has over the past several years — consistent with our strategic plan, *Tomorrow* — prioritized college resources to assist in stimulating enrollment stability, growing slightly, and ensuring our students have strong academic credentials. In conjunction with this effort has been our investment in programs designed to strengthen retention, which has shown continuous improvement.

Once financial support of core college needs is ensured, we can consider priorities and future needs. The college identifies and promulgates these priorities and needs through the *Tomorrow* plan and through the annual process of mission review and goal setting that flows from the plan.

Priorities and Planning

The 2016-17 Priorities and Planning Council membership includes the Faculty Assembly chair, the associate vice president of facilities services, faculty representation from each of the four major academic units, the Student Association president and two students from the Student Association, the dean of the College of Liberal Arts and Sciences, the director of Campus Life, the deputy to the president for external affairs and economic development, the dean of the School of Communication, Media and the Arts, the director of Auxiliary Services, a representative from the classified services unions, and the Oswego College Foundation's director of finance.

This longstanding and very active council meets twice a month and is required to report its activities at every meeting of the Faculty Assembly so other members of the college community (faculty, staff, students, and administrators) can remain informed and current on the council's efforts. As stated on the council's Faculty Assembly website, the Priorities and Planning Council shall "be concerned with all long-range academic program planning including budget, enrollment, and infrastructure, in light of strategic planning. Work to resolve difficulties between academic units and promote shared initiatives, including interdisciplinary programs. Be responsible for consultation on budgetary and enrollment matters relating to program implementation. Consult fully with departments, the School of Business, School of Communication, Media and the Arts, School of Education, the College of Liberal Arts and Sciences, the Library, the Division of Graduate Studies, and the Division of Continuing Education [now Extended Learning], either on its own initiative or when requested by a department, a

school or college, or division or the Assembly. Raise questions, evaluate issues, and recommend solutions concerning budget, resources and enrollment prioritization and planning."

Capital Renewal Program Tied to Mission and Strategic Plan

Appendix 6.0 illustrates the extensive interplay between state, SUNY system, and SUNY Oswego entities involved in planning and budgeting our college's capital development. Oswego has had notable success in managing these processes. Our college is well-reputed within SUNY for being an institution that is, critically, capable of both envisioning needed facilities that will best support and educate students and cultivating the resources needed to bring our visions to reality, culminating in the construction or renovation of exceptional, sustainable facilities. Our significant campus renewal just since 2012 is described in Section Three, pages 24-25.

Campus Concept Committee: Our Campus Concept Committee routinely discusses institutional planning and budgeting in its advisory role with respect to the prioritization and recommended allocation of capital resources. The committee has four defined functions:
1) To provide leadership and coordination for long-range physical space and facilities planning, which recognizes the primary academic function of our institution, and to assess needs and propose priorities to appropriate governing bodies.
2) To assess and inform an institutional perspective related to the evolving Campus Concept.
3) To assess current and emerging needs for facilities renovations considering academic programs through extensive consultation with all appropriate constituencies.
4) To recommend priorities for action to the president that is consistent with long-range strategic planning.

Campus Concept Committee members represent every division of the college: Academic Affairs, Student Affairs, Alumni Relations and Development, and Administration and Finance. Capital needs are first identified, then prioritized, and finally reconciled to what is anticipated for each year's capital appropriation. College leaders review the committee's recommendations and, if they approve, forwards them to SUNY to be incorporated in each fiscal year system-wide funding request to the New York State Division of the Budget.

Facilities Master Plan: Another pivotal component of Oswego's strategic planning and budgeting processes is the Facilities Master Plan. It identifies the projected ten-year capital facilities needs for each of the college's four major academic divisions and translates this information into a systematic approach in developing multi-year capital plans and funding requests. This plan provides a roadmap for planning our future capital facilities improvements. The hallmark of this process is its alignment with enrollment management, academic priorities, space assessments, and accurate projections of future capacity and needs. Recognizing that circumstances may change, Facilities Master Plans are designed for flexibility to help the institution evaluate and modify components as necessary to support future priorities. Appendix 6.1 lists future capital projects as currently proposed from now through 2022.

The Facilities Master Plan analyzes a wide range of information and provides recommendations for facility improvements, always in support of our mission and strategic plan. It reviews current

space inventory and conditions and current and projected departmental enrollments, and compares formula-driven space need calculations with current space utilizations and projections of future campus-wide space needs. The plan identifies opportunities for better use of existing space and buildings, as well as cataloging potential needs for new space and facilities. This comprehensive facilities inventory coordinates space reassignment, building rehabilitation and expansion, facilities conversion, demolition, and new construction with the mission and strategic plans established by each academic division that will utilize the space. The Facilities Master Plan serves as our blueprint to identify, prioritize, structure, and sequence future capital projects — all of which facilitate timely requests for capital funding and keep project timelines on schedule. The timing and scope of the planning process reflect our commitment to capital planning.

Division and Department Annual Planning and Budgeting

As described in Section Two, pages 7-8, leaders from all divisions of the college, including all of our vice presidents and deans, worked together to create the template for our most current annual goals charts (Appendices 2.3 and 2.4). The annual goals chart aligns with the impacts and performance drivers of *Tomorrow* and documents the actions to be taken toward achieving each goal, who is accountable for each goal, what the expected outcome will be, and what the projected resource requirements will be. The chart is updated mid-year and at the end of the year by chairs, directors, deans, and vice presidents. The impact of each initiative is then analyzed and discussed during the planning process for the next year. The use of this standardized college-wide annual goals chart helps us all remain focused on the same institutional mission and strategic plan priorities. This unified focus on shared goals allows us to best understand our college's progress toward achieving our goals and know the cost and projected costs of our efforts.

Examples of *Tomorrow*-Driven Integrated Planning and Budgeting

Through the annual goal-setting, planning, and budgeting processes described above, we decide to allocate resources towards initiatives that support the long-range goals and objectives as outlined in the *Tomorrow* plan's five impact areas. A few examples of recent initiatives and programs we supported as a result of discussing our institutional plans, reviewing our performance data, and making subsequent budget allocations are listed below by impact area.

Impact 1: Oswego has made significant technological investments to support the academic success and retention of our students. Annual financial support of student-centered software applications, dedicated personnel, and up-to-date technology inside and outside of our classrooms provides an avenue for our students to succeed. These technology upgrades have been led by a nearly $2 million wireless upgrade to all our facilities and increasing wireless access points throughout the campus. A computer replacement plan keeps our computer labs functioning at peak for student instruction and use, and investment in student-centered software for specific curricula provides useful learning tools.

Impact 2: To foster the vitality of our highly collaborative and engaging educational ecosystem, Oswego provides funding for Scholarly and Creative Activity grants, aimed at increasing

opportunities to join faculty and students together on a combined project; student travel grants to support and encourage students to pursue opportunities to enhance their course of study and prepare for a career; and the Global Lab scholarship program, offering undergraduates a connection to faculty as they work together in laboratories and in the field — both on campus and abroad — to develop research and solve problems by applying the skills they are learning in the STEM disciplines: science, technology, engineering, and mathematics.

Impact 3: SUNY Oswego provides campus assets to the regional community in a coordinated way every year. During seasonal class breaks, we open our recreational and educational facilities — including our planetarium, library, art galleries, ice arena, field house, pool and gymnasium, and 700-acre nature center — to the community in a program called Cruisin' the Campus. Most events are free or low cost to participating community members, and the college covers any internal program expenses. Tyler Hall, newly renovated as a performing arts center, hosts arts events — plays, operas, concert, recitals — for both campus and community organizations. In addition to the outstanding facilities on our main campus in Oswego that engage the community and enhance our community partnerships, we have a similarly outstanding facility at the SUNY Oswego Metro Center in Syracuse, N.Y., which provides a presence for our college in a nearby urban community. Its central location in New York state makes it a draw for regional public and corporate meetings, conferences, and gatherings.

Impact 4: Sustainability of our facilities and our financial resources keeps SUNY Oswego operating efficiently and effectively. Our commitment to environmental sustainability began in 2007 as a charter member of the American College and University Presidents' Climate Commitment and has continued with our focus on reducing our carbon footprint. Recent construction projects have embraced this commitment, highlighted by our Shineman Center for Science, Engineering and Innovation, which received Leadership in Energy and Environmental Design (LEED) Gold certification in 2015. Since 2012, our college has named a sustainability engineering coordinator and planning coordinator to lead a dedicated sustainability team that includes graduate assistants and student workers. Its award-winning programs include "Tap In," which reduces waste by promoting reusable water bottles and includes a $70,000 investment in bottle-refilling stations to replace standard drinking fountains in several Oswego campus buildings. Each semester guest speakers and extracurricular programming expand our college community's understanding of our impact on the environment.

CONCLUSION

In this Periodic Review Report, we have endeavored to present an honest and comprehensive picture of where SUNY Oswego stands today relative to the challenges and opportunities we face. In particular, we have described our systematic, collaborative, and planned efforts to devote sufficient attention and resources to areas that we, and many of our peer institutions, find most pressing, including:

o Maintaining a student body that is stable in overall numbers, reflective of the population we serve, and academically talented and inclined toward intellectual inquiry and social engagement;
o Keeping up with technological advances and providing sufficient hardware, software, and training to support a vibrant and secure education ecosystem;
o Negotiating a shifting funding environment by keeping abreast of policy changes and allocation formulas and by seizing our own opportunities to develop and tap alterative revenue sources.

Our latest strategic plan, *Tomorrow: Greater Impact and Success*, has been central to our continuing efforts — and considerable success — in these and the other important areas we have addressed. It has helped foster a significantly more transparent planning- and assessment-oriented culture across the institution, one that keeps us alert and open to new ideas and approaches. Our fundamentally sound college is therefore well prepared to navigate the future as we pursue our mission "… to contribute to the common good by lighting the path to wisdom and empowering women and men to pursue meaningful lives as productive, responsible citizens."

APPENDICES

1.0   2012 SUNY Oswego Self-Study for MSCHE
1.1   *Tomorrow: Greater Impact and Success* strategic plan
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1.3   MSCHE 2012 Team Report to SUNY Oswego
2.0   2012 Self-Study Recommendations Chart
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5.10   SUNY General Education Categories and Learning Outcomes
5.11   General Education Assessment Report Forms
5.12   Office of Institutional Research and Assessment's Programs and Reports on Assessment webpage
5.13   Assessment Advisory Committee webpage
6.0   Diagram on Process of Establishing Capital Priorities at SUNY Oswego
6.1   Proposed SUNY Oswego Capital Projects 2017-2022
        Link to SUNY Oswego College Catalog: http://catalog.oswego.edu/

Other MSCHE Requested Items included as Appendices in this PDF File:

- SUNY Oswego MSCHE Institutional Profile 2016-17
- MSCHE Substantive Change Request: SUNY Oswego Closure of Additional Location, SUNY Oswego Phoenix Center (December 30, 2016)

Note: SUNY Oswego's three most recent years of audited financial statements for 2013-2016 were uploaded as a single PDF to the MSCHE portal.

State University of New York at Oswego

SELF-STUDY 2012

Prepared for the Middle States
Commission On Higher Education

2012 Self-Study

CONTENTS

LL CHE **Middle States Commission on Higher Education**
MSA 3624 Market Street, Philadelphia, PA 19104-2680
Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement:
Compliance with MSCHE Requirements of Affiliation and Related Entities Policy
(For SUNY State-Operated Institutions Effective October 1, 2009)

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE requirements of affiliation and "Related Entities" policy.

This signed statement should be attached to the executive summary of the institution's self-study report.

State University of New York at Oswego
(Name of Institution)

The State University of New York represents that this institution operates within the program of the SUNY System. The undersigned hereby certify that SUNY recognizes the Commission's compliance requirements for this institution and will uphold State University's policies pertaining to MSCHE standards and requirements of affiliation.

(Campus President)

1/12/12
(Date)

(Chair, SUNY Board of Trustees)

1/30/12
(Date)

LLCHE **Middle States Commission on Higher Education**
MSA 3624 Market Street, Philadelphia, PA 19104-2680
Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement:
Compliance with MSCHE Requirements of Affiliation and
Federal Title IV Requirements
Effective November 8, 2011

State University of New York at Oswego
(Name of Institution)

is seeking (Check one):   ___ Initial Accreditation
                          x__ Reaffirmation of Accreditation through Self Study
                          ___ Reaffirmation of Accreditation through Periodic Review

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm that it meets or continues to meet established MSCHE Requirements of Affiliation and federal requirements relating to Title IV program participation, including the following relevant requirements under the Higher Education Opportunity Act of 2008:

- Distance education (student identity verification)
- Transfer of credit
- Assignment of credit hours
- Title IV cohort default rate

This signed certification statement must be attached to the executive summary of the institution's self-study or periodic review report.

The undersigned hereby certify that the institution meets all established Requirements of Affiliation of the Middle States Commission on Higher Education and federal requirements relating to Title IV program participation as detailed on this certification statement. If it is not possible to certify compliance with all requirements specified herein, the institution must attach specific details in a separate memorandum.

___ Exceptions are noted in the attached memorandum (Check if applicable)

_____   1/12/12
(Chief Executive Officer)   (Date)

_____   1/30/12
(Chair, Board of Trustees or Directors)   (Date)

OSWEGO STATE UNIVERSITY OF NEW YORK

CHE
MSA

Middle States Commission on Higher Education
3624 Market Street, Philadelphia, PA 19104-2680
Phone: 267-284-5000 Fax: 215-662-5501 www.msche.org

Certification Statement:
Compliance with Federal Title IV Requirements
(For SUNY State-Operated Institutions Effective July 1, 2011)

An institution seeking **initial accreditation** or **reaffirmation of accreditation** must affirm by completing this certification statement that it meets or continues to meet established federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education, transfer of credit, and the assignment of credit hours.

This signed statement should be attached to the executive summary of the institution's self-study or periodic review report.
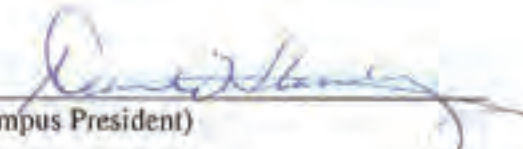
If it is not possible to certify compliance with all such requirements, the institution must attach specific details in a separate memorandum.

State University of New York at Oswego

(Name of Institution)

is seeking *(Check one):* ___ Initial Accreditation   _X_ Reaffirmation of Accreditation

The undersigned hereby certifies that the institution meets all established federal requirements relating to Title IV program participation, including relevant requirements under the Higher Education Opportunity Act of 2008 such as those on distance education, transfer of credit, and the assignment of credit hours.

___ Exceptions are noted in the attached memorandum *(Check if applicable)*

_____   1/12/12
(Campus President)   (Date)

The State University of New York at Oswego has served as a beacon of inspiration for teaching and learning for 150 years. We proudly hold a place in the world community for innovative teaching methods, creative program development, and success in sending our graduates out into the world with a richness of understanding and action that transcends simple command of information. Guided by a strategic plan that advances intellectual rigor, broadening perspectives, and solving problems, SUNY Oswego promises a wealth of opportunities for our students, graduates, and faculty to have a positive impact on world challenges as responsible citizens in a global society.

Our founder, Edward Austin Sheldon, in 1861 designed and popularized teaching methods that replaced traditional classroom instruction with active and personalized learning strategies to free both mind and body and to open the classroom out into the world. True to Sheldon's vision, we strive to pioneer and develop highly customized, involved, and interactive forms of teaching and learning, while deepening our engagement in the world.

In 1948, our college became a charter member of the State University of New York. In 1962, we expanded our academic offerings to encompass liberal arts and science programs. The rapid growth in demand for higher education following the enactment of the GI Bill and increased state and federal investment in higher education in the 1960s resulted in our college's enrollment quadrupling and campus facilities expanding by 29 buildings by the 1970s, rapidly approaching the 58 buildings that stand today and comprise our 700-acre lakeside campus. The more extensive, wide-ranging set of academic programs developed in response to the varied interests of a more diverse and inquisitive citizenry and a changing regional economy led to the reorganization of academic programs into the College of Arts and Sciences, School of Business, and School of Education by 1992. In 2008, the School of Communication, Media, and the Arts was created to put SUNY Oswego at the forefront of the emerging new media and information technology revolution. In the 21st century, our college has evolved globally, moving liberal and professional studies out to all the world's continents either on site or in virtual environments, embracing some of the most difficult challenges of our day, and preparing our students with the knowledge and skills needed to address pressing world problems.

Currently the student population consists of more than 8,000 academically able, intellectually curious, and highly engaged learners enrolled in more than 110 undergraduate and graduate programs. In Fall 2011, 55 percent of our first-year students were in the top 25 percent of their high school class. On average, they scored 1100 on the SAT and had an average high school GPA of just over 90.

The college provides a varied and vibrant complement of academic, performing arts, and recreational activities around the clock. We design our programs to meet the diverse needs of today's students, and we offer them year-round, evenings, and weekends. Our extensive course offerings are available through distance learning, hybrid, and traditional classroom formats at our main campus and numerous satellite education and study abroad sites. The undergraduate academic program offers a core set of common courses in general education to ensure that students achieve competencies in the fundamental skill areas of writing, critical thinking, math, and computer and information literacy. Academic programs are enhanced by learning support services and by online social communities, blogging, and podcasting and webcasting of lectures.

Helping to create and sustain a talented and productive workforce has been a key strategy for SUNY Oswego in forging a competitive advantage for our regional economy. Our invigorated effort in the last decade to invest in human capital-building enterprises has increased Central New York's capacity while enhancing personal and societal prosperity. Most notably, in 2008, our college opened a metropolitan graduate and professional center in Syracuse, N.Y., to meet the educational needs of the area, to help revitalize Syracuse's urban core, and to develop and retain a highly skilled and well-educated workforce for the region.

SUNY Oswego generates economic activity in the county, region, and state of $428 million annually. A campus infrastructure renewal initiative begun in 1998 has led to over $700 million in construction and renovations that have been completed or are in progress. This initiative has helped to fuel the local and regional economy and meets faculty, student, and staff expectations for an attractive, modern, and technologically advanced environment in which to teach, learn, and work.

Independent appraisals of SUNY Oswego's effectiveness have come from many sources. Most recently, for instance,

- U.S. News and World Report selected SUNY Oswego for its list of just 30 well-regarded colleges nationally that offer small classes without high prices.

- The Princeton Review named SUNY Oswego one of the best 220 colleges and universities in the Northeast in its book The Best Northeastern Colleges: 2012 Edition. This is the eighth edition, and Oswego has appeared in every one.

- SUNY Oswego's ranking in U.S. News and World Report's list of Top Up and Coming Schools for 2010 is especially significant because it recognizes our leadership among institutions with similar missions. The list included only 28 public colleges and universities nationally and only one other public master's level college in the northern region.

The Carnegie Foundation awarded SUNY Oswego a prestigious Community Engagement Classification in January 2011, recognizing that we have deeply intertwined community engagement in our leadership, curriculum, outreach programs, strategic planning, and community partnerships.

Partly as the result of the abiding aspirations of our faculty, students, and staff, and partly as a result of the energy and ideas brought by current leadership, SUNY Oswego has instituted many changes in the past decade aimed at lifting the institution to higher levels of achievement in all areas of operations. As we bring our sesquicentennial anniversary celebration to a close, we look back on a long and distinguished history, but particularly on the gains of the past decade.

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OUR SELF-STUDY PROCESS

The steering committee designed the self-study process to engage the SUNY Oswego community at every level. Members of the college community participated in the collaborative, multi-year effort through committees, work groups, and public forums. The eight work groups alone involved more than one hundred faculty and staff members, administrators, and students.

To enhance the visibility and transparency of the process, we developed a Middle States Re-accreditation website with our self-study timeline, draft documents, open forum materials, and an anonymous feedback option. Web updates and a number of communications in broadly distributed campus media, including the student newspaper and employee e-newsletter, kept college community members apprised of the self-study's development as the steering committee conducted its research and analysis with the support of the work groups.

We made every effort to ensure that the process offered ample opportunity for feedback. We streamed the five public forums live online and archived them as recorded webcasts for those unable to attend. Consistent with our tradition of shared governance, the steering committee co-chairs and the provost reported on the self-study process to Faculty Assembly, Joint Chairs, President's Council, and the College Council.

Operationally, the work groups began meeting biweekly in the fall 2010 semester. Most work groups divided into subgroups to address specific areas of the assigned standards, based on the college roles and responsibilities of each member. Each work group responded to the research questions from our self-study design, using evidence from surveys, face-to-face interviews, analysis of information from our website, and other data such as syllabi, assessment plans, and various college documents, many of them amassed in an electronic document library on our online learning management system. The Office of Institutional Research and Assessment provided data as requested by work group members.

The research questions, work group membership, and timeline of the process can be found in our self-study design and on our Middle States Re-accreditation website.

The steering committee consists of 18 members who represent all divisions and units of the college. Most of the committee's members have been at SUNY Oswego since at least 2002, the date of the institution's most recent re-accreditation. The steering committee members are:

Co-Chairs

Julie Pretzat	Associate Dean of Communication, Media, and the Arts
Elizabeth Schmitt	Professor of Economics

Members

Julie Harrison Blissert	Director of Public Affairs
Marcia Burrell	Interim Chair and Associate Professor of Curriculum and Instruction
Frank Byrne	Chair and Associate Professor of History
Lorrie Clemo	Interim Provost and Vice President for Academic Affairs
Kerry Dorsey	Vice President for Development and Alumni Relations
Kathy Evans	Assistant Vice President for Student Affairs
Howard Gordon	Executive Assistant to the President, Title IX Coordinator
Joseph Grant	Vice President for Student Affairs and Enrollment Management
Jessica Hester	Chair and Associate Professor of Theatre
Nick Lyons	Vice President for Administration and Finance
Robert Moore	Professor of English
Joseph Moreau	Chief Technology Officer
Mehran Nojan	Director of Institutional Research and Assessment
Yvonne Petrella	Dean of the Division of Extended Learning
James Scharfenberger	Associate Vice President for Students Affairs and Dean of Students
Mark Slayton	Director of Finance, Oswego College Foundation

Additional members of the college community contributed their expertise in preparing the self-study; among them were master proofreaders Christopher Lalonde and Barbara Shaffer and the library's digital collections manager, Natalie Sturr.

MAJOR FINDINGS OF THE SELF-STUDY

The college community received the self-study draft for comment in September 2011. We completed the final draft in December 2011. The findings and recommendations reported in the following eight chapters reflect the desire of the campus community to develop a deeper understanding of efforts to fulfill our mission. We are confident that the recommendations will be acted upon through our processes of continuous improvement. The major findings coalesce around a few common issues briefly described below.

Advancing Strategic Goals

The report found us to be a vibrant college with a strong focus on goal setting and achievement, as modeled by administrators, faculty, and staff across the institution. Our current strategic plan, Engaging Challenge: The Sesquicentennial Plan, directs our work. Strategic planning in enrollment management has resulted in a much more diverse and selective freshman class over the last ten years: The number of freshman in underrepresented groups has risen by 44 percent, while our acceptance rate has fallen from 57 to 47 percent.

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Systematic capital planning efforts drive the ongoing development of campus facilities to enhance learning environments. In 2011 we broke ground for a new science and engineering building and set renovations under way for a new School of Education facility. Soon to follow will be the new facility for the School of Communication, Media, and the Arts and a major renovation of Penfield Library.

Effectively Managing Resources

The self-study finds excellence in financial planning. We manage our fiscal resources prudently and effectively to meet the institution's current and future obligations. Since 2007, SUNY Oswego has experienced a net reduction in state support of $8.4 million, but still the college has successfully managed to preserve funding for instructional services, protecting the Division of Academic Affairs by bearing cuts through reserves and in other divisions. SUNY Oswego's fund balance and auxiliary enterprise revenues continue to be among the highest in the SUNY system.

An Improved Assessment System for Student Learning

Assessment systems for the institution and for student learning are in place, with an infrastructure that supports assessment practices and a growing culture that values assessment as an essential element of institutional excellence. Still, systematic mapping for the assessment of student learning needs further attention, particularly in the area of reporting feedback and outcomes.

As we began planning for our self-study in 2009, we recognized that assessment of student learning represented an opportunity for improvement. We have made significant strides in this area over the past several years, including allocating personnel to assist with assessment efforts and conducting professional development through widely attended on-campus workshops and off-campus workshops for faculty and staff in key programs. We have now established annual assessment cycles for all programs. The process includes reporting of assessment activities, findings, and resulting program changes as well as written responses by the dean and provost.

This year we will continue to support and monitor assessment activities to standardize the collection of learning outcomes data at the program level and to further align assessment activities with our budget and resource allocation system.

Improving Communication Structures and Practices

The self-study recommends improvement in communication in several areas. While we do a good job of communicating our mission and goals both internally and externally in print and electronic media, we could improve communication structures to raise awareness of campus processes and decision making. Through our shared governance structure, there could be better, more frequent communication concerning new initiatives as well as resource allocation decisions and their alignment with our strategic directions. There is opportunity for improvement in ensuring that the relevant constituencies know about decisions affecting day-to-day operations. A more visible platform for communicating assessment accomplishments should assist in creating an improved culture of assessment.

The report recommends exploring new technologies as a means of engaging more members of the college community in planning, implementation, and strategic decision making and keeping them informed of developments. Several initiatives are under way to enhance communication processes in virtually all areas of the institution, including the Faculty Assembly, Public Affairs Office, Division of Academic Affairs, and President's Office.

Chapter 1

INSTITUTIONAL EXCELLENCE

ADDRESSES STANDARDS 1 AND 6

Students participate in Oswego's Torchlight Ceremony, symbolically passing the light of learning from one class to the next.

SELF-STUDY 2012

OSWEGO
STATE UNIVERSITY OF NEW YORK

Chapter 1
INSTITUTIONAL EXCELLENCE
ADDRESSES STANDARDS 1 AND 6

DEVELOPING AND REALIZING OUR MISSION

Among SUNY Oswego's most important activities in the past decade have been the development and implementation of institution-wide strategic plans, with the concomitant setting of priorities. Our strategic plan provides the framework for much of the decision making and long-range planning that underpin our success.

In 2007, SUNY Oswego's president launched a strategic plan called Engaging Challenge: The Sesquicentennial Plan, which states our mission and vision as follows:

> *Our mission is to contribute to the common good by lighting the path to wisdom and empowering women and men to pursue meaningful lives as productive, responsible citizens.*
>
> *Inspired by a shared commitment to excellence and the desire to transcend traditional higher-education boundaries, SUNY Oswego will be a premier institution that provides a transformative experience to a diverse body of students, empowering them to live ethical and meaningful lives and build a better world.*

To realize this vision, SUNY Oswego must be a vibrant, energetic institution that seeks continuously to enhance our academic and intellectual vitality. Toward that end, the plan includes five points of emphasis (VIEWS) that serve as focal points for planning and action:

- **Vitality**: Secure the college's stature as a world-class comprehensive college with intellectual and cultural vitality that provides an education of exceptional quality to every student, supported by a strategically driven organizational structure and robust financial plan.

- **Intellectual Rigor**: Sharpen our focus on academic excellence by creating an intellectual climate rich with ideas, inquiry, and discovery that provides students with meaningful experiences and opportunities that challenge them to reach their full potential as intellectually empowered, creative, and productive individuals.

- **Engagement**: Unite and enrich the college community by promoting and valuing individual and collective contributions to the common good and by developing closer ties and partnerships with the broader society.

- **World Awareness**: Adopt an expansive understanding of the world in order to develop the capacity of students to be more self-aware, responsible, and empathetic.

- **Solutions**: Give priority to developing knowledge and applying the expertise of our community of scholars to find solutions to the problems of our time.

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These five pillars constitute our strategic plan and distinguish SUNY Oswego as an academic community moving in concert with the needs of our world. The plan envisions our college as a vital and robust institution where students pursue their studies with intellectual rigor as well as engagement in society at large, developing intercultural awareness and understanding for future success. It directs our aim, above all, to give students the knowledge, skills, and confidence to confront and deal with the problems and challenges of our world.

The most recent long-term planning process culminated in 2007 and included input from faculty, staff, students, alumni, and other members of the community. Focus groups representing specific stakeholder categories participated in identifying the key areas requiring attention and offered their opinions on how best to accomplish the significant goals. Through debate and thoughtful give and take, we produced Engaging Challenge: The Sesquicentennial Plan and immediately set about discussing how to implement this strategic vision in each of the college's major divisions.

Sharing a Vision

Communicating the college's mission and goals is important both internally and externally to ensure that all stakeholders are keenly aware of the direction and the initiatives that the college plans to implement. The college's website and several newsletters that target specific audiences are among the methods of regular communication. The newsletters include Campus Update, the e-newsletter for faculty, staff, and interested subscribers; Student Notes for students; Sheldon's Sphere, aimed at Oswego County school administrators; an e-zine from the Office of Business and Community Relations; and Business@Oswego.edu from the School of Business. The Oswego alumni magazine — mailed three times a year to approximately 75,000 stakeholders, including alumni, current and emeriti faculty, staff, families of current students, prospective students, donors, and friends of the college — regularly highlights the college's strategic goals through articles and features. Admissions publications and communication pieces for prospective students and The Laker, our online community for first-year students, generally convey the strategic directions of the college. Oswego by the Numbers highlights our progress in the last decade in several key areas.

SUNY Oswego publishes an annual report for faculty, staff, students, current and potential donors, and legislators as well as leaders at academic institutions across the mid-Atlantic states. Organized by the college's strategic goals, the annual report shares our vision and accomplishments. It allows the broader community to recognize how our goals are integrated in the fabric of our institution. As of the 2010 report, Up and Coming, the annual report is published online.

Members of the College Council, the Oswego College Foundation board, and the Oswego Alumni Association receive information on a regular basis in person, in print, and electronically. We invite community leaders, legislative representatives, and business leaders to college events that provide an opportunity to engage them in discussions regarding issues important to SUNY Oswego, including the President's Opening Breakfast for faculty and staff members each fall.

Subsequent chapters of this self-study provide clear evidence of how programmatic, curricular, and personnel decisions have an integral connection to the college's mission and goals.

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A Learner-Centered Culture

SUNY Oswego's commitment to building a learner-centered culture dates back to our prior strategic plan, Engagement 2000. For more than a decade, all planning and decision making for facilities, technology, academic programs, and student services have focused on maximizing opportunities for students to learn. The Center for Excellence in Learning and Teaching (CELT) has a primary charge of fostering this learner-centered culture. CELT has supported this evolving campus culture in a number of ways. Some examples are:

- frequent workshops, recorded and posted online for easy access

- use of social media to disseminate information about upcoming professional development opportunities

- an annual teaching symposium

- one-on-one faculty assistance to improve teaching

SUNY Oswego takes a comprehensive approach in designing and organizing facilities and programs to support our learner-centered focus. Examples include The Compass, offering a cafeteria of student services, and the Lake Effect Cafe in Penfield Library, which has become a popular site for students and faculty to meet. The English and Modern Languages departments experienced a significant culture change after relocating to space that we re-designed specifically to foster informal interactions between faculty members and students.

We strive to make our learner-centered focus pervasive and ingrained in many college initiatives and programs. ARTSwego, the college's performing arts series, augments academic offerings with arts programming and has increasingly sponsored programs that support interdisciplinary thinking and active engagement of students. Graphic arts students have collaborated with the Oswego Reading Initiative (ORI) to promote the college's annual summer reading selection, designing all promotional materials.

A number of programs that support our learner-centered environment come from areas beyond the Divisions of Academic Affairs and Student Affairs. We recognize, for example, the crucial role that alumni play in "connecting the dots" for our students as models of lifelong learning. Alumni programs meant to help provide a competitive advantage for future graduates include:

- Alumni-in-Residence (AIR): Alumni return to campus to speak with students in classes about their careers.

- Alumni Sharing Knowledge (ASK): This mentoring program pairs a student with an alumnus mentor who helps with career exploration, job search, relocation information, and networking contacts.

- New York City Career Connections: This award-winning program brings juniors and seniors into contact with alumni from a variety of career fields for networking and career exploration in Manhattan over winter break.

ACADEMIC FREEDOM

Consistent with our commitment to offer diverse and innovative learning strategies, SUNY Oswego supports and protects freedom of inquiry, expression, and publication for all members of the academic community. These freedoms allow for broad inclusion and independence of ideas, viewpoints, and formats in the pursuit, presentation, and dissemination of academic thought, innovative teaching, and scholarly work.

We describe and communicate academic freedom to the community in several ways. The Faculty and Professional Staff Handbook points to the following documentation at the college and state level that outlines the rights and responsibilities of community members with respect to academic freedom: the Bill of Rights and Responsibilities for Faculty, Students, Administrators, Staff, and College Council at Oswego; the Code of Student Rights, Responsibilities, and Conduct; and the Regulations and Procedures for Maintaining Public Order on Campuses of the State University of New York. The Student Handbook reprints both the Bill of Rights and the Code of Student Rights, Responsibilities, and Conduct and applies these guidelines to student life. The provost emphasizes the importance of faculty and staff adherence to the principles of academic freedom in annual guidance to personnel evaluation committees, the Criteria for Personnel Decisions.

The Policies of the Board of Trustees of the State University of New York also address issues of academic freedom and reinforce the faculty's rights and responsibilities, including collective bargaining rights.

Ethics and Integrity

As professionals, scholars, and citizens, we believe that virtually every facet of higher education is built upon a foundation of ethics and integrity. Learning and mutual respect cannot thrive without these core principles. Infusing them throughout our institution is a responsibility that we as educators take most seriously, beginning with our professional obligations to each other.

These obligations include those outlined in our state-negotiated contractual agreements with faculty and staff members, represented by United University Professions; health professionals, represented by the Public Employees Federation; classified employees, represented by the Civil Service Employees Association; and University Police, represented by Council 82. Those contracts ensure due process and consistency in employee compensation, promotion, evaluation, and grievance procedures. Additionally, as New York State employees, all SUNY Oswego faculty and staff members are obligated to follow the standards of ethical conduct and behavior detailed in the State of New York's Public Officers Law.

SUNY Oswego widely distributes these policies, delivering them to all new faculty and staff members before they begin employment. Employees must sign a form generated by the Office of Human Resources to indicate that they have read and understand the policies. The policies appear in the Faculty and Professional Staff Handbook, in the college's own Conflict of Interest and Professional Ethics brochure, and online on the Office of Human Resources page. The President's Office in consultation with SUNY Counsel's Office investigates allegations of conflict of interest or other violations of the Public Officers Law and reports results, as required, to SUNY's Fraud Investigations Committee.

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Two cross-campus faculty committees share responsibilities for broad oversight of integrity concerns and ethics. The Committee on Intellectual Integrity evaluates academic integrity across campus annually and implements strategies for supporting and strengthening our practices (see Academic Integrity, below). The Institutional Review Board (IRB), consisting of two subcommittees (Human Subjects Committee and Institutional Animal Care and Use Committee), strives to ensure that faculty, staff, and students are aware of federal regulations for appropriate research practices. The IRB works with individual departments to identify federal requirements and campus expectations and to ensure that all discipline-based research meets the highest standards.

Recent experiences of subcommittee members suggest that this is an area for improvement, with faculty members in certain fields, using different methodologies, not always being fully informed about the responsibilities of IRB and when approvals are necessary. Over the past three years, the Human Subjects Committee has taken steps toward increasing interaction with researchers in the social sciences (where the bulk of such research occurs), cultivating a relationship with education researchers, and reaching other disciplines through presentations and meetings. Reflecting the national debate over the scope of responsibility, this committee has been tracking the proposed changes to the Federal Policy for the Protection of Human Subjects ("Common Rule") that will have an impact on researchers in different disciplines and will respond with appropriate educational presentations and continued outreach.

Student Conduct

The Student Handbook includes the Code of Student Rights, Responsibilities, and Conduct, which governs the conduct of students and student organizations. The Office of Judicial Affairs in the Division of Student Affairs provides a mechanism for addressing violations of the code, including a procedure for review and an opportunity for students to seek representation and advocacy in resolving disciplinary issues.

While the Student Handbook and the Undergraduate and Graduate Catalogs detail academic integrity expectations for all students, academic integrity and ethical oversight are implemented at the school, college, and departmental level through policy documents that are disseminated more locally and that help ensure that students and others understand our integrity and ethics standards. For example, the School of Education publishes a Policy Handbook while the School of Business publishes its Advisement Rights and Responsibilities. Both documents outline specific expectations and responsibilities for faculty, staff, and students.

Personnel Decisions

Academic freedom informs hiring and retention at SUNY Oswego. The provost's Criteria for Personnel Decisions specifically discusses maintaining high standards of professional integrity and the free exchange and healthy debate of ideas. This document describes academic freedom as the "freedom to criticize and advocate changes in existing theories, beliefs, programs, policies, and institutions." Through annual distribution of the provost's guidance, the college confirms that individual commitment to academic freedom is an attribute to be considered in faculty and staff retention, reward, and promotion decisions.

SUNY Oswego regularly follows best practices with regard to the selection of faculty and professional staff. The human resource director meets with search committees to review and explain SUNY Oswego's polices and procedures. Throughout the selection process, the affirmative action officer reviews the candidates' credentials to ensure they all meet the stated criteria.

Professionalism and integrity are keys to the success of the academy. The college's president undergoes a periodic review about every five years. SUNY seeks input from faculty, staff, and students. The president reviews the vice presidents annually. In the Division of Academic Affairs, the deans and directors participate in an annual review and develop an annual performance plan that directly relates to the college's mission and goals.

Academic Integrity

A Task Force on Academic Quality and the Committee on Intellectual Integrity (CII) have supported our emphasis on academic integrity. A standing committee that reports to the provost, CII began its work in late Fall 2005. Since then, SUNY Oswego has become an institutional member of the Center for Academic Integrity, a national organization located in the Rutland Institute for Ethics at Clemson University.

Since assessment is essential to our strategic vision, SUNY Oswego has participated in the McCabe survey on academic integrity, with a report to the campus in 2006-07. The results of that survey were reported to the college. The CII has tentatively planned to participate again during the 2012-13 academic year, once SUNY Oswego's online integrity quiz is in wider use. CII has evaluated other measures of academic integrity: the results from our participation in the National Survey of Student Engagement, the Student Opinion Survey (administered every third spring), and SUNY surveys. The CII has prepared and published annual reports on intellectual integrity violations. Students receive information regarding the ethical use of online material.

CII's accomplishments include the creation of:

- guidelines for faculty in understanding various types of misconduct, along with appropriate penalties

- a new website for students, which includes a primer on academic integrity

- an online quiz (accessed via the online learning management system), which results in an electronic certificate of completion so that students can document their mastery of the material

- an online intellectual integrity violation form, providing faculty members with guidance on how to report instances of misconduct and make the reporting process simpler.

Many disciplines address ethical standards particular to their field. One example is the faculty in our School of Business who have collaborated on and voted to accept the SUNY Oswego School of Business Standards of Professional Behavior and Ethical Conduct, which states expectations for faculty and students. The school posts these standards on bulletin boards in every classroom. The School of Business also requires a course in business ethics for all students in the five-year B.S./MBA program in Accounting. The School of Business Professional Ethics Program, begun in 2009, includes a plan for implementation across the business curriculum. An example of integrating ethics into students' experience of a discipline is an award-winning project in the School of Business that included a presentation by students at Quest 2011.

Several departments and programs (Theatre, Art, Music, Chemistry, Human Resource Management, and Technology) as well as the School of Education and School of Business have earned national or international accreditation. In each case, accreditation criteria require adhering to and teaching about accepted integrity and ethical standards.

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Technology and Business Practices

Campus Technology Services shares a series of documents, CTS Policies,that address such concerns as file sharing, acceptable use of online resources, and general "netiquette" issues. More specifically, the Information Technology Council, a council of the Faculty Assembly, explicitly addresses technological contributions to layers of complexity that underlie intellectual dishonesty concerns.

For business and financial transactions, Oswego utilizes the SUNY Management Resource Tool, an online system. Accountability begins at the department level, but transactions must pass through a series of approval points (chairs, deans, or vice presidents, as appropriate). Then, they are routed to the college's Purchasing Office, the repository of all applicable federal, state, and SUNY laws and policies.

In addition, our Student Association (SA) follows a standard practice for reviewing the purchase of goods and services. Items over a specified dollar amount must go before the Student Senate for review and approval. SA records are independently audited annually.

All staff receive policies regarding business integrity that cover the use of college-owned resources such as computers, the procurement of materials, control of college assets, and internal control of college property. (See Internal Control Policies and Purchasing.) Assessment has strengthened our practices of internal control as the college community gained an increased awareness of the college's policies and program requirements. All faculty and staff members participated in an internal control audit and training program in 2009. With regard to ownership of the creations of faculty, staff, and students, The Policies of the Board of Trustees of the State University of New York (Article XI, Title J) address patents, inventions, and copyrighted material.

The Office of Research and Sponsored Programs and the Division of Administration and Finance offer oversight for externally funded research and programs conducted by staff and faculty members. We plan to strengthen our practices in this area by instituting training for grant recipients.

Chapter Findings

- The mission, vision, and strategic directions of the college were developed with broad input from the college community. Our goals are well communicated in official print and electronic publications and disseminated widely to various constituencies. Our mission informs the operations of all divisions and sets the directions and priorities in institutional planning.

- We have advanced a culture of academic integrity by participating in national assessments, developing a local curriculum to educate students, and providing guidelines for faculty members in dealing with violations.

- Internal control systems have been strengthened through a concerted effort to educate all employees about our objectives and systems for internal controls.

Chapter Recommendations

- Ensure that newer faculty and staff members know the college's mission and strategic directions, and encourage the involvement of this group in the development of annual goals to further these strategic directions.

- Improve on communication of decisions based on the college's mission and goals. While we find that our mission and goals shape budgetary priorities, we need to communicate these linkages more effectively and consistently.

- Evaluate how we promulgate policies regarding human and animal studies on campus. In this area, we might use as a model our successful efforts in disseminating the importance of internal controls across college operations.

- Develop and provide training to faculty and staff members responsible for administering sponsored programs that entail financial and programmatic requirements. This training should assess the grantee's understanding of basic grant requirements and could be online and interactive.

Chapter 2

INSTITUTIONAL VITALITY: PLANNING AND RESOURCES

ADDRESSES STANDARDS 2 AND 3

Public justice major Sherrifa Bailey, class of 2010, talks about Oswego's global initiatives and her study-abroad experiences.

SELF-STUDY 2012

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Chapter 2
Institutional Vitality: Planning and Resources
ADDRESSES STANDARDS 2 AND 3

THE INTEGRATED PLANNING PROCESS

The State University of New York at Oswego has an integrated planning process, as depicted in Figure 2.1. The president ensures that the planning process fosters widespread participation throughout the college, engaging faculty, staff, students, and the community. Vice presidents prepare specialized sub-plans, execute their implementation, and evaluate their progress. The Office of Institutional Research and Assessment supports ongoing measurement and assessment of our programs. This office reports regularly to college administrators, the SUNY system, and others, while at the same time archiving data necessary for institutional support.

Fig. 2.1. SUNY Oswego's Integrated Planning Process
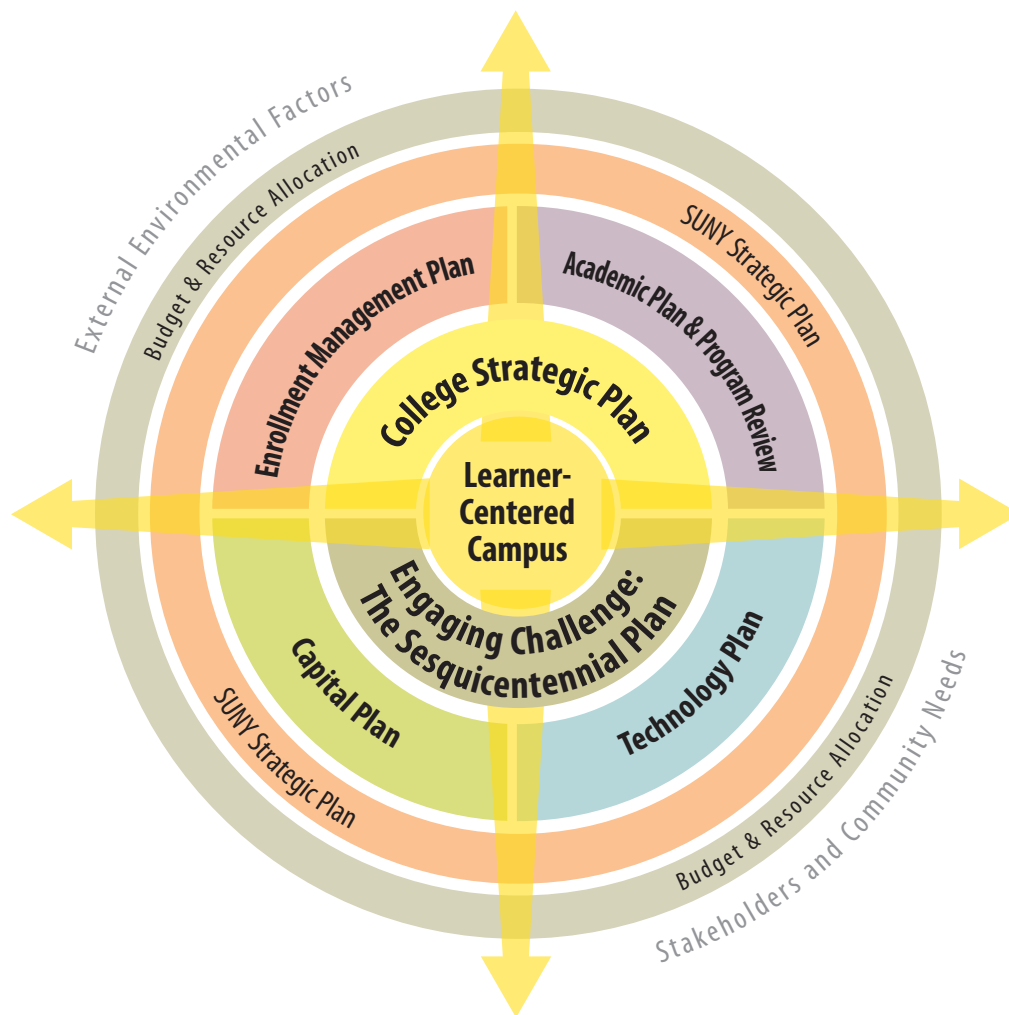
In budgeting and allocating resources, the college gives priority to strategies that directly support the college's strategic directions and derive from assessment findings. Our major plans are described below.

College Strategic Plan

The planning process that is most closely tied to budgeting, resource allocation, and institutional renewal is the strategic planning process. The college has a long and successful tradition of strategic planning that is based upon broad input from all stakeholders. The process has evolved over time to meet the changing needs of the college and in consideration of the internal and external forces affecting the college and our constituents.

With each strategic plan, the Strategic Planning Advisory Board (SPAB) is activated and repopulated to guide the planning process and gather input from various constituencies in the college community. The board's composition is widely representative with over twenty administrators, College Council members, faculty, staff, students, alumni, and community members. SPAB helps the college develop a broad mission, vision, and goal statements that, after much analysis and discussion, establish our strategic initiatives. The strategic plan resulting from the planning process establishes a direction and sets priorities for the college. The current strategic plan, Engaging Challenge: The Sesquicentennial Plan, was released in August 2007.

Because Oswego is an integral part of the SUNY system, it was natural that our strategic plan would be consistent with much of the systemwide plan, which was developed with broad, bottom-up consultation and released in 2010. SUNY Oswego's strategic planning is an ever-adapting process that has accommodated The Power of SUNY by reviewing and aligning comparable goals and strategies for implementation and evaluation.

Academic Planning and Program Review

In a plan developed with involvement from faculty, staff, and administrators, the Division of Academic Affairs sets forth its vision within the context of the college's strategic plan and identifies clear priorities for the future. Each year Academic Affairs holds a retreat to evaluate the previous year's activities and to plan for the future. At the same time, each academic unit undertakes academic program evaluation that includes assessment activities, findings, and actions. In their annual reports, academic units are now expected to include the resource allocation implications of their student learning assessment. Information gathered feeds into the Academic Affairs Annual Report that the Provost's Office prepares each summer. This report emphasizes the extent to which the previous year's activities have contributed to the realization of strategic and specialized goals.

The college has developed a system of peer review for academic programs, consistent with SUNY academic policy, to encourage academic excellence and enhance the learner-centered climate. In a rolling schedule of reviews, each departmental major and interdisciplinary program is reviewed at five-year intervals, although under certain circumstances this interval may be longer or shorter. All program reviews must include the assessment of student learning. Beginning in August 2010, assessment results are reported annually. Both college and SUNY system documents regarding major program review are available online.

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Case study: Boosting math skills for students entering STEM fields

The Office of Institutional Research and Assessment conducted research from 2008 to 2010 that indicated that math skills are an important factor for early success and persistence in science-related disciplines. In 2011, the National Science Foundation awarded SUNY Oswego nearly $600,000 over five years to recruit and retain talented students who otherwise could not afford to pursue degrees in science and technology fields. Part of this grant funds a pre-college math camp to encourage the students' success. Fourteen students attended the first math camp in Summer 2011. Pre- and post-tests indicate significant improvement in advanced algebra skills over the course of the camp. In addition, student feedback suggests a positive introduction to learning in college and the formation of a motivating support structure among like-minded peers. Further study will track the persistence of this group relative to control groups.

Case study: Expansion of online learning

The Division of Extended Learning constantly monitors changes in technology, pedagogical opportunities, the education marketplace, and students' needs, among other factors, as it administers online learning. In 2002, SUNY Oswego successfully completed a New York State Department of Education review of our online offerings (called the Institutional Capability Review), allowing us to easily move forward with a planned growth model, managing both financial resources and staffing. Our planned growth model has resulted in:

- Expanded offerings of fully online courses during Summer Sessions and Winter Session to meet students' program needs

- Individualized faculty development and mentoring to customize course development to the discipline, including using the Quality Matters Rubric

- Enrollment expansions to increase financial resources

- Investment in additional software to support course development and student engagement

- Collaboration with the School of Business to develop and implement the online MBA program

At two retreats in Summer 2011, Extended Learning reviewed plans and strategies for technology-based courses as well as the desire to expand distance learning. The review resulted in the addition of another instructional designer to the division.

Using information regarding students' needs and preferences along with education trends has made the distance learning initiative at SUNY Oswego a successful model that other SUNY colleges and the SUNY Learning Network often highlight as an example of best practices. We assess student learning in our online offerings as part of the regular cycle of academic program review. Our vibrant online learning communities are an essential part of our strategic direction in intellectual rigor, meeting the needs of a broad base of highly motivated students who thrive in this self-directed learning environment.

Capital Plan

The ten-year capital plan is built on the college's strategic plan, enrollment projections, academic master planning, and facilities condition assessment. The Campus Concept Committee is charged with developing a shared vision for capital planning and providing leadership and coordination for long-range development of physical space, always recognizing the primary academic function of the institution. The college president and the Faculty Assembly chair co-chair the committee, which consists of appointed administration members and elected faculty representatives.

Over the past two decades, SUNY Oswego has undergone a transformation in our collective thinking about capital investment in buildings and infrastructure. A long-range planning process began in 1993 and informed our subsequent strategic plans. Central to the strategic planning focus of a learner-centered college was the need for the college to manage physical facilities differently and to plan for changes in the architectural configuration and quality of buildings. We moved deliberately and engaged in meaningful dialogue across the campus community about how to foster and advance the learner-centered paradigm as the central theme of facilities master planning.

Concurrent with the campus community effort, the SUNY system's multiyear capital plan investments starting in 1997 allowed SUNY Oswego to aggressively enact our learner-centered facilities vision and to establish our college as a leader in the pivotal partnership with the State University Construction Fund.

This ongoing integrated facilities and strategic planning effort has been an inclusive and comprehensive planning process. The Campus Concept Committee guided the development of a capital planning study that assessed building condition and identified an overall zoning plan for college organizations. Projects were identified that required program-level studies that described space requirements and provided configuration and budgeting information. We established a system of steering committees, informed by user groups, to provide campus community input to planners and architects on individual projects. This process has resulted in comprehensive capital planning documents for the School of Business, School of Education, Campus Center complex, Science and Engineering Innovation Corridor, and living-learning residential communities. In 2010, we broke ground for the new science facility and are renovating Park and Wilber halls for a new School of Education facility. Soon to follow will be the new School of Communication, Media, and the Arts, centered in Tyler Hall, and a major renovation of Penfield Library. Because of our inclusive planning process, these construction projects, as invasive and inconvenient as they are to college operations, are broadly accepted and embraced by the campus community and are a source of pride and optimism for the future.

In 2008, we initiated an infrastructure study to analyze and recommend strategies for enhancing our utility, communications, and security systems; landscape and site components; and sustainability initiatives. We then became a partner with the State University Construction Fund in completing a comprehensive facilities master plan. These two detailed facilities planning documents are valuable tools supporting our conceptual development planning process into the future. We believe they will result in additional success down the road as our Campus Concept Committee further defines and advances elements of these plans and as we propose, document, and justify specific projects for future SUNY capital plans.

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In 2007, SUNY Oswego became a charter signatory to the American College and University Presidents' Climate Commitment. All new construction on campus since 2007 has met or exceeded the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) silver standards in our effort to partner with a national association to advance sustainable living. Our new 348-bed Village townhouse complex received a gold rating, and we are expecting that our new science building, to be completed in 2013, will receive a LEED gold rating as well. Many faculty members are engaged in environmental, health, and energy research involving partnerships with a number of agencies. A new sustainability minor with courses in geology and economics at its core was recently added to the curriculum. Our Zipcar program allows students to leave their cars at home and share high-efficiency college-owned cars on a need-only basis. We are also involved in recycling, large-scale composting, and reducing dining center waste. The 2009 senior class gift established an "eco fund" dedicated to future innovative green projects on campus. These initiatives focus on improving the environmental health of our community and help us appreciate the interconnectedness of the problems and how collaborative the solutions must be.

Enrollment Management Plan

The Enrollment Management Committee, composed of administrators, faculty, and staff, develops enrollment management strategies and presents the plan to SUNY for approval. The enrollment management plan, supplemented by annual enrollment management reports and analysis of state demographic trends, takes into account the various constituents served by the college and provides direction for future enrollment efforts in concert with the college's strategic plan.

Case study: Forward strategic planning in enrollment management

Nearly a decade ago, it became clear that the demographic realities of New York State would change dramatically beginning in 2011. We have seen and continue to expect fewer high school graduates statewide and significantly fewer graduates in our primary recruitment areas of upstate New York. Downstate (New York City, Long Island, and the lower Hudson Valley) graduate numbers hold up much better in projections, but our enrollments from that region had been falling. The challenge was to significantly improve our enrollment results from downstate, without significantly increasing recruitment expenditures. We developed a downstate strategy that included use of direct mail, email, an enhanced online presence, alumni contact, and faculty telephone calls. Most importantly, we have hired two regional admission representatives specifically to cover Long Island (Nassau and Suffolk counties) and the lower Hudson Valley (Westchester, Rockland, and Dutchess counties) while focusing two existing professional staff on New York City (where large numbers of under-represented students reside). Our efforts resulted in a significant increase in enrolled freshmen from 2001 to 2010: a 95 percent increase in freshmen from Long Island; a 54 percent increase in freshmen from New York City; and a 121 percent increase in freshmen from the lower Hudson Valley. Not only did we increase the number of entering freshmen from downstate, but we also increased the number of under-represented freshmen by 44 percent, raised the mean high school average above 90 percent and the mean SAT composite above 1100, and decreased our freshmen acceptance rate from 57 percent to 47 percent.

Technology Plan

The Campus Technology Advisory Board (CTAB) provides for an integrated approach to renewal of campus technology. CTAB partners with the Information Technology Council (ITC) of Faculty Assembly for planning purposes, including the operational and policy implications of new technology initiatives. In Fall 2009, CTAB began developing a formal technology plan to support the college's strategic plan. In Fall 2010, CTAB and ITC jointly hosted a collegewide technology planning workshop facilitated by the director of the National Center for Technology Planning. The workshop yielded valuable input from the campus community as to the scope and format of a technology plan for the college. We expect the first major draft to be completed in Spring 2012 for adoption prior to the budget development cycle for the 2012-13 fiscal year.

Assessing Plan Progress

Unit and collegewide plans are developed from the strategic plan annually and are related to assessment processes and reports as well as mission, goals, and objectives. Each division links unit plans and goals to the college's strategic plan and specific goals. Strategies that derive from assessment findings and that directly support the college's strategic directions receive priority in the budgeting process.

We assess progress toward accomplishing the goals and objectives of the strategic plan in a number of ways. President's Council regularly reviews key performance indicators and data related to our progress. For example, applications, enrollment, selectivity, retention and graduation rates, progress toward degree, sponsored research, student/faculty ratio, etc. are common performance indicators reviewed. In monthly "fireside chats," the vice presidents meet with the president to review progress on the strategic plan. These sessions keep the vice presidents focused on important initiatives that they regularly examine with their division staff. The vice presidents submit annual reports outlining their respective division's progress toward accomplishing the objectives of the plan. President's Council conducts an annual administrative retreat focused on assessing the year's progress and the effectiveness of tactics being used. The president reports progress to the College Council at each of its meetings and to SUNY System Administration annually.

INSTITUTIONAL RESOURCES

SUNY Oswego's total operating revenue is budgeted at $142 million for the current fiscal year (Appendix A). As a state-supported institution, SUNY Oswego is subject to the same constraints as other publicly funded institutions. Locally, we have no control over either the tuition we charge or the amount of support we receive from New York State. Since the beginning of the economic downturn in 2008, New York has slashed agency budgets — not only during the annual budget process, but also throughout the year as its actual revenues failed to meet projected targets.

SUNY Oswego has taken a very active role in managing the various cuts while maintaining focus on student learning. Our college president and vice president for finance and administration have assumed leadership roles on a SUNY-wide budget committee formed to help guide the SUNY system through the current environment and lessen the impact of the economic downturn on each campus. At the campus level, the president established the Budget Advisory Group from a cross-section of the college community to discuss local impacts of the cuts and to determine how to minimize cuts related to our core educational mission.

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SUNY Oswego has always done an exceptional job of planning for the future. According to data available through the Integrated Postsecondary Education Data System (IPEDS) Financial Survey, Oswego enjoyed the highest fund balance of any SUNY comprehensive college between 2005 and 2009. The longstanding trend of our college's auxiliary enterprise revenues (primarily from residence hall and dining operations) being the highest in SUNY continued during this period.

State Resources

The largest component of SUNY Oswego's operating budget is the state purposes budget, which consists of the state appropriation, tuition, and fees.

In recent years, because of economic uncertainty, we have assumed no growth in the level of state support other than that needed to support state-negotiated salary raises. Our five-year rolling plan for enrollment targets a modest increase in annual average full-time equivalent enrollment (AAFTE), with a focus on our student mix. We have a current state budget target of 6,997 AAFTEs, with an ultimate target of 1 to 2 percent higher. We submit the enrollment plan annually to SUNY System Administration; once approved, it becomes the basis for calculating our annual state support level.

Once the state legislative process results in a completed budget, SUNY System Administration distributes allocations to the campuses. The campus president, in conjunction with President's Council, applies institutional priorities, consistent with the strategic plan, in developing the college's operating budget. Other campus-based budgets are developed by boards of directors for the Auxiliary Services Corporation and the Oswego College Foundation, or, in the case of the residence halls, by the appropriate committees.

The recession and the resulting New York State budget cuts have significantly impacted SUNY Oswego's state purposes budget. Since the 2007 fiscal year in which our state purposes budget was $57.8 million, after factoring the effect of absorbing nearly $7.5 million of negotiated salary increases, the college has experienced a net reduction in support of $8.4 million, resulting in a fiscal 2010-11 state purposes financial plan of only $56.9 million. Table 2.1 tracks our core instructional costs since 2007:

Table 2.1. Core Instructional Costs: Four-Year Summary of Revenue and Expense

REVENUE	07-08	% To	08-09	% To	09-10	% To	10-11	% To
(in millions)	Actual	Total	Actual	Total	Actual	Total	Actual	Total
Tuition & Fees	$33.4	58%	$34.0	59%	$39.5	66%	$40.5	69%
Taxpayer Support	$24.4	42%	$23.8	41%	$20.8	34%	$18.5	31%
Total Revenue	$57.8	100%	$57.8	100%	$60.3	100%	$59	100%
EXPENDITURES								
Personnel	$45.5	79%	$45.3	79%	$48.7	83%	$50.1	88%
Utilities	$5.6	10%	$5.6	10%	$4.8	8%	$2.3	4%
Other Than Personal & Utilities	$6.7	12%	$6.1	11%	$5.5	9%	$4.5	8%
Total Expenditures	$57.8	100%	$57.0	100%	$59	100%	$56.9	100%
REVENUE TO FILL SHORTFALLS (Expenditures)	**$0.0**		**$0.8**		**$1.3**		**$2.1**	

Because SUNY Oswego's two major costs are personnel and utilities, we always carefully scrutinize them to ensure against unwarranted growth. Management of the personnel service component of our annual budget is challenging because the state negotiates, and theoretically funds, the collective bargaining agreements that cover the majority of college staff. On paper, the state purposes budget supported 805.35 full-time equivalent positions in 2010 as compared to 785.35 in 2005, an increase of 20 positions; however, this is misleading. As of 2010, of the 805.35 positions, 17 were unfunded, and over 30 were funded but held vacant to accrue the budgetary savings necessary to cover funding reductions. Thus, in reality, we have reduced our state-supported payroll by 47 positions. The sizeable decrease in state appropriations has made it necessary for several college operations (especially facilities, technology, and police) to review how employees are paid and to realign various wages with funding sources other than our state revenue base.

The college has been aggressive in the area of utilities management. Since 2002, we have purchased electricity from the wholesale market operated by the New York Independent System Operator (NYISO), a nonprofit energy-buying organization. Beginning in 2009, as a result of a campus study, we realigned our utility costs according to user. This approach is unique within SUNY, where campuses generally distribute costs according to square footage. The realignment shifted $500,000 in heating and water costs from state-appropriated funds to our residence hall operation, which is self-supporting.

Auxiliary Services Corporation

Auxiliary Services, State University College at Oswego, Inc. is a private, not-for-profit corporation (501(c)(3)) organized under the not-for-profit corporation laws of the State of New York. The mission of Auxiliary Services is to provide ancillary services to the members of the SUNY Oswego community. The corporation operates dining services, the College Stores, vending, washers and dryers in residence halls, a hair salon, the on-campus shuttle service, the college identification card, Fallbrook Recreation Center, agency accounts, and Student Association accounting services. The corporation also administers the student accident and sickness insurance program and the college Zipcar program. Auxiliary Services' anticipated operating revenues for 2011-12 are $22.8 million (Appendix A).

Auxiliary Services' dining services participates in the Oswego Guarantee, where students entering SUNY Oswego experience no increase in the cost of room or meal plans for four consecutive years if they continue to live in comparable living arrangements. Auxiliary Services also provides significant support to college scholarship funds as well as other programs. This support has increased from $1.3 million in 2006 to nearly $1.6 million in 2010.

Reflecting SUNY Oswego's commitment to expanding a culture of assessment in all areas, each year Auxiliary Services participates in the National Association of College and University Food Services customer satisfaction survey. As a result of survey feedback, Auxiliary Services has provided online nutritional information for resident dining menu items, expanded evening dining hall hours, and improved vegan and gluten-free options. The corporation also participates in the National Association of College Stores customer satisfaction survey.

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Office of Research and Sponsored Programs

The Office of Research and Sponsored Programs (ORSP) partners with the Research Foundation of the State University of New York to provide fiscal, administrative, and development support to grant and contract activity on campus. Awards from federal and state governments, businesses, corporations, and foundations provide external funds for SUNY Oswego's research, scholarly and creative activities, and training programs. ORSP and SUNY Oswego research faculty members have secured external grants and contracts averaging more than $5.5 million annually to establish or provide significant continued funding for various projects, including six research centers, acquisition of major pieces of equipment, and studies of environmental issues.

Oswego College Foundation, Inc.

A vital undertaking for every institution of higher education is lifelong engagement of alumni and friends to support the mission of the college and secure private philanthropic revenues. The Oswego College Foundation is central to our college's efforts in this area. The foundation is a private, not-for-profit 501(c)(3) corporation organized under the not-for-profit corporation laws of the State of New York whose purpose is to raise and manage philanthropic giving for SUNY Oswego.

SUNY Oswego's inaugural multimillion-dollar fundraising campaign, Inspiring Horizons: The Campaign for Oswego, was completed on June 30, 2008, having raised a total of $23,857,114. The success of the campaign enhanced our vitality and strengthened the basic building blocks of the institution that are critical to our exemplary academic programs. In 2002, before the start of the campaign, the foundation provided $1.4 million of support to the college in the form of student scholarships and other operating resources for various departments and programs. By 2011, that number had grown by 49 percent to just over $2 million. During that same period of time, the foundation's endowment assets grew from $4 million to over $11.5 million, a 188 percent increase. In an effort to follow up on this success, we have initiated a campaign to grow our endowment. Growth in the endowment has always been a critical element of building a stronger base of resources to benefit our students and our college in perpetuity.

PLANNING AND RESOURCE ALLOCATION

Under each of our strategic directions of Vitality, Intellectual Rigor, Engagement, World Awareness, and Solutions, SUNY Oswego's goals are attainable because of a strong and sustainable financial environment and a planning process that ensures that we allocate college resources in such a way as to address the needs of our students. Student needs, both current and future, drive the way we balance our resources.

Despite the trend of reduced state resources, the college has managed to preserve funding for the Division of Academic Affairs. In 2008-09 and 2009-10, budget reductions were disproportionately borne by other divisions of the college or paid entirely from cash reserves. Figures 2.2 and 2.3 below demonstrate how Academic Affairs now takes a larger share of the division budgets, from 54 percent in 2007-08 to 62 percent in the 2011-12 budget.

Fig. 2.2. SUNY Oswego's 2007-08 State Purposes Budget
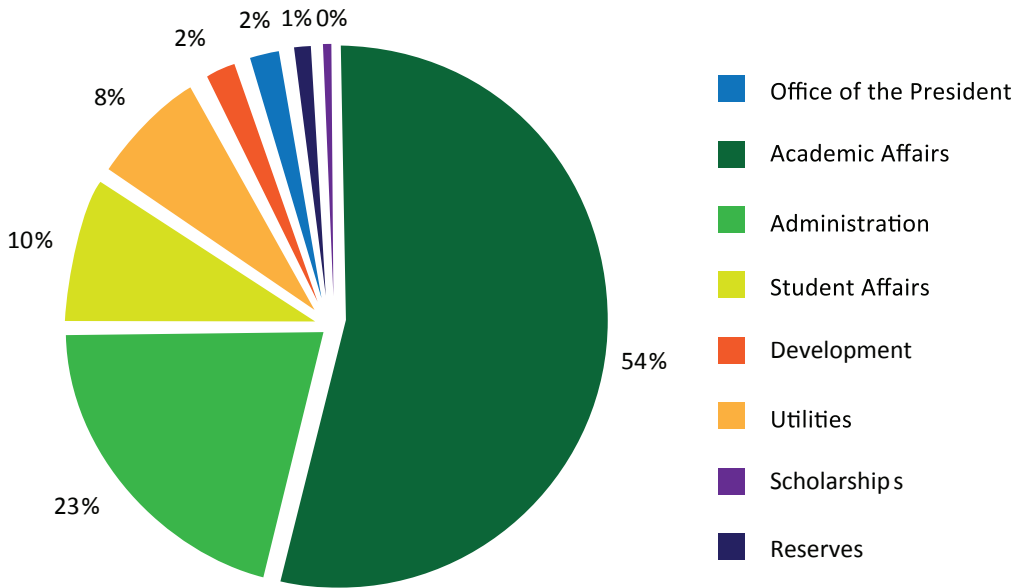
Fig. 2.3. SUNY Oswego's 2011-12 State Purposes Budget

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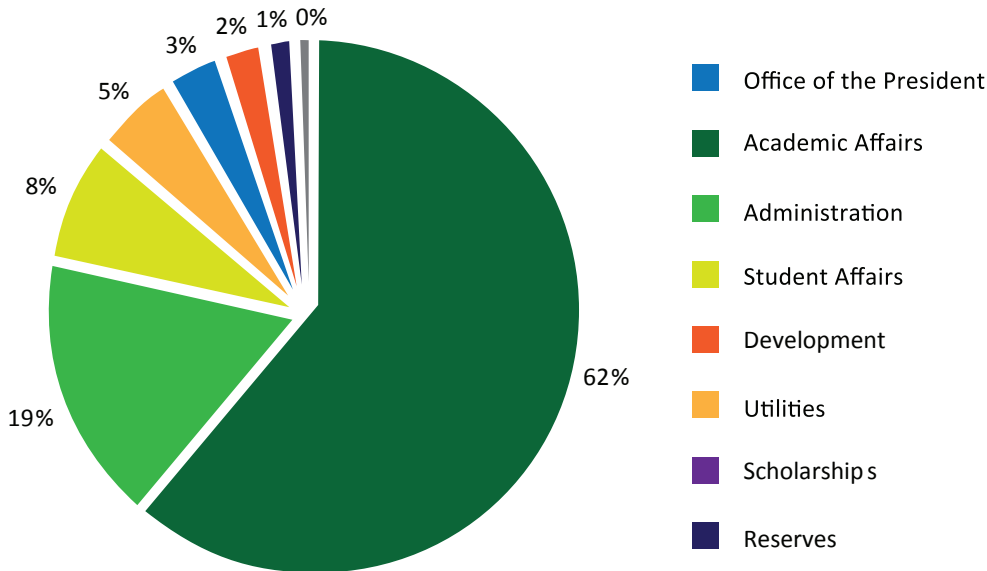
Human Resources

We have carefully analyzed human resource needs and developed proposals for staff augmentations or realignments tied to specific outcomes in support of the strategic plan. Within the college's current strategic plan, all of the strategic directions have garnered significant human resource effort and support since our 2002 decennial report for Middle States including: our fundraising campaign (Vitality); small class initiative (Intellectual Rigor); civic engagement/sustainability (Engagement/Solutions); and internationalization of the curriculum and co-curriculum (World Awareness).

Case study: Pursuing intellectual rigor with the small class initiative

More than a decade ago, SUNY Oswego made distinctive moves to become a learner-centered college where all decisions center on maximizing student opportunities to learn. Towards this commitment, a key component of the first-year experience for students is our signature First Choice Program, which guarantees every new freshman student at least one class where the enrollment is limited to 19 participants. These courses, offered in various subject areas, include a focus on skills for making the transition to college and developing connections to faculty members and peers. The success of this initiative moved us to expand it across all undergraduate class years. In Fall 2000, the percentage of small classes (n $\leq$ 19) was 39.7 percent. By Fall 2010, this percentage rose to 55.4 percent. Full-time faculty members teach 70 percent of these small class sections. This initiative has heightened the overall quality of the academic experience for students and expanded collaborative research opportunities between faculty members and students. Our first-year retention rate has risen from 73 percent to 82 percent, and in 2010-11 alone we saw a 23 percent increase in faculty-led undergraduate student research.

Technical Resources

Our college community has experienced an enormous and rapid evolution in technology over the past ten years, not unlike other colleges and, indeed, the rest of the world. To meet this challenge, we created the position of chief technology officer in 2001 and re-organized multiple offices to offer technology support and services under one umbrella: Campus Technology Services (CTS). With this one organization, the college has developed a cohesive and integrated approach to technology services and support, including but not limited to computer, telephone, and networking, with a great amount of coordination of personnel and resources.

To promote the type of vitality and engagement essential to our mission today, SUNY Oswego's campus is a modern, well-connected one. The broad scope of renovation to the physical plant has provided an opportunity to enhance and transform how we deliver information and technology services across campus. All academic and common areas offer networking capabilities (wired and wireless), and all residential rooms are Internet-ready.

Our student information system, SunGard's Banner, is up-to-date at version 8.3; our self-service portal to Banner, myOswego, gives students, faculty, and staff 24/7 access to necessary student information. ANGEL (A New Global Environment for Learning) is our online learning management system, the campus-supported web-based teaching and learning tool that faculty members use to enhance classroom-based courses with online activities as well as to teach hybrid and fully online courses. We are currently implementing a document imaging/management system in the offices of Admissions and Registration as well as the Compass, home of our student advisement center, allowing for a paperless flow of student information across campus.

The college maintains more than a hundred advanced technology classrooms, and we upgrade five to ten classrooms to that status each year. CTS is partnering with other units on campus to build technology-enabled study spaces that include such devices as sharable large screen displays and electronic whiteboards.

SUNY Oswego has creatively solved issues related to resources for technology support. Directing funds from the technology and ResNet fees to specifically target technology initiatives and improvements as well as seeking out other funding streams, such as the Student Computer Access Program, to complement these revenues has helped the college make great strides toward maintaining the most modern services, hardware, and software, while at the same time creating a more predictable and stable system for future initiatives and improvements.

Case study: Campus email system

CTS regularly reviews technology vendor contracts and license agreements to identify opportunities for improving service and support while also reducing costs. In 2009, this review process resulted in ongoing savings of over $253,000 annually while either maintaining or even increasing services provided by technology vendors. In 2010, a review of the campus email system resulted in a recommendation to move email and calendaring systems to Google's Apps for Education service. Taking advantage of a SUNY contract with Google, the college was able to add state-of-the-art collaboration services to campus email and calendar systems while also saving approximately $130,000 annually.

Facilities Resources

Separate from the college's operating budget is the capital budget. The college's strong master plan and capital plan have helped assure that capital funds continue to support the maintenance, renovation, and expansion of the campus. (See Capital Plan, above.)

In 2008, because of our college's well-established inclusive and comprehensive capital planning process and recognized leadership, the $5.2 billion multiyear SUNY educational facilities capital plan dedicated more than $215 million to SUNY Oswego for educational facilities development, including $120 million for critical maintenance items and $95 million for strategic initiatives. Along with the $85 million identified for residential facilities during this current plan, the resulting 2008-2013 capital plan for SUNY Oswego exceeds $300 million.

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Chapter Findings

- SUNY Oswego successfully utilizes mature and evolving planning processes at all levels, from the overall strategic plan of the college to annual division operational and budget plans. The college's relative fiscal stability and progress in accomplishing strategic goals and objectives demonstrate this success.

- The campus master plan and facilities capital plan have provided a solid foundation for the ongoing development of the campus, bringing significant capital resources to support the college's growth and development in current and emerging programs.

- The college manages fiscal resources prudently and effectively to meet current and future obligations.

- The college evaluates and allocates human resources in a manner consistent with short-term and long-term goals.

- The college provides a robust and reliable set of technology resources to support creativity, innovation, and experimentation in learning, teaching, and research.

Chapter Recommendations

- Complete a technology plan in support of the college's strategic plan.

- Make our strategic planning effort even more transparent and vital. While not all members of the campus community wish to be directly involved in such planning, it is essential that all know how the college's strategic plans and allocation of institutional resources reflect our broader mission. Developing a virtual planning infrastructure and related processes is one way to support broad participation.

- Optimize alternative revenue streams and continue to pursue new alternative revenue streams to ensure long-term fiscal health and stability.

- Ensure that, as demand continues to increase, we maintain adequate resources for information technology and technology support.

Chapter 3

INSTITUTIONAL LEADERSHIP AND GOVERNANCE

ADDRESSES STANDARDS 4 AND 5

College leaders take questions in the Fall 2011 town hall-style President's Breakfast.

SELF-STUDY 2012

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Chapter 3
Institutional Leadership and Governance
ADDRESSES STANDARDS 4 AND 5

SHARED GOVERNANCE FOR A SHARED VISION

Over the past decade, the SUNY Oswego administration and the leaders within the faculty and the professional staff through their governance structures and union representation have confronted serious challenges and embraced significant opportunities. In a period in which we have faced consistently tight budget constraints, SUNY Oswego leadership has positioned the college in our region as not only a respected center of public higher education but also an engine for creating a talented workforce to contribute to economic growth in Central New York and beyond. This chapter illustrates how existing administrative and governance structures at SUNY Oswego have adapted and reacted to meet the challenges and opportunities of our time, offering examples of how our campus leadership through collaborative efforts has put in place programs and created conditions that are realizing the goals of the strategic plan. At the same time, the opportunity for further improvements in communication and transparency across our diverse college community exists, particularly through the use of online mechanisms.

SUNY OSWEGO ADMINISTRATION

SUNY Oversight
The State University of New York is made up of sixty-four campuses: four university centers, thirteen comprehensive university colleges (of which SUNY Oswego is one), nineteen specialty colleges, and twenty-eight community colleges. Major policy authority resides with the State University Board of Trustees and, more directly from the perspective of an individual campus such as SUNY Oswego, with the SUNY System Administration in Albany, led by Chancellor Nancy Zimpher. SUNY Oswego, as with each campus within the system, also has its own College Council, whose members are appointed by the governor. The College Council holds four meetings each year and receives reports and updates from the president, vice presidents, Faculty Assembly chair, and Student Association president at each meeting. Council members are invited to the college's cultural, educational, athletic, and social events and are active participants in official ceremonies and programs such as commencement. One of the most important responsibilities of the council is its role in coordinating the search process for a college president.

Senior Administration
SUNY Oswego President Deborah F. Stanley leads an administrative team organized into four divisions: Academic Affairs, currently led by Interim Provost and Vice President Lorrie Clemo; Administration and Finance, led by Vice President Nicholas Lyons; Development and Alumni Relations, led by Vice President Kerry Dorsey; and Student Affairs and Enrollment Management, led by Vice President Joseph Grant. This upper management team has been relatively stable over the last decade. Members of the SUNY Oswego senior administration are active professionally within the wider SUNY academic community and within their respective professional organizations.

Other members of the administrative team are involved both within SUNY and beyond in committees and organizations linked to their professional responsibilities at the college. These professional responsibilities enable our colleagues to inform our campus discussions with valuable knowledge of how other institutions and organizations address issues we all confront.

The president's administrative team meets weekly as the President's Council, facilitating communication across divisions at the highest levels. Agendas are publicized each week and action items are reported out to the campus. At these meetings strategic initiatives involving such decisions as introducing a new program will be discussed from the various perspectives — the ability to launch a program with intellectual rigor, the financial impact and demand on facilities the new program will make, the potential of the new program to meet an interest in prospective students considering SUNY Oswego, and the contributions graduates of this new program can make to the regional community as they complete the program and enter the workforce.

There have been shifts within the management organization over the past ten years in response to institutional priorities as well as assessment results, creating new administrative positions and reassigning responsibilities within divisions. Examples include the chief technology officer position, an administrative position for engineering and sustainability within the Division of Administration and Finance, the position of associate provost of multicultural opportunities and programs, a civic engagement coordinator position, administrative staff for the new School of Communication, Media and the Arts, and two associate vice president positions within the Division of Development and Alumni Relations as well as new department head positions. Notable also was the shift of responsibility for athletics from the Division of Academic Affairs to the Division of Student Affairs and Enrollment Management. We will assess these shifts regularly in the future to determine their success and viability. Evaluation of new administrative positions, while always important, is especially critical in the current fiscal climate.

The college mounts national searches for administrative positions in accordance with SUNY guidelines and our Faculty By-Laws so the best hire can be achieved. We endeavor to balance the new perspectives and diverse professional experience of external hires with the institutional memory and familiarity with issues offered by promoting from within. Oswego frequently promotes from within. When insiders are chosen, we know that participation on a national level in professional organizations and studying national best practices are of great value.

As we have adjusted organizationally, with such innovations as the School of Communication, Media, and the Arts, we have monitored our distribution of resources among instructional and non-instructional services. As mentioned in Chapter 2: Institutional Vitality, the college has preserved funding for the Division of Academic Affairs during the recent economic downturn, with budget reductions borne by other divisions or taken from reserves. IPEDS data show that the amount we spent on instruction per administrative dollar was virtually unchanged from 2007-08, when it was $4.15, to 2009-10 (the most recent IPEDS data available), when it was $4.19. These data demonstrate that we have successfully prioritized and protected our core instructional mission.

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The following case study is an example of how an increase in administrative staffing has supported the college's mission and strategic directions.

Case study: Administrative support for Development and Alumni Relations

Unquestionably more resources were devoted to Development and Alumni Relations in the period between 2002 and 2007 for the infrastructure and implementation of our first capital campaign. The investment in development has resulted in new revenue streams and has built a foundation for future fundraising that presents opportunities for the college. One consequence of this successful fundraising has been the ability to provide new funding for undergraduate research, particularly support of student/faculty research collaboration. Opportunities for students to attend professional academic conferences, to give presentations on their work, and even to publish have increased. Over the past five years, we have had over 1,700 student publications, presentations, and exhibits at local, national, and international professional events. Notable achievements include a $50,000 donor-funded Summer Scholars Program that awards stipends to students to participate in summer research and creative activities. Student research awards have risen more than 70 percent since 2007.

Our college leadership has effectively managed resources to protect our quality and mission. As of 2011, the college has coped with the ongoing SUNY-wide financial difficulties without eliminating existing programs or retrenching tenured or tenure-track members. Nor have we lowered admissions standards to attract more applications. To the contrary, we have developed new major, minor, and certificate programs, and we have strengthened the academic profile of entering classes over the past decade with the result that prospective students view SUNY Oswego as a vibrant and attractive institution.

The college has accrued savings in ways that have not significantly compromised our operations. As senior faculty and staff members retire or attrition occurs, positions are reallocated to new programs, held vacant for periods of time, or filled with part-time or temporary employees. In the past decade, we have restructured office support staffing with sharing of positions across departments and programs. We have realized equipment and supply savings through sharing and greater emphasis on sustainable methods of conducting daily business. There have been some hardships in order to achieve these accomplishments. Nevertheless, we have sustained the central mission of the college, and efforts to fulfill the strategic vision for the college's future have moved forward.

Administrative Organization in Academic Affairs

The Division of Academic Affairs includes the College of Liberal Arts and Sciences (CLAS), the School of Business (SOB), the School of Communication, Media, and the Arts (SCMA), and the School of Education (SOE). Other units reporting to the interim provost and vice president for academic affairs include Graduate Studies, International Education, and the Division of Extended Learning as well as programs such as the Interdisciplinary Programs and Activities Center (IPAC) and the Honors Program.

The creation of the School of Communication, Media, and the Arts in 2008 represents the most significant reorganization within Academic Affairs since the 2002 Middle States visit. This new school brings together four departments that had previously been housed in Arts and Sciences: Art, Communication Studies, Music, and Theatre. This initiative was conceived in order to take advantage of already existing collaborations among these departments and to encourage new opportunities for joint programs. Now in its third year existing as a separate school, SCMA has a permanent, founding dean, is a vibrant force in the life of the college, and has developed new interdisciplinary minor programs such as audio design and production and an arts concentration in childhood education as well as a new graduate certificate program in integrated media. Further, the establishment of the school has enabled SUNY Oswego to become even more competitive in soliciting grant funding support for the arts. Since the school's formation, SUNY Oswego has received a $600,000 grant to serve as the state's Summer School of the Arts for Media Arts and a grant from the New York Council on the Humanities for an interdisciplinary project involving radio and our ARTSwego performing arts series. Currently the school is working with the city to develop arts opportunities for the larger Oswego community. The college created the new school after extensive discussion and planning among the faculties of the four departments involved.

Collaboration within Academic Affairs

Collaboration between subdivisions occurs regularly within the Division of Academic Affairs. The deans of the academic units meet weekly as a leadership team to discuss issues that involve interaction among various programs, setting priorities in allocating limited resources, and establishing future directions. Academic divisions also work together to deliver programs. IPAC, for example, is home to twenty-four interdisciplinary and multidisciplinary degree-granting and minor programs that bring together faculty members from across the college. Subdivisions have also collaborated to write grant applications and secure funding. Recent examples include the Catalyst Project (SOE and CLAS) and NSF Women in STEM (SOE, CLAS, and SCMA).

Many examples across the college demonstrate our emphasis on collaborative decision making. The Enrollment Management Group and the Registrar's Advisory Group both include representatives of each of the four major academic units and members from other college offices. The director of the Honors Program has regular discussions with Admissions staff to facilitate meetings with potential honors students and their families and to manage the criteria for admission to the Honors Program.

Departmental Leadership

The senior administration has continued to work in a positive and collaborative fashion with departmental and office leadership since the last Middle States self-study. The president, provost, and deans of each school visit academic departments periodically to share ideas and perspectives. Department chairs have unimpeded access to their deans and meet both individually as needed and by school on a regular basis to discuss matters of interest and concern. In addition, collegewide meetings of chairs and directors with upper-level administrators take place each semester, providing another venue for meaningful exchange to help shape future directions for the college.

We strive to utilize this organizational structure efficiently. Even with all good intentions however, the flow of information among various departments, programs, and administrative offices is not always expeditious. During the course of this self-study, we have identified a need to improve communication — about assessment, line requests, and other critical information — between department chairs, deans, the provost, and the president.

Students and College Decision Making

There are many examples of substantive student involvement in college decision making. Surveys helped to shape plans for the new residential community, the Village and to develop the "Late Night" dining services and earlier opening hours at the library. Student government input resulted in a college hour pilot over several semesters. In addition, a few academic departments and programs have formed student advisory groups, and more such opportunities seem in the offing.

SUNY OSWEGO GOVERNANCE

The SUNY Oswego administrative team works collaboratively with the campus community through such formal structures of governance as the Faculty Assembly, the employees' unions, and the Student Association as well as through lines of authority from the vice presidents to deans to department and office chairs and directors.

The SUNY system has a faculty governing body, the University Faculty Senate, made up of elected representatives from each of the four-year campuses. SUNY Oswego's representative serves a three-year term with the possibility of election for a second consecutive term. The Faculty Senate meets three times a year, affording each campus's representatives (the elected senator and the chair of the campus Faculty Assembly) a chance to meet with governance leaders of other campuses and with the SUNY chancellor, provost, and other leaders of the state system. At these meetings, common concerns and possible solutions are discussed, the chancellor and provost share SUNY administration perspectives, and occasionally senators have opportunities to discuss issues of public higher education with members of the New York State Legislature. The SUNY Oswego senator reports on these meetings to our Faculty Assembly, and this report is posted on the Faculty Assembly website with access available to all members of the campus community.

Faculty Assembly

SUNY Oswego's Faculty Assembly, which meets biweekly during the academic year, is an independent body composed of 40 representatives elected by academic departments, plus Oswego's SUNY faculty senator, a representative of the United University Professions negotiating unit, three members of the professional staff, two management-confidential administrators, and four Student Association representatives, who have full rights and responsibilities. In addition, non-voting members of the senior administration (the president, provost, vice presidents, deans, or their designees) are invited to attend meetings. The faculty elects a chair, who works with an executive committee, composed of the chairs of the Faculty Assembly councils, to prepare for the biweekly meetings.

Faculty Assembly is responsible for recommending all new and revised courses and programs that have been vetted through the appropriate councils. A proposed new major program within an academic department, for example, would first be discussed by the Academic Policies Council and include consultation with the Priorities and Planning Council. After the department representatives and members of Academic Policies have agreed that it is in a final satisfactory form, it would go before Faculty Assembly for a vote with a recommendation from Academic Policies. In response to complaints that the campus process is cumbersome, the Faculty Assembly leadership has made minor changes to expedite it. Measures that pass the Faculty Assembly then go to the president for approval. Certain proposals, such as new degree programs, require further review by SUNY system administrators and the New York State Education Department.

To better realize a vital, transparent governance system, SUNY Oswego in recent years has employed a task force model to address collegewide issues. We create each task force — composed of faculty, staff, and students — to address a specific issue and allot a particular timeframe, no longer than a year, within which to make its report.

The task force brings its recommendations to the Faculty Assembly for discussion, and, if viewed favorably by a majority, adoption. The measures then go to the president for approval and implementation. Task forces created over the past decade have addressed a broad range of issues, including retention, writing across the curriculum, sexual harassment, hybrid courses, conflict of interest and professional responsibility, college hour, general education, and a common reading program.

Case study: Admission to the Major Task Force

A task force addressing questions of admission criteria for major programs met for approximately a year. The group focused on the particular programs where there were questions regarding admission criteria or issues concerning the ability of the department offering that major to accommodate the demand from students wishing to choose the major. This task force made specific recommendations, the Faculty Assembly adopted them, and the president approved them. The Provost's Office and governance then implemented them.

Case study: Retention Task Force

This group, including representation from both the Divisions of Academic Affairs and Student Affairs, analyzed data on first-year retention. After the task force completed its report and made its recommendations, it was recreated as a standing committee, the Retention Steering Committee, to continue to address this issue. The recommendations of this task force and the subsequent committee have led to a series of steps to provide early warning about students in academic trouble in their first semester and, then, to offer programs to help those students address problems that may have led to their academic deficiencies. Assessment of one of these, the midterm grade pilot, indicates that the early warning is helping many students to confront their academic problems in time to make changes that allow them to remain in good academic standing. In 2011, Faculty Assembly voted to require midterm grades for all 100- and 200-level courses. This represents a model not only of collaboration between the administration and faculty governance but also of successful, integrative action across the Divisions of Academic Affairs and Student Affairs to accomplish a goal that directly benefits students and the college.

The membership of Faculty Assembly has enjoyed relative stability in recent years. Such constancy has supported the development of a strong institutional memory. At the same time, we believe the college could benefit from wider representation of younger faculty members whose fresh perspective and energy could assist in maintaining the Faculty Assembly's vital and dynamic role in college leadership and decision making.

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Collective Bargaining Units

Formal governance is also illustrated by the healthy and regular exchange between the college's administrative leadership and the leadership of the four unions representing the college's employees. The largest of these unions are the Civil Service Employees Association (CSEA), representing civil service members, and the United University Professions (UUP), representing faculty and professional staff members.

The CSEA Executive Board members (president, vice president, secretary, and treasurer) meet monthly with the college's human resources director, vice president of finance, director of facilities, associate director of Campus Technology Services, and other administration representatives depending on the issues. Between meetings, representatives are encouraged to contact any parties necessary to try to solve problems as they arise. Recent issues addressed at these labor-management meetings include safety and health, workplace violence, dress code, name badges, and computer access.

The UUP president, vice president of academics, vice president of professionals, and the New York State United Teachers labor relations specialist meet monthly with the college's provost, executive assistant to the president, affirmative action officer, and other persons as needed. The college president meets with UUP representatives usually once a year. In a spirit of collegiality, minutes of these meetings are not kept and all comments are off the record. In these meetings, management representatives inform the union of upcoming activities, and union representatives bring the membership's concerns to the table. The union president has the authority to collectively bargain with the administration on matters covered by the union contract. Discussions over the past decade have included summer school wages, extra service pay, the Higher Education Opportunity Act, the process for discretionary salary increases for professionals, and contracted increases for adjunct faculty members. Usually after brief discussions, the representatives have reached amicable solutions.

Chapter Findings

- SUNY Oswego has faced fiscal challenges, in terms of both the college's budget and the economic condition of the region, as well as challenges posed by shifting demographics and by the evolving technologies required to deliver a twenty-first century education, yet the college has met these challenges with vision and preparation that have allowed us to advance the college's mission. Under this administration and guided by the college's mission and goals, SUNY Oswego has upgraded campus physical facilities with an ongoing series of capital building projects, expanded academic programs, increased the college's visible presence in Syracuse with the establishment of the Metro Center, and supported initiatives that have brought more international students to Oswego and encouraged more of our students to study abroad.

- Leadership at SUNY Oswego — from the senior administration to those directly involved in the formal governance processes to the management of departments — has engaged in collaborative planning.

- The task force model has proven to be an effective tool for shared governance. These groups have brought timeliness to policy making without sacrificing inclusiveness or transparency.

- While we find that our governance structure allows ample *opportunity* for student perspectives in our decision making, it has been difficult *in practice* to achieve widespread student participation.

Chapter Recommendations

- Create structures that will encourage more student involvement in decision-making processes across the college.

- Identify and mentor potential candidates for leadership roles, particularly among the more recently hired faculty members, so that they will be prepared to step into roles in faculty governance and departmental administration.

- Develop more effective communication practices, particularly with respect to administrative requests for information and data and the rationale behind the resulting decisions.

- Review official Faculty Assembly guidelines, membership, and culture in an effort to ensure that this body represents the will of faculty and is viewed as a relevant, important organization by newer faculty members.

Psychology major Ashley Noble, class of 2008, presents her research results at Quest, Oswego's annual symposium celebrating scholarly and creative accomplishments.

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Chapter 4
A Learner-Centered Campus
ADDRESSES STANDARDS 8 AND 9

THE CHANGING CHARACTERISTICS OF OUR STUDENTS

Student retention and success are at the core of a vital institution committed to intellectual rigor. This reality both informs and is confirmed in our mission. SUNY Oswego has allocated significant resources towards recruiting and retaining talented and motivated students. Following the expectations in our 2006 memorandum of understanding with SUNY System Administration, we have met and exceeded recommended selectivity standards. We offer high-achieving prospective students generous scholarships, and several regional programs and offerings encourage students to consider enrolling in SUNY Oswego.

Once enrolled, our students have the benefit of programs designed to enhance their academic and social transition to college. We have also implemented several programs that identify and intervene with students at risk in the first semester of college. As a result of collegewide efforts, SUNY Oswego has seen freshmen-to-sophomore retention increase from 73 percent in Fall 2000 to 82 percent in Fall 2010. Further advances should result from our participation in the national Foundations of Excellence Project and the ongoing work of our Retention Steering Committee.

Recruitment
The Office of Admissions supports the college's mission by ensuring that we enroll a diverse and dynamic pool of students to enhance our vibrant learning community. Our admissions policies are articulated in the Undergraduate Catalog for entering freshmen, transfers, and international students. Graduate information is described in the current Graduate Catalog. We disseminate information about the college through traditional strategies (advertisements, direct mail, email, and print) as well as through an extensive online presence (video-enhanced website, virtual online tour, and social media). We conduct multiple outreach strategies including open houses, faculty and alumni calling, an active campus tour program, and personal contacts and interviews. Publications and web materials are reviewed and updated annually. Transfer students have benefited from the SUNY course equivalency site that helps students to determine how specific courses will transfer between SUNY two-year and four-year colleges.

The demographic realities in New York State and the northeastern United States have resulted in changing strategies for recruitment and enrollment at SUNY Oswego. As discussed in Chapter 2: Institutional Vitality, our admissions efforts now focus on increasing our cohort of downstate students, under-represented students, and high-achieving high school graduates.

Intellectually Vibrant Learners

Over $2 million in merit scholarships each year and membership in the Common Application since 2009 have increased our visibility with high-achieving applicants. Our efforts have resulted in substantial improvements in selectivity, advancing our goal of creating a more intellectually vibrant college community. We have reduced our acceptance rate from 57 to 47 percent in six years. The mean SAT score for enrolled freshmen increased 30 points, while the mean high school average increased by 3 percentage points. Freshmen enrolled in SUNY selectivity categories 1 and 2 increased from 57.2 percent to 66.7 percent from 2006 to 2011.

A Student Body that Spans Cultures

A comprehensive approach to admissions and enrollment management has advanced our strategic objective of broadening our students' cultural understanding of themselves and the world. Our student body has been engaged in more experiences, exposing students to peers from other cultures both domestic and international.

The Student Diversity Recruitment and Retention Committee, a subcommittee of the college's Enrollment Management Group, is responsible for developing the five-year Student Diversity Recruitment and Retention Plan. Each plan details recruitment and retention activities currently in place and recommended future initiatives for meeting our commitment to admit and retain a robust, ethnically and racially diverse student body. Newly enrolled under-represented students have increased by 42 percent since 2001, and we have increased freshmen enrolling from outer geographic areas by more than 40 percent. At the beginning of every academic year, the Enrollment Management Group carefully reviews data to ensure that planned enrollments for succeeding years are on track.

The Office of International Education and Programs coordinates the dissemination of information to prospective international students as well as processing applications and providing visa support to admitted students. We require international students to meet minimum English language proficiency and to submit official high school or college transcripts and official financial documentation confirming funds to support one year of study. International students who do not meet minimum language proficiency may qualify for conditional acceptance with required registration for our summer intensive English program and fall English for academic purposes program. International exchange student enrollments have increased significantly as we have multiplied the number of formalized agreements with universities in other nations.

A SUPPORTIVE ENVIRONMENT FOR LEARNING

SUNY Oswego offers an array of services to support our students. Recent initiatives include improvements to academic support services, expanded first-year and transfer services programs, and support for varsity athletes.

Academic Support

Many talented students find enhanced peer and faculty mentoring support in programs like the Honors Program, Collegiate Science and Technology Entry Program (CSTEP), McNair Program, and Summer Scholars Program. Penfield Library has expanded its role in the lives of students with the addition of the Lake Effect Café, Xtreme Research (one-on-one assistance from a librarian), and laptop computers for use in the library.

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The Office of Learning Services (OLS) offers tutoring services through its Math and Science Center, Learning Center, and Writing Center. Utilizing a peer tutor model, student tutors have excelled in the specific course, have been recommended by faculty members, and are trained by OLS. We have seen a continuous increase in requests for tutoring services, especially in math and science. We are currently assessing tutoring needs collegewide by division and department. We recognize a need to improve academic support services for international students, online students, and students in specific disciplines such as STEM. In 2010-11, we added a pilot program of math and writing tutoring evenings and weekends in the library. We are now expanding the Writing Center. In response to recent assessment findings, OLS has reorganized operations to become separate from the Educational Opportunity Program and to improve and expand academic support services, target retention of under-represented students, and undertake new initiatives.

SUNY's Educational Opportunity Program (EOP) fulfills New York State's commitment to provide access to higher education for economically disadvantaged students who possess the potential to succeed in college but whose academic preparation in high school has not fully prepared them to pursue college education successfully. At SUNY Oswego, the program facilitates the recruitment, enrollment, retention, and graduation of these students. Our EOP has a funded enrollment of 322 students and boasts an impressive freshman-to-sophomore retention rate of 82 percent, consistent with that of the college as a whole. EOP students are represented in student leadership, Residence Life and Housing Office staff, Admissions Office staff, student orientation staff, and academic programs such as McNair and CSTEP as well as in honor societies.

Disabilities Services

Disability Support Services coordinates the delivery of reasonable accommodations to students with documented disabilities in accordance with the Americans with Disabilities Act. The number of students using services has risen considerably. This includes students taking finals in remote locations (127 exams in 2004, 302 exams in 2011 — an increase of 137 percent) as well as more specialized technology needs, including reader programs and speech-to-text programs. Changes in New York State educational laws have resulted in increased accommodations for students with disabilities. The demand for textbooks in alternate electronic or digital format increased 93 percent from 2007 to 2011. Disability Support Services is planning to assess student satisfaction with disability accommodations in 2012.

Financial Aid

Consistent with our goal of bringing more high-achieving students to our college, the academic scholarship programs that we offer (Presidential, Dean, Merit, and International Scholarships) have had success in attracting the best and brightest high school seniors. We award merit scholarships on the basis of SAT scores and high school average. More than 20 percent of undergraduates at SUNY Oswego receive one of these scholarships, which range from $500 to $4,400 per year. In addition, the Alumni and Development Division offers over $100,000 a year in competitive scholarships for students who continue beyond their first year.

Our Financial Aid Office's website is a comprehensive source of information for prospective and current students. Students can use tools for estimating the cost of attendance and find instructions on how to complete a financial aid application. This site also offers Facebook links, email addresses, and telephone contacts to assist students who need additional information.

The Veteran Services Office, a part of the Financial Aid Office, provides excellent information, both in person and online, to help veterans and children of veterans obtain educational benefits. The office identifies and contacts these students as part of the admissions process to give them information about benefits and services that may be available to them.

Sixty-three percent of students at SUNY Oswego receive a financial aid refund, with each recipient's refund averaging $3,940 annually. In Fall 2007, SUNY Oswego partnered with Higher One to distribute refunds to students electronically. In 2008, SUNY named this refund process a best practice for improving customer service as well as creating efficiencies in costly administrative processes.

Athletics

Approximately 425 students, or 6.5 percent of our undergraduate population, participate in intercollegiate athletics. Our varsity athletic facilities include the Campus Center, Laker Hall, and the South Athletic Complex, providing homes for the college's 24 intercollegiate teams. The Lakers compete in National Collegiate Athletic Association (NCAA) Division III and have affiliations with the State University of New York Athletic Conference, Eastern College Athletic Conference, and Empire Collegiate Wrestling Conference. A college Intercollegiate Athletic Board governs the fiscal areas of athletics and oversees the budget process.

Our student-athletes are accepted under the same academic standards and awarded financial aid in the same manner as all SUNY Oswego students. We offer academic and athletic support for our student-athletes through the Student-Athlete Advisory Committee and Student-Athlete Mentor program. We have developed one of the leading NCAA Challenging Athletic Minds for Personal Success (CHAMPS)/Life Skills programs in Division III. An academic award ceremony at the end of each year recognizes student-athletes who have excelled in the classroom. Our student-athletes regularly contribute to our college and community through service: in 2010-11, our student-athletes contributed 2,200 hours of service and raised more than $42,000 for charity.

ENCOURAGING STUDENT SUCCESS

As a learner-centered campus, we have dedicated resources to support the development of our students, ranging from traditional faculty-based academic advisement to nationally recognized retention programs and exemplary practices that encourage purposeful career planning.

Academic Advisement

In 2000, student dissatisfaction with academic advisement as reported in the Student Opinion Survey stimulated a collegewide dialogue on advisement during students' first year. In 2001, we began a first-year advisement program. Recognized by the National Academic Advising Association in 2003 as an outstanding advisement program, first-year advisement continues to support first-year success by providing new students with reliable information regarding degree requirements, curricular options, academic policies and procedures, and out-of-class opportunities for interaction advantageous to their educational, vocational, and personal development.

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Case study: Assessing the effectiveness of the first-year advisement program

Formal assessment of the first-year advisement program began in Fall 2008 when we surveyed faculty members and students to evaluate program effectiveness. First-year advisors give their student peer advisors high ratings, with more than 80 percent exceeding expectations. More than 70 percent of first-year students found their advisors helpful in addressing their academic issues and adjustment to campus life. However, only about 65 percent of first-year students found the College Student Inventory (CSI) to be helpful in their transition to college and planning for college success. We used these survey results to develop recommendations on meeting frequency, use of the CSI, and redesign of advisor training sessions to include more information on the advisor role in helping students transition to college. Follow-up conversations with advisors revealed a concern over the lack of a formalized approach to reporting students at risk. In response, in Fall 2009, we adopted the "triad of support" where a student's first-year advisor, FirstChoice instructor, and residence hall director work as a group that can communicate issues specific to individual students and then report to the coordinator of first-year programs for support or intervention as appropriate. We expect to survey faculty members and students about the first-year advisement program's effectiveness again in 2012.

After their first year at SUNY Oswego, we assign students to advisors in their academic department. In Fall 2011, we began eliminating paper advisement folders and implementing a new document imaging system that will allow advisors to view academic records and record notations electronically.

Graduate students receive advisement from a graduate faculty member in their academic department. The graduate advisor counsels graduate students and approves their programs. Academic departments maintain a folder for each of their graduate students.

Retention Initiatives

We have seen considerable progress over the past decade in raising our retention rates, as noted at the outset of this chapter. We have established a Retention Steering Committee to continue our work in this area. A Chapter 3 case study discusses our current efforts to provide early warning and intervention for students in academic difficulty. Assessment of our midterm grade pilot, for example, indicates that it is helping at-risk students to reverse course and remain in good standing. As a result of the assessment, a Midterm Grade Policy was adopted by the faculty in fall 2011.

Still, our goals for student persistence through graduation are higher than our current performance. We recognize a need to develop a comprehensive retention plan that outlines goals and strategies for the next several years. Targeting specific categories of students where our assessment findings indicate opportunity for improvement is a promising strategy we intend to pursue.

The Compass

In support of our learner-centered focus, a comprehensive career advising and student success center opened in 2007 with the new Campus Center. The Compass brings together six offices responsible for advising students: Student Advisement, Career Services, Experience-Based Education, Community Service and Service Learning, First-Year Programs, and Transfer Services. The National Academic Advising Association recognized the center as an "exemplary practice" in its book The Handbook of Career Advising (Jossey-Bass, 2009).

Case study: Major exploration through the Compass

In 2006, we surveyed students who had not declared a major to determine their comfort level with being undeclared and the effectiveness of resources we provided for major exploration. The findings showed that while students believed that choosing their major was an important decision, it was often motivated by external factors (i.e., the deadline to declare) rather than the student's own interests and goals. Strategies for exploring majors were very informal. As a result of these findings, we piloted the Major Exploration Program in 2007-08. Over the next four years, we allocated more resources to this area and provided significantly more support and resources to students, including courses, workshops, and self-assessments. From 2006 to 2010, undeclared students' participation in major exploration courses and workshops increased by 800 percent. Freshman-to-sophomore retention rates of undeclared students have risen from 72.57 percent for the Fall 2006 cohort to 82.29 percent for the Fall 2009 cohort.

HELPING STUDENTS DEVELOP FOR THEIR FUTURE

In the last five years, there has been a significant shift in the delivery of programs and services provided to students outside of the classroom to support their personal development and in support of our mission "empowering women and men to pursue meaningful lives as productive, responsible citizens." This shift has been driven by close attention to assessment results, especially those focused on student learning outcomes.

In 2007, 2008, and 2009, the Division of Student Affairs developed learning outcomes for the commitment to learning, personal responsibility, and civic engagement and asked departments to emphasize these in their programs. In 2010-11, Student Affairs adopted the Council for the Advancement of Standards learning domains to develop learning outcomes for our programs and services, focusing on three specific areas: interpersonal competence; intrapersonal development; and humanitarianism and civic responsibility. Through a yearlong structured training program, departments in Student Affairs began to identify where learning occurred, clarify the specific learning outcomes intended, and assess whether the intended learning outcomes were achieved. Directors will report on progress in their annual reports for 2011-12.

Student Involvement

One of the highlights of the student experience at SUNY Oswego is the opportunity to be involved in clubs and organizations, athletics, community service, and programs, events, and workshops focusing on the arts, sustainability, global awareness, and diversity as well as activities merely intended for socializing and entertainment. Our student government, Student Association, funded by a student activity fee, provides over $1.4 million in support to more than 170 clubs and organizations, contributing significantly to our vibrant campus community. Campus Recreation offers programs and services in intramural sports, club sports, informal recreation activities, special events, and instructional programs and provides administrative support to student-organized activities.

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Assessment has resulted in changes to specific programs and activities and advanced our understanding of the learning that results from participation, as the following examples show.

- In 2009, Campus Recreation conducted a benchmarking survey to assess students' experiences with facilities and their satisfaction with services and programs. As a result of this survey, more open recreation options were made available.

- In Fall 2010, Campus Life conducted a survey of users of the Campus Center to determine their use of and satisfaction with our newest building. Discussions are currently under way to determine the key issues with Campus Center use as well as to generate ideas and recommendations for the future.

- Finally, the event management staff recently deployed a survey to assess customer satisfaction with the space reservation and event planning process. Although the response rate has been low, our intention is to develop feedback for the purpose of improving event management services.

Living on Campus

Residence Life and Housing recently opened the Village, a 350-bed apartment complex for juniors and seniors that features four- and six-bedroom apartments in an independent living arrangement. This option brings our total campus occupancy to 4,300 students, or approximately two-thirds of our undergraduate population. Ongoing renovations and our fixed four-year room and board rate make campus living an attractive and affordable option for our students.

In addition to a variety of housing options, we coordinate a vibrant residential education program. In 2010-11, each of the thirteen residence halls provided programs that focused on divisional learning outcomes. Resident student staff planned the programs, and the residence hall director assessed them.

Case study: Assessing the residential experience

Since 2006, Residence Life and Housing has conducted an annual fall survey focused on student satisfaction, program development, and future improvement. The number of students participating in this survey has increased from 596 in 2006 to 1,106 in 2011. Analysis of a series of related questions indicated that over 75 percent of students agreed that residential staff members were integral to the development of their living community. The goal for 2011-12 is to improve this to 80 percent by making the following improvements: we have adjusted expectations for residential staff (including hall directors, assistant directors, and resident advisors) and made changes to resident advisor training and reporting.

Cultural Programming

We offer a vast variety of cultural programs every year, including those sponsored by the Departments of Art, Music, and Theatre, Student Association Programming Board, ALANA (the African, Latino, Asian, and Native American student organization), ARTSwego, and Residence Life and Housing. ARTSwego is supported in large part by a student arts fee but has also leveraged significant grant support and individual donations to make possible a robust calendar of events that includes the performing arts, visiting artists and authors, and gallery exhibitions. Faculty and students collaborate on program development. ARTSwego typically engages artists in extended residencies that include classroom visits and outreach to area schools in addition to public performances.

Community Engagement

Engagement is one of five pillars in the college's strategic plan, and it is lived by students and faculty members within and beyond their academic pursuits. The Carnegie Foundation awarded SUNY Oswego a prestigious Community Engagement Classification in 2011, recognizing that our college has deeply intertwined community engagement in our leadership, curriculum, outreach programs, strategic planning, and community partnerships. Our successful application details a wealth of community service initiatives and partnerships, from alternative break projects in places like New Orleans and Jamaica, to student-driven efforts to benefit local residents like Adopt-a-Grandparent and Miss-a-Meal. More than 81 percent of seniors reported contributing to the welfare of the community during their college career and feeling strongly that these experiences had, in turn, enhanced their own educational and personal growth. We have been recognized on the U.S. President's Higher Education Community Service Honor Roll every year since the list's inception. In 2009-10, more than 1,500 student volunteers and 700 unpaid interns logged 110,000 community service hours. SUNY Oswego was only one of only three colleges and universities in New York State to be awarded both the Carnegie Engagement Classification and the President's Higher Education Community Service Honor Roll "with distinction" in 2011.

These distinctions were possible due to the institutional commitment to the areas of service learning, community service, and civic engagement. The Center for Service Learning and Community Service added the service learning emphasis in 2005 and has seen an increase of 248 percent in service learning hours since 2006-07. We created the Civic Engagement Program in 2006 to promote democratic practices and values among students, faculty, and staff.

SUPPORTING OTHER STUDENT NEEDS

Safety and Security

University Police is responsible for the detection and prevention of crime and the enforcement of state and local laws, rules, and regulations on our campus. The agency consists of professional certified police officers who have undergone all of the necessary training requirements for state policing agencies as administered by municipal police academies. University Police works collaboratively with other law enforcement agencies to track incidents at the college's satellite locations.

SUNY Oswego has a comprehensive Emergency Response Plan, updated annually that covers contingencies in all phases of emergency planning including prevention of, responding to, and recovering from emergencies. Central to our emergency planning is our training program for college employees and students. Using the National Incident Management System (NIMS) in training and planning, senior college executives stay current with NIMS certifications. New employees undergo orientation on a spectrum of emergency planning and response protocols. The college employs New York Alert as one of the means for electronic notification and Rave Guardian for notification by community members to University Police. Policies, protocols, and crime statistics are available in our annual Security and Fire Report.

Child Care

The Children's Center of Oswego, accredited by the National Association for the Education of Young Children, provides day care services to faculty, staff, and students for toddlers and pre-school-age children. It offers services year-round with costs determined on a sliding scale based on family income.

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Health Care

Student health and counseling services assist students in maintaining an optimal state of health as a foundation for academic success. We maintain a high level of service by conducting ongoing internal studies and benchmarking, along with patient satisfaction surveys and feedback from the Student Health Advisory Committee. The Mary Walker Heath Center is accredited by the Accreditation Association for Ambulatory Health Care.

In line with national trends, our Counseling Services Center over the past five years has experienced a sharp upsurge in demand for services (35 percent), increasing severity of problems, greater frequency of pre-existing conditions upon enrollment, and a growing need for psychiatric care and dispensing of related medications. We have augmented staffing with a part-time psychiatrist and a part-time counselor, providing an additional fifty hours per week. We increasingly rely on referrals to outside providers, particularly in caring for more severe conditions. The college's geographic location in a rural area makes it difficult to connect students to appropriate referral care. We have reduced campus outreach and group work in order to provide sufficient one-to-one counseling and better manage our wait list.

The LifeStyles Center promotes an environment that encourages healthy decisions and positive lifestyles. The center recruits and trains student peer educators who facilitate programs to encourage positive choices on health-related issues. It gives special attention to the areas of alcohol and other drugs, sexual health, general wellness, and violence prevention.

International Student Support

International Student and Scholar Services provides support services to international degree students, exchange students, and visiting international scholars. It coordinates a comprehensive orientation program for entering students, assigns faculty advisors, and supports students in their transition to our campus. It provides ongoing support as well as several programs designed to encourage students' connection to our campus, local community, and region. Weekly English support sessions and individual tutoring sessions are available for international scholars as needed.

Rights, Responsibilities, and Discipline

The college's judicial system addresses allegations of misconduct with an educational spirit in mind. The Student Handbook, included code of conduct, and related documents are distributed to students online and in print. Judicial Affairs collaborates with such other units as Residence Life, Lifestyles, and University Police to make students aware of community expectations. Disciplinary hearings have increased 152 percent, from 496 in 2006-07 to 1,250 in 2010-11. The increase mirrors national trends but also reflects better training of our Residence Life staff on handling incidents as well as more frequent college response to off-campus cases. In keeping with our vision to empower students to live ethical lives and build a better world, judicial sanctions provide opportunities to give back to the community through service and restitution.

Chapter Findings

- Our admissions efforts have met goals for diversity and geographic mix while allowing us to increase the academic preparedness of our entering cohorts. Scholarship opportunities have increased our yield of high-achieving high school students.

- We continue to be a best practice institution in our first-year programming. SUNY Oswego establishes a foundation for student success by inviting new students into our learner-centered culture, engaging them actively, introducing them to the resources the college offers to facilitate this engagement, and developing their capacities for self-awareness and self-directed participation.

- As recognized by the Carnegie Foundation in 2011, community engagement is an integral part of campus life. Opportunities for our students to engage in service learning and civic engagement have advanced our strategic directions in engagement and world awareness while furthering our mission to develop responsible citizens equipped to build a better world.

- We continue to offer a full range of activities and services to our students and are managing increases in the demand for services in areas such as health, tutoring, and disability accommodations.

- The assessment culture within the Division of Student Affairs has become more reflective and substantive. Most programs and services have developed goals and measures of effectiveness, building in assessment to guide program design and resource allocation.

Chapter Recommendations

- Develop and enhance our retention efforts with the formation of a comprehensive retention plan that outlines goals and objectives for the next several years. The early alert intervention pilot efforts show great promise for identifying those students most in need of support. We need to continue to assess and move toward institutionalizing these efforts.

- Expand institutional retention efforts in the first year and beyond to include targeted cohorts (sophomores, under-represented students, transfers, STEM majors) where the data indicate an opportunity for improved retention and persistence.

- Evaluate the growing demand for health, disability, and tutoring services in relation to the college's resources in this area.

- Guide the mix of services and continued refinement of existing services with ongoing assessment. In this era of shrinking state resources, it is crucial that programs have clear goals and demonstrate the achievement of those goals. Many assessment projects in the Division of Student Affairs are under way, but the next step is to use the information gathered for improvement.

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Chapter 5
A VIBRANT FACULTY

Frank London of the Klezmatics and associate professor Jessica Hester discuss culture across the diaspora on WRVO, Oswego's National Public Radio affiliate.

SELF-STUDY
2012

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Chapter 5
A Vibrant Faculty
ADDRESSES STANDARD 10

SUPPORTING A MISSION

SUNY Oswego faculty members aim to achieve excellence in instruction by creating a climate of inquiry and by shaping and improving the curriculum. Faculty members support the college's mission through their teaching, scholarship, and service. They are committed to providing distinctive curricular and co-curricular programs, academic support services, scholarly and creative work, and contributions to the college's strategic initiatives. A close examination of data on faculty accomplishments with a keen eye as to how the college can best promote student learning reveals the faculty's significant activity and engagement in innovative pedagogy, wide-ranging forms of scholarship, and various types of institutional outreach activities.

On SUNY campuses, teaching and librarian faculty members along with other professionals are members of United University Professions (UUP), a collective bargaining unit that supports them in both wage and benefit negotiations and professional development. Throughout this chapter, we will distinguish teaching and librarian faculty members from other professionals responsible for such services as student affairs, public relations, and student recruitment.

FACULTY QUALIFICATIONS

The majority of our college's faculty members are full time (60 percent), have a Ph.D. or other terminal degree (62 percent overall, 88 percent of full-time faculty), and are tenured or on a tenure track (52 percent overall, 86 percent of full-time faculty), providing a solid academic foundation for our students' learning environment (Table 5.1). This experienced and dedicated faculty is also vibrant and dynamic, energized by their notable scholarly and creative engagement as well as the abounding opportunities on our campus to plan and utilize new learning and teaching facilities. New faculty members continually bring new knowledge, skills, and perspectives to our college. On that note, full-time faculty from divergent global and ethnic backgrounds increased by 43 percent in the last decade, from 44 in 2001 to 63 in 2009 (Oswego by the Numbers).

A traditional criterion of the vitality of a faculty is scholarship, and faculty scholarly engagements have increased significantly at SUNY Oswego, as documented in the voluntary online faculty activities reports. Over the past five years, the number of faculty-authored publications reported grew by 85 percent, and faculty-led student research resulted in more than 1,300 student publications, presentations, and exhibits — the highest level of scholarship in the college's history.

In 2010-11, 209 full-time faculty members submitted activities reports (2010-11 Academic Affairs Annual Report). In that group:

- 121 faculty members (58 percent) published 272 books, book chapters, book reviews, journal articles, etc.

- 168 faculty members (80 percent) provided service to their professional organization as officers (27 percent) and as editors, proposal reviewers, conference organizers, and session organizers and chairs (53 percent).

- 56 faculty members (27 percent) served as national and international consultants (internationally in Canada, Spain, Brazil, Nigeria, Mexico, and the Congo).

- 134 faculty members (64 percent) gave 330 presentations at conferences, including internationally in countries such as China, Nigeria, Canada, Turkey, Austria, India, England, and South Africa.

Table 5.1. Characteristics of SUNY Oswego Faculty

	2006-07	2007-08	2008-09	2009-10	2010-11
Total Faculty	507	479	516	513	532
Full-time faculty (tenured, tenure-track, and lecturers)	319	304	319	312	319
(% of all faculty)	63%	63%	62%	61%	60%
Part-time faculty	188	175	197	201	213
(% of all faculty)	37%	37%	38%	39%	40%
Female faculty	223	200	230	223	236
(% of all faculty)	44%	42%	45%	43%	44%
Faculty who are members of under-represented groups	67	52	78	78	76
(% of all faculty)	13%	11%	15%	15%	14%
Full-time faculty holding terminal degree	265	250	265	273	281
% Full-time faculty holding terminal degree	83%	82%	83%	88%	88%
Part-time faculty holding terminal degree	47	44	45	46	49
% Part-time faculty holding terminal degree	25%	25%	23%	23%	23%

While our full-time faculty numbers have remained steady, along with our headcount student enrollment, the number of part-time faculty members has risen to help teach the additional section offerings resulting from our small-class initiative and growing proportion of full-time undergraduates, and also as budget pressures have forced some programs to hire part-time instructors in place of full-time, tenure-track faculty. This has become an area of concern for full-time faculty members who bear a larger share of curricular, assessment, and advisement responsibilities. Still, the use of part-time faculty allows for institutional flexibility to meet changing curricular needs and exposes students to the experiences of practitioners in their fields. The optimal balance between full-time and part-time faculty, taking into account the college's financial outlook, is a subject of ongoing discussion on campus.

PROFESSIONAL EXPECTATIONS

The SUNY Board of Trustees through its policies communicates professional expectations and specific criteria for faculty personnel decisions, and our Division of Academic Affairs, through the provost, reinforces them by meeting regularly with faculty groups and governance to review the criteria and distributing a variety of relevant documents to faculty. These documents include:

- The Faculty and Professional Staff Handbook, a policy document distributed to all new faculty members upon arrival and available online.

- Criteria for Faculty Personnel Decisions, communicating local performance expectations in the context of SUNY Board of Trustee criteria: mastery of subject matter, effectiveness of teaching, scholarly ability, effectiveness in university service, and continuing growth. This document provides the basis for recommendations for re-appointment, tenure, promotion, and salary increases.

Above and beyond system wide and college wide communications about responsibilities, each department has created and maintains a statement of departmental personnel review criteria that describes departmental expectations in terms of teaching, advising, scholarly activities, and service.

DOCUMENTING EXCELLENCE

The Academic Affairs Annual Report summarizes faculty and departmental accomplishments as communicated through each academic unit's annual report, including departmental initiatives such as new courses, programs, outreach activities, and international experiences. Data from the voluntary online faculty activities reports support departmental and college reports.

The assessment system of faculty, as established by Faculty Assembly, starts at the departmental level. The department appoints a committee to review materials using the provost's Criteria for Faculty Personnel Decisions. The departmental committee then makes a recommendation to the division or subdivision committee, which has representation from each department in the division. These committees make recommendations to the academic deans, who in turn make the recommendation to the provost and the president. The process has many layers of oversight, and each year the Provost's Office provides an updated workshop for all interested parties about the process to ensure transparency. Decisions for term and continuing appointment are made in a similar fashion, without review by divisional committees.

Effectiveness in Teaching

Effective instruction is our highest priority. It is therefore heartening to learn from recent surveys that our students find their classes rewarding. For example, SUNY Oswego respondents to the 2008 NSSE survey gave faculty higher marks, compared to their SUNY peers, in the categories Enriching Educational Experiences, Active and Collaborative Learning, and Level of Academic Challenge (2008 NSSE Report).

In faculty personnel decisions, documented teaching effectiveness is essential. Student evaluations, peer evaluations, course materials, self-evaluations, and information on advising and other teaching-related activities (all explained more fully below) provide evidence of effective teaching. Each department specifies how to collect and interpret student feedback. The various forms for evaluation may include both numerical and essay responses from students. Students evaluate untenured full-time faculty members every semester; we encourage tenured faculty members to administer student evaluations regularly to assess and improve their teaching as well as to support their applications for promotion and discretionary salary increases.

Faculty members typically present to departmental personnel committees materials from their courses that provide evidence of their teaching practices and proficiency. These committees review sample materials for evidence of high expectations for student performance, knowledge of subject matter, learning outcomes, engaging teaching approaches, and a supportive and encouraging learning environment. In addition, faculty members have their teaching reviewed by departmental/program colleagues through classroom visits. These peer judgments must be a part of every recommendation affecting promotion and/or continuing appointment for teaching faculty.

We also consider faculty members' responsibilities outside the classroom in evaluating their teaching effectiveness, including their work with student organizations and advising. We regard advising in particular as an important component of faculty work. Faculty members can demonstrate effectiveness in advising through student feedback and/or self-evaluation. We have conducted ongoing assessment of the first-year advisement program (discussed in more detail in Chapter 4: A Learner-Centered Campus and Chapter 8: A Culture of Continuous Improvement), but there is currently no college wide assessment of academic advisement beyond the first year. An equally rigorous assessment would be beneficial to address concerns of advisement workloads, training and development, incentives and rewards, and effect on learning outcomes.

Scholarly Ability

Faculty scholarly and creative accomplishments are the foundation of our intellectual and cultural vitality and are crucial for the design of exemplary academic programs and an excellent education for our students. We expect faculty members to show evidence of consistent engagement in scholarly or creative activities, as defined by discipline and departmental criteria. We encourage faculty members to include students in their scholarly and creative activities and offer campus grants to support student-faculty projects. Colleagues evaluate scholarly and creative works on the basis of their significance and impact on the intellectual or artistic community and as evidence of the faculty member's intellectual vitality and knowledge.

Penfield Library invites faculty members to donate copies of their recently published professional work or programs and reviews related to their recitals, exhibitions, and productions for its Display-to-Archives Program. The library continuously exhibits donated material from the past two years in its lobby.

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Our faculty members as teacher-mentor-scholars forge opportunities for deep learning by our students, as the following examples illustrate.

- In the biological sciences, a 2010 federal grant helps to carry on more than 20 years of research on the endangered bog turtle. This research has involved more than 30 students in the study of the sustainability of local habitats.

- The history department houses a top scholar in the history of Indian women. Her 30-year research program in the field of women's and gender history has resulted in courses such as "History of Human Trafficking." Students in this course traveled to India in 2010 for site visits with organizations dedicated to preventing human trafficking and rehabilitating women rescued from traffickers.

- In psychology, a faculty member's well-known research in child development is supported by the National Institutes of Health and typically involves five students each semester.

Effectiveness in Service

We expect faculty members to contribute to the vitality of SUNY Oswego through service both to the college and to the broader community. Service may take the form of active participation in governance or volunteering in community organizations or professional associations. In personnel recommendations, departments and committees evaluate service activities for both participation and level of responsibility, effort, and quality. Recommendations for promotion and continuing appointment note participation and leadership in a given organization or cause over time.

Part-Time Faculty Review

The provost's Criteria for Faculty Personnel Decisions do not distinguish full-time from part-time or adjunct instructors regarding requirements for demonstrating teaching effectiveness. Academic divisions in the college offer further guidance and formative evaluation for their part-time faculty members through published policies and assigned peer mentors. For example:

- The School of Business has a formal policy for evaluating adjuncts and an informal policy for mentoring. It requires annual classroom visitations for evaluating the teaching of adjunct faculty members. Adjunct faculty members are linked with a full-time faculty member and included on the School of Business listserv for workshops and other professional development opportunities.

- In the psychology department, tenure-track faculty members perform classroom evaluations and meet with adjunct faculty members to discuss class plans and learning objectives for the class to be observed. The adjunct receives feedback, which the department also uses in recommendations for mentoring and improvement.

- The art department assigns its adjuncts to an area coordinator who serves as a mentor. When more than one adjunct teaches sections of the same course, the coordinator is responsible for communicating content with the adjuncts to ensure that students have a comparable experience. Coordinators also work with adjuncts to ensure that they meet National Association of Schools of Art and Design standards and collect assessment data.

SUPPORT FOR FACULTY

SUNY Oswego provides strong support for faculty professional development, scholarly and creative activity, and instructional pedagogy. Services and resources of several college offices and units are instrumental in providing critical faculty support, as detailed on the web page Support and Assistance for Faculty.

Internal Funding Support

To promote the faculty's continuing professional development as teachers and scholars, SUNY Oswego encourages and provides financial support for participation in professional organizations, workshops, and scholarly and creative activity. This support, especially for junior faculty members, includes travel grants, Scholarly and Creative Activity Committee (SCAC) grants, Curriculum Innovation Grants (CIG), First-Year Advisement Travel Grants, Student-Faculty Collaborative Challenge Grants, and startup grants and matching funds for external grant activity. Since 2010, the Oswego College Foundation has supported a Summer Scholars Program (SSP) to support faculty members working with students on research projects. In 2011, the SSP received $50,000 in donor support and an additional $13,000 through the Provost's Office. College support for all of these grants has increased or stayed steady over the past five years. For example, SCAC grant awards have increased 33 percent, while the percentage of CIG requests approved rose from 71 to 76 percent. Faculty members receiving grants submit final reports to the Provost's Office after completing their projects.

Case study: A Challenge Grant to improve physics education
Guided by physics, human-computer interaction, and computer science professors, a student and McNair scholar wrote a Challenge Grant proposal on using multi-touch technologies. The student designed the technology and worked with the faculty on applying new teaching methods in physics classes such that the kinesthetic learners would benefit. A commercial multi-touch board can cost between $100,000 and $300,000 while this project cost only $3,000, providing a real solution to resource issues. The project resulted in presentations at two international, five regional, and four local conferences as well as a submission for publication (see video). Both faculty members and the student received awards for this project (McNair Certificates and Sigma Xi/ORSP 2010 Quest Award).

Case study: Curriculum Innovation Grant for course development in theatre
A theatre professor received a grant to support the development of a course taught in Spring 2010, "Jewish Culture and the Holocaust." The grant funded travel to Kielce and Krakow, Poland, where the faculty member collaborated with Jan Kochanowski University faculty. As part of the resulting course, ten Oswego students traveled to Poland in May 2010, visiting a number of sites connected to Jewish culture. As a result of the success of this project, seven students from Jan Kochanowski University came to Oswego in June 2011 for the second annual Jan Kochanowski University-SUNY Oswego Student Conference on Cultural Studies, which will alternate between Oswego and Kielce every year for as long as both schools support the collaboration.

In addition to financial support, the college offers reassigned time from teaching for faculty research, typically replacing about one course per semester. In 2010-11, assigned time for research amounted to the equivalent of about 77 courses. Still, faculty members cite growing service demands as a significant barrier to allocating enough time to their research agendas.

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External Funding Support

The Office of Research and Sponsored Programs (ORSP) processes and administers funding for the college's externally sponsored research and scholarly and creative projects that utilize college facilities and/or personnel. External awards to faculty members and others in Academic Affairs have risen from $2.5 million in 2009 to $3.3 million in 2011, with almost $6 million in committed funds for 2011 to 2015.

Case study: Women in STEM

In 2010, the National Science Foundation awarded SUNY Oswego a $200,000 Catalyst grant to assess the status of women faculty in science, technology, engineering, and mathematics (STEM). This project will collect, publish, and present data and look at best practices at similar institutions that have improved women's participation and advanced women in STEM disciplines, building campus understanding of the factors that may hold women faculty members back in these fields. With the addition of two engineering programs, we are growing in areas where the number of women faculty members is traditionally low. This project will assist us as we seek to recruit and retain female STEM faculty members to become mentors and role models for the growing number of female students we are seeing in these disciplines; since 2000, we have witnessed a 47 percent increase in women enrolled in our math and physical science programs.

Faculty Travel

The deans, the Office of International Education and Programs, and the faculty bargaining unit, UUP, all regularly provide funding to support travel for faculty to attend professional meetings and participate in scholarly work, both in the United States and abroad. The Provost's Office supported faculty travel in the amount of $108,356 to $184,855 in each of the past five years. The budget downturn of 2007 to 2010 forced a reduction in the amount of travel awards. During this period, we gave priority to awards for junior faculty members to reinforce our commitment to strengthening the instruction and research programs of these newly recruited faculty members. Travel reimbursement awards for the 2011-12 academic year have increased to levels exceeding the pre-recession period for full-time faculty members, and we have broadened the criteria to provide more professional development opportunities.

According to Academic Affairs reports between 2008 and 2010, sixty-five faculty members received grants to travel to about twenty countries for professional meetings and/or research. In recent years, more than twenty faculty members received travel grants from the Office of International Education and Programs for research or scholarly presentations to countries including Brazil, Kenya, Austria, South Africa, Congo, Singapore, South Korea, France, Canada, India, Germany, Bahamas, Turkey, India, Nigeria, Ireland, and Hungary.

Case study: Travel funding for professional development in pedagogy

With support from the College of Liberal Arts and Sciences Dean's Office, two economics faculty members attended a conference by the Redesign Alliance, through the National Center for Academic Transformation, in 2007. Both instructors redesigned large enrollment courses (ECO 101 and 200, enrollment over 500 students annually), incorporating the main ideas from the conference sessions on redesign pilots at other institutions. These ideas included low-stakes mastery learning exercises to provide frequent feedback, the results of which are used to inform lecture emphasis, along with online discussion forums to apply course concepts. Since the redesign, students' performance on the Test of Understanding of College Economics has improved, with students scoring, on average, above the 60th percentile in 2009, up from the 45th percentile in 2006.

SUPPORT FOR FACULTY DEVELOPMENT

Center for Excellence in Learning and Teaching

Various campus offices support faculty members' continuing growth in teaching effectiveness, coordinated through the Center for Excellence in Learning and Teaching (CELT). CELT offers workshops, discussion groups, seminars, and webinars on a wide range of topics each year. Past topics include assessment, civic engagement, grant writing, research, teaching strategies, advisement, sustainability, computing technology, and mentoring. Collaborating offices include ORSP, Campus Technology Services, and the Office of Public Affairs. CELT has been instrumental in challenging faculty members to consider cutting edge technologies in the classroom; for example, presentations focused on using iPods in teaching in 2006-07 and on Second Life in 2009-10. In 2008-09, CELT initiated faculty learning communities, and more than fifty faculty members participated that year in discussions focused on large class instruction and on diversity. During 2010-11, CELT offered 144 workshops, with a combined attendance of more than 1,000. Nearly all workshops are recorded and posted online for viewing.

Penfield Library

Library faculty members serve as subject specialists who liaise with academic departments to support faculty research and provide instruction. Penfield Library collections in traditional and online formats are supplemented with comprehensive interlibrary loan services, amounting to nearly 12,000 requests last year. Since SUNY Oswego's last review, technology has driven substantial changes in library services and resources, including growth of electronic journals available to 45,000 titles, addition of e-reserves, e-book collections, and a range of virtual reference services—including twenty-four-hour-a-day chat reference service. The library provides multimedia technology for faculty use, and librarians partner with teaching faculty to provide roughly 300 class sessions as well as support for a growing integration of library resources into the online course management system. The library has consistently involved faculty in planning for upcoming library renovations, gaining a valued perspective from our teacher/scholars. As mentioned above under "Documenting Excellence," Penfield's Display-to-Archives Program maintains a collection of faculty publications and creative work and honors authors annually for their contributions to scholarship. (See also Chapter 6: Intellectual Rigor.)

Campus Technology Services

CTS is proactive in maintaining current technologies in support of the educational mission of the college, and its staff provides ongoing training and assistance in using these technologies. For online and hybrid instruction, the SUNY Learning Network and local curriculum designers from the Division of Extended Learning provide training and user support. Local instructional designers also provide ongoing faculty workshops on our learning management system, ANGEL, reaching 140 faculty and staff members to date. Several times each year, CTS workshops offer hands-on instruction in new software and services. In addition Skillport e-learning, with over 1,500 on-demand courses, is available to SUNY Oswego faculty, staff, and students at no charge.

Office of the Associate Provost for Multicultural Opportunities and Programs

The role of the office is to support and improve the recruitment and retention of faculty members of color and to promote the academic achievement, multicultural competence, social development, and retention of students from under-represented racial and ethnic groups. The office recommends policies and procedures to help ensure diversity and equity and a positive campus climate for all. Among important initiatives is a mentoring program for new faculty members, outlined in the Effective Mentoring Handbook given to all new hires at faculty orientation, which focuses particular attention on the needs of faculty members in under-represented populations. From Fall 2004 to Fall 2011, the college has increased full-time faculty members of color as a share of all faculty from 11 percent to 18 percent.

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Chapter Findings

- We clearly communicate faculty expectations through system, college, division, and program policies. Strong peer review processes are in place to ensure that faculty members meet these expectations.

- With many sources of internal and external funding, faculty professional development has brought innovative curricular changes and more effective pedagogies to our classrooms.

- Faculty scholarly and creative activities are at the core of the intellectual and cultural vitality of the college, bringing world recognition to our programs and enhancing the quality of the education we provide.

- The emphasis on funding and showcasing faculty-led student research has resulted in impressive gains in the opportunities for students to learn and become part of the solutions to world challenges.

Chapter Recommendations

- Document the impact of faculty professional development on student learning outcomes more effectively. The Academic Affairs Division should regularly report out and archive this documentation.

- Review the process for evaluating and assessing the work of adjunct faculty members, with standard guidelines available for all departments. This important analysis should be combined with a larger discussion on what is the appropriate use of full- and part-time instruction in light of recent budgetary constraints.

- Investigate ways to streamline faculty service obligations.

- Develop systemic strategies for enhancing the quality of academic advising, including strengthening orientation, training, and development of advisors; evaluating the quality of advising from the perspectives of both advisors and students; and providing incentives and rewards for high-quality advising.

Chapter 6
INTELLECTUAL RIGOR

Chemistry major Katrina Coe, class of 2009, performs an experiment in her Analytic Chemistry class.

SELF-STUDY
2012

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Chapter 6
INTELLECTUAL RIGOR
ADDRESSES STANDARDS 11 AND 13

SUPPORTING QUALITY ACADEMIC PROGRAMS

SUNY Oswego has a rich tradition of offering a varied and intellectually rewarding educational experience. Since the creation of our current strategic plan in particular, we have honored this academic tradition in numerous substantial ways. Today, our students benefit from a curriculum that emphasizes global issues, project-based learning, interdisciplinary programs, service learning opportunities, undergraduate research, and technology. Our graduate offerings continue to expand, and several new certificate programs have come to fruition in recent years. New facilities such as the Metro Center, an extension center in downtown Syracuse, as well as innovative distance learning courses have helped clear the often challenging academic path for transfer and non-traditional students; we now offer more than 200 courses online.

To ensure that our students continue to learn in an environment where intellectual rigor is prized, we have created several new institutional structures, such as the Committee on Academic Quality, that continually assess old and new courses, programs, and initiatives. We have established learning outcomes for all courses, programs, and general education areas, articulated at the course, program, and institutional levels, as described in Chapter 8: A Culture of Continuous Improvement.

Our college offers a full range of baccalaureate and master's programs in four major academic units: the College of Liberal Arts and Sciences, the School of Business, the School of Communication, Media, and the Arts, and the School of Education. The College of Liberal Arts and Sciences boasts a number of distinctive offerings and programs, such as Creative Writing, Meteorology, and Zoology, and its Chemistry program is nationally accredited. The School of Business — accredited by AACSB International, The Association to Advance Collegiate Schools of Business — is the only public business school in Central New York and has appeared yearly in the Princeton Review's Best Business Schools. Created in 2008, the School of Communication, Media, and the Arts contains vital programs in Art, Music, and Theatre that are nationally accredited, while its communications programs have been recognized as among the best by the Academy of Television Arts and Sciences. The School of Education, accredited by the National Council for Accreditation of Teacher Education, is a major resource for K-12 educators across New York.

The faculty is responsible for revising existing and developing new courses, minors, and degree and certificate programs, and Faculty Assembly and its councils are responsible for vetting and recommending them, as outlined in Chapter 3: Institutional Leadership and Governance. As part of the State University of New York, we use a variant of the traditional Carnegie unit, the semester credit hour, as a measure of academic credit and students' progress toward completing their degrees.

We continue to respond to student interest, as well as to our increasingly interconnected world, by shaping programs and curriculum that are relevant for the twenty-first century. Examples of curricular innovations — large and small, but all revealing — abound across our college. Student interest and institutional commitment to service learning and community engagement over the past ten years have had a profound impact in many areas. In the same period, we have developed dozens of courses and other learning experiences that incorporate study abroad. The majority of our students now enjoy smaller class sizes: more than half of our courses have 19 or fewer students. Our emphasis on project-based learning and undergraduate research is evident in the growth of student presentations at regional and national conferences and at Quest, our annual symposium dedicated to displaying the scholarly and creative pursuits of our campus community, as documented in the annual reports of the Division of Academic Affairs.

COLLEGE OF LIBERAL ARTS AND SCIENCES

The mission of the College of Liberal Arts and Sciences (CLAS) is to challenge faculty members and students to be responsible, thinking, creative members of both SUNY Oswego and the wider community. Through in-depth study and general education in the arts and sciences, CLAS prepares SUNY Oswego's students to address complex problems, communicate ideas, and approach the world with a curious and critical spirit. CLAS strives to be a learner-centered community of scholars committed to high intellectual aspiration and to applying the skills and knowledge of a liberal arts education in service to a changing and diverse world.

In terms of disciplines and associated disciplinary norms, CLAS is the most diverse of SUNY Oswego's academic units, with forty-six undergraduate major programs of study and five graduate programs. Of these, thirteen clearly have an interdisciplinary focus. The presence of a relatively large number of interdisciplinary programs is a critical feature of the curriculum. We are enhancing this particular strength in our offerings through several new initiatives such as the new degree program in Software Engineering as well as new graduate certificate programs in health-related fields.

In addition to our well-established college wide Honors Program, several CLAS departments have honors tracks in which talented students can add a research-oriented focus to their studies.

Assessment in Liberal Arts and Sciences

While most CLAS programs do not undergo an accreditation review, all are subject to review on a five-to-seven-year cycle. Areas addressed include current curriculum and any proposed changes to it, learning outcomes and assessment procedures, faculty and personnel, characteristics of the student population in the major, and institutional support and resources for the program. Every academic program has developed its own assessment plan with goals for student learning. This structured self-study system provides a uniform method to ensure that we articulate learning outcomes, periodically re-examine them for appropriateness, and link them to proper assessment mechanisms. This assessment system and its results are discussed in greater detail in Chapter 8: A Culture of Continuous Improvement.

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SCHOOL OF BUSINESS

The mission of the School of Business is to prepare students as competent and ethical professionals; to produce scholarly research that advances knowledge and contributes to learning and the practice of business and its related disciplines; and to serve as a resource for the local, regional, and global community. In support of the research mission, the school's faculty members maintain active research agendas. The school has established two centers of excellence (in Accounting and Human Resource Management) to further the research agenda and also to increase involvement with local businesses and the community.

The school offers a variety of graduate and undergraduate programs. In 2010, our School of Business was among the fewer than 500 schools worldwide to have AACSB accreditation for both undergraduate and graduate programs. The school offers traditional courses at the main campus and the SUNY Oswego Metro Center in Syracuse as well as online courses and hybrid courses that supplement classroom contact with online resources. In Spring 2010, the New York State Department of Education approved registration of our MBA program as a fully online degree program. The school implemented a laptop program in Fall 2004.

The school's offerings include eight undergraduate majors and three minors in addition to three graduate degrees. The B.S. degree in Risk Management and Insurance is the newest undergraduate program, started in 2009. The interdisciplinary minor in Arts Management allows students to look at the business side of the arts. The school also offers an International Business minor for non-business students. Two new graduate degrees are under development: one will target Broadcasting majors and offer an opportunity for a combined B.A./MBA degree, while the other will focus on the health industry in the Syracuse area.

The School of Business has implemented an ethics program that includes Standards for Professional and Ethical Behavior, a primer on ethics. We developed the ethics program in consultation with faculty, students, and advisory board members, and faculty members are infusing it throughout the curriculum.

Assessment in Business

The school evaluates and assesses its programs on a regular basis according to its accreditation cycle with the AACSB. The school uses the ETS Major Field Test to assess its programs. Test results illustrate the rigor of our programs, with our students ranked in the 80th percentile of all test takers.

Keeping in mind the need for improving our offerings, the school is in the process of reviewing and revising the Business Administration major, the program enrolling the most students in the school. The revisions under consideration — including more emphasis on organizational behavior, international business, and decision making —are based on assessment results and benchmarking with programs at similar institutions across the country.

> *Case study: Building leaders with co-curricular opportunities*
>
> In addition to academic programs, our School of Business provides opportunities for co-curricular activities. There are opportunities for experiential learning through projects and firm audits. Students are also active in internships and a variety of student clubs and organizations that provide them with opportunities for experiential learning by working with local businesses. The school's chapter of Beta Alpha Psi provides free tax services through the Volunteer Income Tax Assistance program. In 2011, 74 students worked on more than 315 tax returns for members of the Oswego community. The school's chapter of the Society for Human Resource Management provides opportunities for its members to have internships and to shadow HR executives, among other activities, and was recognized the last two years with a national merit award. The school's chapter of Students in Free Enterprise allows students to work on projects in the local community and on campus. These students have provided consultancy services to local businesses and financial literacy education for the Oswego community through Pathfinder Bank's Money Smart program.

SCHOOL OF COMMUNICATION, MEDIA, AND THE ARTS

The new School of Communication, Media, and the Arts (SCMA) includes the Departments of Communication Studies, Art, Theatre, and Music. SCMA's mission is to foster innovative thinking, dynamic collaboration, and scholarly and artistic achievement through a balanced study of history, theory, and application.

In addition to its B.A. program in each field and B.F.A. in Art, the school strongly believes in interdisciplinary study and co-sponsors programs in Information Science, Cinema and Screen Studies, and Women's Studies. The school is currently developing a new interdisciplinary degree in digital media. The school offers numerous interdisciplinary minor options for students from Art Therapy to Museum Studies along with many discipline-specific minors. Students in Theatre, Graphic Design, and Broadcasting can double major in Trade Education and earn teaching certification if they have qualifying work experiences. SCMA and the School of Education also co-sponsor an arts concentration for students majoring in Childhood Education.

Many of the specific disciplines within the school are undergoing change as technology, social expectations, and economic changes impact the industries that typically employ our graduates. As a result, faculty members are engaged in serious discussions about appropriate changes to curriculum so as to remain current and vital.

The school hosts most of the college's cultural programs. Every year, the Theatre Department produces three main stage and several smaller theatrical productions. The Music Department sponsors many faculty and student recitals, co-sponsors a chamber music series, and collaborates with Artswego to produce other musical events. The Art Department hosts a series of faculty and student exhibitions along with a wide variety of traveling shows. The Communication Studies Department hosts a nationally televised Media Summit every fall, bringing to campus recognized experts to discuss issues related to media.

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Assessment in SCMA

Three of the four SCMA departments are accredited by national accrediting organizations and regularly develop plans to assess their programs through the accreditation process. The Art, Music, and Theatre Departments are accredited by, respectively, the National Association of Schools of Art and Design, National Association of Schools of Music, and National Association of Schools of Theatre. In 2010, both the Music and Theatre Departments underwent a self-assessment in anticipation of accreditation visits in 2011. In 2010-11, both the Art Department and the Communication Studies Department undertook self-assessments of their degrees and courses. The Communication Studies Department follows the SUNY guidelines for program review used by most programs in the CLAS (see Chapter 8: A Culture of Continuous Improvement). Degree programs in Human Communication follow National Communication Association guidelines for programs. Broadcasting and Mass Communication is an institutional member of the Broadcast Education Association. The Public Relations major has developed its core course requirements to be consistent with the recommendations of the Public Relations Society of America, and Journalism follows the core recommendations of the Association for Education of Journalism and Mass Communication.

SCHOOL OF EDUCATION

Weaving a transformative school fabric is the conceptual framework for all professional programs in SUNY Oswego's School of Education. The six principles central to this framework — authentic learning, knowledge, practice, reflection, collaboration and leadership, and social justice — guide pedagogy and are the essential characteristics of, and performance expectations for, effective and successful educators and professionals. Advanced techniques and early experiences in the classroom help our students become teachers ready to meet the expectations of today's elementary and secondary students.

The School of Education was among the first in the state to receive NCATE accreditation, and it is a recognized national leader in school site establishment for professional development schools and professional development partnership schools. The school is also committed to the development of education leadership through programs in its educational administration department.

The School of Education faculty embraces alternative delivery models. In a new Master of Science in Teaching (M.S.T.) fifteen-month program, students commit to a timeline and are in classes with a cohort of students for the extent of their degree. Some classes are held at the Metro Center, some are hybrid courses containing online as well as traditional classroom components, and others are entirely online. The Vocational Teacher Preparation Department delivers an online degree program. We find that some non-traditional students find online courses more challenging than face-to-face courses, and currently, we are comparing synchronous, asynchronous, and face-to-face models of delivery.

Experiential learning is integrated in the curriculum in significant and varying ways. All of the programs have an applied component. The Counseling and Psychological Services Department has a full-year experiential component; the Technology Management program requires a laboratory assistant internship. Most student teachers submit a teacher work sample, which serves as a portfolio, and they must complete one hundred hours of practicum along with it.

Assessment in Teacher Education

Ongoing assessment occurs in compliance with the school's accrediting body, NCATE. Assessments have resulted in program improvements. Teacher certification pass rate data show that typically our students do very well on the LAST (Liberal Arts and Sciences Test), with a 99 percent pass rate from 2007 to 2010, and the ATSW (Applied Teaching Skills Written) test, with a 100 percent pass rate in the same period. Social studies pre-service teachers and foreign language pre-service teachers tend to score lower on the New York State Teacher Certification Exam than other concentrates; we are working to modify learning goals in their courses and improve learning outcomes.

Case study: Promoting global awareness with Project CLIMB

Project CLIMB (Collaborative Link for Instructor Mentoring in Benin) involves seven professors from the School of Education who are collaborating with school inspectors and educational leaders in the West African nation of Benin to improve the educational system. The project provides curriculum development and professional development support for Beninese teachers and school administrators and has a major focus on encouraging girls to enter and remain in school. A course created in 2007 engages SUNY Oswego students in Benin's teacher training program. Students visit schools in Benin (a former French colony) and Paris and participate with faculty members in professional development activities. More than fifty-five students have participated in the program since its inception. Through Mercy Corps, a non-governmental organization, a professor in the Curriculum and Instruction Department secured 1,500 scientific calculators, and our students and faculty members took them to Benin to be placed in secondary schools throughout the country for use by students in advanced math and science courses.

GRADUATE STUDIES

With more than twenty-five programs across the four major academic units, the Division of Graduate Studies stresses quality education and real-world experience. Over the past five years, Graduate Studies has served regional constituencies of both students and employers by streamlining the application process, improving lines of communication, and developing and revising programs. We have increased outreach through graduate fairs, business shows, and international programs and provide comprehensive information regarding graduate assistantships, diversity scholarships, Festa Fellowships, and financial aid.

Case study: Program development to meet workforce needs

The Division of Extended Learning, working with Graduate Studies, in 2008 conducted a market survey of health care agencies, hospitals, insurers, physicians' groups, and other health-related practitioners to learn what kinds of educational programs they needed for the rapid transition from paper-based health records systems to digitized, electronic, networked records systems. The result is two new graduate programs in health information. A certificate in health information technology will help prepare systems professionals to deal with the latest innovations for handling medical information securely and seamlessly. A certificate in integrated health systems will provide training and background on human-computer interaction, communication techniques, and social networking technologies for medical workers.

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Graduate Studies is developing an assessment regime that evaluates the match between the attributes of admitted students and the institution's mission and programs and that reflects its findings in its admissions, remediation, and related policies. Because SUNY guidelines for assessment of student learning focus on undergraduate programs, we are only now developing comprehensive assessment plans for graduate programs outside the Schools of Business and Education. Graduate Studies will work with the relevant CLAS departments to incorporate graduate program assessment activities in their existing five-year program reviews.

PROFILES IN STUDENT SUPPORT

Several divisions, programs, and institutions at the college shape curriculum and learning goals in substantive ways. They assist in promoting the college's mission and are often critical in sustaining the college's community outreach efforts. A brief overview of some notable examples of these programs follows.

Student Affairs

The Division of Student Affairs is responsible for many activities that fall within or complement the college's curriculum, particularly ones related to the social and personal development of our students. It assists with their transition to college through orientation and advisement, their development while enrolled through student organizations and discipline, and their transition into the larger world following completion of their studies through career counseling, to cite just a few examples.

> *Case study: Service learning and community service opportunities*
>
> Data from the Student Opinion Survey indicate student satisfaction with learning opportunities. Since 2000, students have rated Oswego first or second among the twelve comparable SUNY colleges in response to questions about "Opportunities for Community Service" and "Availability of Internships." By graduation, 72 percent of our students report being "Engaged in Community Service" and "Engaged in the Community" through internships, field experiences, practica, volunteer service and service learning. More than 81 percent of seniors report contributing to the welfare of the community during college and believing that these experiences enhanced their educational and personal growth. Our Center for Service Learning and Community Service in the Division of Student Affairs and Experience-Based Education unit of The Compass share credit with our students for these positive findings.

Library and Information Literacy

Penfield Library is a major college center for academic pursuits. Information resources include more than 470,000 physical volumes with access to over a hundred electronic databases, 45,000 e-journals, and 60,000 e-books. The librarians and other staff members are dedicated to working as partners in the teaching and learning process by creating physical, online, and social places where ideas, learning, and innovation connect. Our success can be seen in library use data: attendance of 2.48 per week per full-time-equivalent student (FTE), circulation of 15 items per year per FTE, attendance at library instruction of 0.86 per year per FTE, reference at 1.82 transactions per year per FTE, and 157 website page views per year per FTE. Data from the 2008 Academic Library Survey confirms that we are at or above average among our benchmark colleges on these measures.

The library at SUNY Oswego is noted for an extensive liaison librarian program in which every librarian is assigned to one or more departments or interdisciplinary programs. The liaison or subject librarian's duties include collection management, instruction in the use of library and information resources, and specialized reference work, all in collaboration with the classroom faculty and all to address the needs of the students in their major programs. (See also Chapter 5, under "Support for Faculty.")

With a hundred student workstations, thirty laptops for use in the building, the largest and busiest computer lab on campus, wireless throughout the building, and a variety of furnishings and spaces to accommodate student preferences, Penfield offers network, hardware, and physical facilities for this century. In our planning for a learning commons, we aim to develop a twenty-first century workspace with all the new technology and facilities for collaboration as well as quiet reflection.

Case study: Developing information literacy

The information literacy program at our college is based on a conceptual framework that is both developmental and forward looking. First-year students have multiple opportunities to practice information literacy, including library instruction and library research assignments in ENG 102, CSC 101, FirstChoice courses, and many Gateway courses. The Lake Effect Research Challenge is a tutorial for basic level information literacy. It was selected for the Peer Reviewed Instructional Materials Online (PRIMO) project and was featured as the Site of the Month in July 2009. Assessment of learning at this basic level is conducted on a three-year cycle, and the results are used to improve the tutorial and other instruction.

The instruction program at Penfield Library is also notable for annual attendance of 86 percent of our FTE students, compared to an average of 52 percent of FTE students among our benchmark colleges (2008 Academic Library Survey). Besides the Research Challenge, we are developing a number of ways to deliver instruction online and to off-campus locations. We have librarians who contribute to online course spaces in the learning management system (ANGEL), including the capacity to publish learning objects in any course. In addition to simple web pages and Word documents, we use Camtasia, Flash, and Lib Guides to develop a growing collection of learning objects that can be used in a number of ways.

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International Programs

The Office of International Education and Programs (OIEP) is responsible for education abroad and international student and scholar services. The office supports international activities of the college's academic departments, provides support for faculty members and departments to internationalize, and encourages a vibrant international campus culture.

Our OIEP manages a large and complex portfolio of education abroad programs that consistently rank among the most highly enrolled in the SUNY system. During the past decade, the focus of OIEP's programming has evolved from that of a traditional study abroad office to one that is richer and more varied in its offerings. In 2002-03, 104 Oswego students studied abroad on traditional semester and some summer programs. By 2010-11, that number had risen to 511, including many on faculty-led short-term programs embedded in the college's curriculum. There are three main categories of education abroad offerings at SUNY Oswego: institutional exchange partnerships and study abroad centers, student teaching/practicum and internships abroad, and faculty-led programs abroad.

Case study: Short courses with international travel expand access to global study
Beginning in 2004, SUNY Oswego embarked on a deliberate strategy to expand education abroad opportunities as well as better integrate international experiences into the curriculum. The goal was to build a new model of education abroad that fitted better into students' curricular plans, leveraged faculty expertise, and provided a way for students unable to devote a longer period of time (due to time, financial, or other constraints) for study abroad. The Quarter Course with International Travel program began with one on-campus course offering (GLS 100, "London: A Global City") during the third quarter of 2004 followed by a one-week faculty-led study trip to London during spring recess. The same instructor taught the on-campus class and led the study abroad experience. The Global and International Studies program offered the course, and OIEP administered the portion abroad. By 2009-10, faculty members from all four major academic units led twenty short-term study abroad programs. The addition of these short courses incorporating study abroad has resulted in a 103 percent increase in the number of students studying abroad over the past decade, so that the percentage of our students with international experience is now twice the national average.

Continual assessment is built into OIEP activities in multiple ways, including: college oversight committees, program evaluations completed by participating students and by the OIEP director, course evaluations, and overseas site visits and reports by faculty, administrators, and staff.

Extended Learning

The Division of Extended Learning is often the first point of contact with our college for adult students and members of the local community. The division is responsible for the college's online initiative, using the SUNY Learning Network, and five part-time programs delivered primarily in the evening. Staffing in the division includes professional staff with experience in working with adult (non-traditional) students, instructional design, off-campus facility management, contract and customized training, and marketing. Staff members from Extended Learning provide support for faculty members developing online and hybrid courses. During the past five years, faculty members developed approximately one hundred courses for online delivery, including both new courses and courses that were re-developed to accommodate significant changes in content.

Extended Learning also manages the college's learning and teaching locations outside Oswego. The SUNY Oswego Phoenix Center offers graduate courses evenings and weekends. During the day, it is used for training and professional development. Staff members from this facility manage a large training contract with the Oswego County Department of Social Services. The SUNY Oswego Metro Center in Syracuse provides classroom space, offices, and a large training room, with wireless access throughout. We offer many graduate courses in business and education along with a few select courses in the liberal arts there. Similar to Phoenix, the Metro Center offers course work evenings and weekends. In Spring 2010, the New York State Department of Education officially recognized the Metro Center as an extension center. We are currently preparing documentation to request branch campus status in order to offer several graduate programs and a small group of undergraduate degree completion programs. Staff members from Extended Learning also travel regularly to Fort Drum to provide academic advisement and assist soldiers, their families, and others in the North Country with information about college programs as part of a consortium of SUNY colleges serving this military base.

Extended Learning regularly collaborates with other units in the college to offer programs and services. In addition to the Graduate Studies case study above, two examples are language support for international students, including English for Academic Purposes during the academic year and a residential intensive English program during the summer, and Safe Schools, Healthy Students, a non-credit, pre-service online workshop required of teacher education candidates applying for certification.

McNair Scholars

The Ronald E. McNair Post Baccalaureate Achievement Program is a national program funded by the U.S. Department of Education that aims to increase the number of historically under-represented students in graduate school, doctoral programs, and the professoriate. At SUNY Oswego, the McNair Scholars Program receives $231,000 per year to support twenty-six talented junior and senior students. The program prepares eligible students through an in-depth research project and other scholarly activities designed to groom scholars for graduate study. Between 2004 and 2010, 80 percent of our McNair scholars have gone on to graduate study.

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Chapter Findings

- SUNY Oswego boasts a distinctive curriculum born out of our mission and values that has expanded in several areas over the past several years to meet the changing needs and demands of our students.

- The growing curriculum offered through Extended Learning, International Education, and academic units largely reflects our strategic plan and appears to be serving the future needs of our students and the broader community as well.

- In order to reflect the best national practices, we have greatly enhanced assessment of our curriculum over the past five years, both in the college's four major academic units and in support areas such as Extended Learning.

Chapter Recommendations

- Evaluate the suitability and viability of our current mix of majors. This investigation is important for the college to remain responsive to the future needs of students and the region given the changing needs of a dynamic society.

- Develop more comprehensive assessment practices in the Division of Graduate Studies. We need a clear mission statement along with stronger focus on curriculum, programs, and placement. The impact of changing demographics, as well as retention and placement of graduate students, need further study.

- Implement richer assessment of the placement of our graduates to provide additional data for program improvement. We need a college wide plan, customized for specific programs.

Chapter 7

AN EDUCATION FOR THE TWENTY-FIRST CENTURY

ADDRESSES STANDARD 12

One of the human-computer interaction program's robots greets students at Quest, Oswego's annual college expo of scholarly and creative pursuits.

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Chapter 7
An Education for the Twenty-first Century
ADDRESSES STANDARD 12

GENERAL EDUCATION AT OSWEGO

General education at SUNY Oswego speaks to the strategic directions that help shape the institution's academic programs. Vitality is most obviously present in the range of courses from which students can choose as they seek to fulfill general education requirements, the number of new courses approved as general education offerings, and new offerings that include both curricular and co-curricular elements. Present throughout general education, our commitment to intellectual rigor culminates in upper-division "Intellectual Issues" offerings that ask students to address issues from a multidisciplinary perspective and find solutions to real-world problems. Our college's commitment to diversity and global awareness can be seen in our general education requirements and, more importantly, in our classrooms. As a whole, then, we have constructed general education at Oswego to enable students to take an active role in society.

SUNY system mandates and local priorities shape our current general education program. Maintaining the underlying principle that a liberal education provides the student with knowledge in breadth to complement the in-depth knowledge she or he gets in a major, our faculty merged our own general education system (GE98) and SUNY system's 2000 mandate in order to "introduce students to a range of academic disciplines; teach them to think critically; solve problems; communicate effectively; increase their knowledge of the world and of themselves; and help them grow and mature as learners" (2011-12 Undergraduate Catalog, p. 189).

MEETING SUNY AND OSWEGO REQUIREMENTS

SUNY Oswego meets systemwide general education requirements through both individually determined general education courses and infusions into major coursework in each department. Our students can also meet many of the general education requirements through previously earned high school credits or transfer credits from other colleges. We feel certain knowledge areas are of particular importance to our students and therefore include them within general education categories specific to our college. These categories are in "Modern Language," "Tolerance and Intolerance," "Intellectual Issues," "Writing Across the Curriculum," and "Advanced Information Literacy." While some of these categories, like "Modern Language" and "Writing Across the Curriculum," are not unique to our college, our approach to expanding general education requirements is distinctive.

The commitment to diversity, multicultural education, social justice, and equality that we articulate in our strategic plan is realized in our general education program. We require all students to take courses that focus on diversity in the United States under a local general education requirement and courses in non-Western civilizations under a SUNY-wide requirement.

The courses students take to fulfill the "Intellectual Issues" requirement must be SUNY Oswego's multidisciplinary, issues-based upper-level offerings. We offer courses in a wide range of disciplines, with students needing to take one approved course in the natural sciences and one in either the "Cultures and Civilizations" or "Self and Society" categories.

Our faculty continues to develop courses that contribute to our general education program. A recent count reveals that we have added forty-four courses to our approved general education offerings in the past five years. Those courses include offerings in both systemwide and local categories. In consultation with the general education director, some students have also been able to fulfill general education requirements with courses taken overseas. Students living in the Hart Hall Global Living and Learning Center can fulfill both Western civilization and non-Western civilizations requirements with a combination of credit-bearing Hart Hall programming.

In 2010, the Faculty Assembly created the Task Force on Designing General Education for the Twenty-first Century (GE21 Task Force) to examine the current state of general education on campus as well as develop proposals for possible changes in our requirements. In its initial report to the Faculty Assembly, the task force noted some advantages and disadvantages to our current system. The advantages include the rigor of upper-level requirements, emphasis on multidisciplinary perspectives, and integration of requirements in major programs of study. Our program gives students needed flexibility while imparting important skills and experiences. However, the combination of major and general education requirements in some disciplines can make it difficult for students with double majors and transfer students to complete their degrees in a timely fashion.

ASSESSMENT OF GENERAL EDUCATION

Assessing System Requirements

Assessment of the general education requirements mandated by SUNY takes place on a regular three-year cycle. In any given year, we assess four categories:

Year 1:
American History, Fine and Performing Arts, Mathematics, and Writing

Year 2:
Computer Literacy and Information Management, Critical Thinking, Natural Sciences, and Social and Behavioral Sciences

Year 3:
Foreign Languages, Humanities, Non-Western Civilizations, and Western Civilization

In early fall of the academic year, chairs and directors of departments and programs receive a memo reminding them of the categories being assessed, listing the courses in each category offered in the fall semester, and asking them to provide the Associate Provost's Office with an assessment plan update form that indicates what steps, if any, they have taken as a result of the last round of assessment, the contact person for the assessment, and a copy of the rubric to be used to assess student learning outcomes. After we construct the spring semester schedule, another memo goes to chairs and directors listing spring semester course offerings in each category being assessed. Chairs and directors receive a copy of the assessment report form with the initial memo and again near the end of the academic year. We ask departments and programs to submit assessment results by the end of May.

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The associate provost produces a summary report for each category after receiving the individual department reports and aggregating the total number of students assessed and the numbers of students exceeding, meeting, approaching, and not meeting each learning outcome. The associate provost keeps this report on file for review by SUNY and distributes it to chairs and directors of the departments and programs participating in the assessment for the academic year just completed.

Assessing Local Requirements

We follow the same procedure for the regular assessment of our local categories of "Tolerance and Intolerance in the United States" and "Intellectual Issues." Those assessment reports come to the General Education Council rather than the Associate Provost's Office. The general education director, in consultation with the council, produces the summary report for the local categories.

We infuse "Critical Thinking," "Oral Communication," and our "Writing Across the Curriculum" requirements in programs, and those infusion plans, including assessment plans, are on file in the General Education Office.

Assessment Results

Regular assessment of our general education program has enabled us to effectively identify and address areas where we need improvement and reinforces support in the areas in which we succeed. Since our five-year review, we have assessed how well we have done in meeting both SUNY general education standards and our own local requirements. (See Appendix E. General Education Assessment Summaries, 2008-2011)

In the category of "Natural Sciences," students demonstrate a solid understanding of the methods of scientists but continue to show weakness in the application of scientific data, methods, and models. To improve in this area, we are exploring resource needs so that we can offer additional hands-on experiences.

Alternately, students in the "Social and Behavioral Sciences" courses showed that they had knowledge of major concepts, models, and issues in the discipline but did not thoroughly understand scientific methods. This is due mostly to the fact that introductory courses approved for this requirement do not always expect students to collect data and perform mathematical and interpretive analysis of data. Based on these findings, in the coming years instructors in the social sciences will work to improve students' understanding of the scientific methodologies employed by social scientists.

In "Non-Western Civilizations" and "Western Civilization" courses, students overwhelmingly met learning outcomes, although there was a marked difference in how well students in 100- and 200-level courses did in these categories versus those in upper-level classes. Departments are currently looking into more directly addressing comparative features in these courses.

Case study: "Writing Across the Curriculum"

From its inception, we built periodic and regular assessment of "Writing Across the Curriculum" into the program at the department, school, and institutional levels. The School of Business, for example, completed its assessment of writing during the Spring 2009 semester. During that assessment, a panel of ten reviewers, including school faculty members, the dean, and the director of the college writing program, assessed undergraduate and graduate student assignments. Results showed that approximately half of students met or exceeded expectations and that the greatest area of improvement in student writing was mechanics. Evidence also showed acceptable consistency between reviewers, suggesting that the assessment process was sound.

Case study: Information literacy

In 2004, the library began participating in assessment activities to assess student success in mastering basic information literacy competencies. Using an online tutorial for information literacy instruction, librarians created a rubric and established definitions to go with SUNY's assigned levels of competency. The library faculty has made regular improvements to the tutorial in areas that demonstrated the lowest level of understanding, following assessments in 2004, 2007, and 2010. In the 2007 assessment, as an example, students scored low on evaluation of source materials. Based on these results, library faculty revised the section of the tutorial dealing with this concept. In the spring of 2010, we completed our third round of information literacy assessment. We noted dramatic improvement in the area of evaluation and generally found improvements in all areas. In 2010, we incorporated the information literacy tutorial and worksheet into our learning management system (ANGEL).

With the ongoing campus conversation about the design of general education, it is also appropriate to reflect on current assessment systems. The GE21 Task Force noted that much of the current assessment is suggestive, but not conclusive. Feedback for improvement to departments and instructors is inconsistent. We recognize a need to construct testable hypotheses about the success of new designs.

ADDITIONAL GENERAL EDUCATION INITIATIVES

SUNY Oswego's commitment to general education and a broad education in general has led to several innovative and enriching experiences that complement and connect classroom experiences.

ARTSwego: Enriching the Student Experience

ARTSwego is the college's performing arts series. Its mission is to serve as a catalyst for high-quality arts programs that enhance the college's cultural environment and augment academic offerings. As part of ARTSwego's planning, its board identifies an overarching theme for each year and discusses possible connections from the arts disciplines to other disciplines across campus. It invites faculty members from appropriate disciplines to participate in a variety of ways. Many of our general education classes have been included in dynamic study around these themes over the years. Themes have included "Arts and Diaspora," "Arts and Technology," and "Arts, History, and Memory."

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In 2011-12, the "Arts Across the Curriculum" initiative is "Telling Tales; the Arts and Discovery." On the academic side, it is being administered through the Interdisciplinary Programs and Activities Center. Four artists will present their work during 2011-12, and faculty members are developing courses that use the artists' work as a springboard for student creative work. Faculty members from across the campus have proposed a string of provocative courses, all of which have been approved for the general education "Intellectual Issues" category, including "Narrative of Identity: Fields of Dreams," "Community Building through Urban Gardening," "Women in Science," "Telling Tales: Science and Scientists," "Cortázar's Short Fiction: Instructions for Waking Up in the Morning," and "The Art and Psychology of Comedy." In addition, pre-service teachers from our School of Education will gain firsthand experience about ways to use the arts as a potent teaching tool as they work with eighth grade social studies classes in the Oswego Middle School and develop units of study that teach about diversity.

General Education and Citizenship

SUNY Oswego is committed to civic engagement initiatives that promote active citizenship. Our commitment to environmental awareness and sustainability is evident in the curriculum, such as our new minor in Sustainability Studies, as well as outside the classroom, where students in the residence hall councils and Student Association participate in related activities such as recycling, Global Awareness Day, and Sustainability Month. The SUNY Oswego Green Team organizes activities and provides support to student groups. Students and faculty members involved in Chemistry, Biology, Political Science, Philosophy, and Communication classes have attended programming on the issue of hydrofracking and alternative energy sources, for example. A large Sustainability Fair held each year on campus attracts a large number of students, faculty and staff members, and members of the surrounding community. In 2011, students learning about the economics and politics of sustainability participated in a simulation of global decision making about climate change.

Our civic engagement program provides beyond-the-classroom experiences for students, faculty, and staff that promote democratic values; an example is our annual Constitution Week, with a range of interactive programs, visiting speakers, and displays. We intend these experiences — especially in the areas of political and economic issues, sustainability issues, social justice issues, and civic skills — to enhance students' classroom experience and link our campus community to the larger society. As described in Chapter 4: A Learner-Centered Campus, our engagement activities, developed through the efforts of the whole institution, resulted in our recent classification by the Carnegie Foundation as a community-engaged campus. A factor in determining that classification was the integration of classroom experience and engagement opportunities.

NEW INITIATIVES BASED ON ASSESSMENT

Our ongoing assessment of our general education curriculum, along with national trends in this area, inform our recent initiatives to re-vision and restructure this program as the core of a vital and rigorous curriculum.

Scientific and Quantitative Literacy

Previous assessments indicated that students at SUNY Oswego were not strong in the area of scientific and quantitative literacy. We established a Scientific and Quantitative Literacy (SQL) Committee in the 2009-10 academic year to establish SQL learning outcome goals that we could integrate into department curriculums. The committee's final report found two key areas of concern that might affect general education, although the results remain tentative: first, the committee found no appreciable improvement in student SQL skills between freshmen and seniors; and, second, it found that female students performed slightly worse than male students.

General Education Visioning

Beginning in Fall 2009, the Faculty Assembly in cooperation with the administration created a Task Force on Re-creating General Education, charged with studying alternative approaches to general education in higher education and reporting on best practices. The task force developed a set of learning outcomes in four areas: knowledge of people, cultures, languages, the arts, and the natural world; intellectual and practical skills; inquiry and analysis; and the ability to integrate information across knowledge domains and disciplines. The task force noted that such outcomes are not necessarily mapped to individual courses, but are realized in the totality of an education, through the major, general education, and extracurricular activities. Outcomes may be better integrated across clusters of courses. Finally, any redesign of general education must address such practical considerations as accepting transfer credits and developing a supporting website that is both informative and easy to navigate.

Following the report of this task force, in Fall 2010, the Faculty Assembly created the GE21 Task Force. The Task Force delivered a status report in February 2011. In the same semester they administered a survey to more than 500 full- and part-time faculty members. Results indicated strong faculty support for a general education curriculum with basic skills, foundational work, and diversity and showed that most faculty members believe our current program does fulfill its key purpose of exposing students to a breadth of intellectual experience beyond the limits of a major.

Despite the strong support for general education, faculty members expressed concerns over its current implementation. They believe the purpose of general education is not well communicated to our students, hampering the effectiveness of the program. They also expressed concerns over the complexity of the current structure from an advising standpoint, as well as the overall number of hours required. We found significant support for a more innovative theme-based structure, along with continuing to integrate core competencies such as writing and information literacy in the major. The GE21 Task Force is currently examining survey feedback and plans to present a proposal by the end of the 2011-12 academic year.

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Chapter Findings

- General education at SUNY Oswego speaks to the strategic directions that help shape the institution. This includes vitality in the range of offerings to fulfill requirements, rigor in upper-level course work, seeking solutions with a multidisciplinary perspective, and a commitment to diversity and global awareness. At the same time, the structure ensures mastery of basic skills and exposure to a breadth of intellectual experiences.

- Overall, we have seen significant improvements in our general education curriculum, largely due to regular assessment and a commitment to address deficiencies when we observe them. We recognize, however, that there are areas of the curriculum that still need improvement, such as courses that develop students' scientific and quantitative literacy.

- Continuing efforts to develop a better understanding of the strengths and weaknesses of our general education program demand not only ongoing assessment of both discipline-specific and collegewide practices but also better communication and focus on the findings and recommendations these assessments produce.

- SUNY Oswego has adopted a reflective and inclusive process for general education design that incorporates best practices and the assessment results of our current general education program.

Chapter Recommendations

- Improve communication of assessment results back to the departments and instructors. Regular assessment of general education standards fulfills its commitment to address deficiencies only if these issues are well communicated to the departments and instructors teaching the affected courses.

- Make transparent the logic of general education to faculty members and students alike. For a general education curriculum to be effective, students need to understand the value of it, rather than see these courses as a burden.

- Encourage efforts to expand general education course offerings related to civic engagement, sustainability, and the arts.

Chapter 8

A CULTURE OF CONTINUOUS IMPROVEMENT

ADDRESSES STANDARDS 7 AND 14

Oswego's new science complex is incorporating advanced sustainable features on its way to LEED gold certification.

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Chapter 8
A Culture of Continuous Improvement
ADDRESSES STANDARDS 7 AND 14

SELF-REFLECTION IN PURSUIT OF EXCELLENCE

Developing and maintaining the highest possible intellectual standards, those that are regularly assessed, should be central to any institution of higher learning worthy of the name. The leading administrators and faculty members at SUNY Oswego take this responsibility most seriously. Assessment, in particular, infuses our strategic plan, Engaging Challenge: The Sesquicentennial Plan. In pursuing vitality, we develop exemplary programs to ensure all students graduate with an appreciation of the arts and humanities; an understanding of science, technology, and mathematics; the ability to work within and across disciplinary boundaries; and the tools needed to participate in a global environment.

We believe that our success as educators is due in large part to the various ways we assess our programs. However, we also recognize that assessment represents one of the major opportunities for sustaining and building on our effectiveness as a teaching institution. The sections that follow provide an overview of our assessment practices, report on the evaluation of these practices conducted as a part of our re-accreditation self-study, and describe current initiatives through which we are improving our ability to assess institutional effectiveness and student learning.

CREATING A CULTURE OF CONTINUOUS IMPROVEMENT

The college's integrated assessment processes ensure that the goals of our strategic plan and student learning outcomes are assessed annually and that improvements are systematic. Our assessment plans emphasize the importance of using multiple sources of data with both quantitative and qualitative measures to maximize reliability and validity. The following sections describe the key elements of our assessment processes.

Office of Institutional Research and Assessment

The primary repository of institutional data, the Office of Institutional Research and Assessment, is responsible for the collection, analysis, and distribution of much of the data used in administrative planning and decision making. It also produces a wide variety of reports and studies on our students, faculty, academic departments, and other units. These include:

- **National surveys**. The college participates in several national surveys, including the National Survey of Student Engagement, the Faculty Survey of Student Engagement, and most recently the Foundations of Excellence survey. The surveys collect a wealth of data and allow us to critically examine our performance and benchmark nationally.

- **Student satisfaction opinions and feedback**. As part of our commitment to student success, we frequently administer satisfaction surveys to students to elicit their opinions regarding their experiences at the college. Among service areas that have been the topic of surveys are technology, food service, the College Store, the library, and Campus Center programs and activities.

- **Needs assessment**. The college is committed to providing educational opportunities that meet regional needs and market demands for new degree programs. In various cases, the Office of Institutional Research and Assessment develops instruments to use in these needs assessments, analyzes the data collected, or conducts the entire study. Some of the more recent needs assessment studies include the Alumni Education and Professional Development Interest Survey and Assessing Consumer Preferences for Adult Education.

Assessment Coordinator

The provost and vice president for academic affairs is responsible for coordinating the assessment of student learning at the college. In 2009, the provost appointed a faculty member as a half-time assessment coordinator to work with departments and programs to ensure that the campus is using the best current approaches to student learning outcomes assessment.

Assessment Advisory Committee

In 2010, the Faculty Assembly created a standing committee to enhance student learning outcomes assessment activities and to work with the assessment coordinator to ensure collegewide understanding and practice of learning outcomes assessment for continuous improvement in student learning. The Assessment Advisory Committee works with the coordinator to gather and convey best practices in assessment and to ensure policies and procedures are appropriate for our campus. To assure full coordination between the newly formed committee and others responsible for key components of the assessment process, representatives from the Office of Institutional Research and Assessment, the General Education Board, the Writing Across the Curriculum Committee, and the Office of the Provost all serve on the Assessment Advisory Committee.

General Education Council

We assess all areas of general education on a rolling three-year cycle. (We discuss the general education curriculum in detail in Chapter 7: Education for the Twenty-first Century; briefly, ours encompasses both SUNY-wide and campus-level requirements). Data are gathered by faculty members at the course level, aggregated in the departments, and submitted to the associate provost, who aggregates the departmental reports into a college assessment report on the systemwide requirements and submits it to SUNY system administration. SUNY Oswego's General Education Council, a Faculty Assembly council, initiates assessment of the local general education requirements. This assessment, together with a review of the college's findings on the systemwide requirements, allows the council to report relevant feedback to the departments summarizing the current state of student learning and recommendations to improve it. With each new cycle, departments report back on changes they have made since the previous round of assessment. As noted in Chapter 7, we find that this system's actual implementation needs improvement. Our communication of assessment results back to the departments and instructors has not been consistent or sustained.

Student Affairs Assessment

The Division of Student Affairs regularly assesses program efficacy and solicits student feedback through national and college-created survey instruments. In 2010, Student Affairs redesigned their divisional assessment process to improve efficiency and effectiveness, avoid duplication of efforts, and better coordinate with the Office of Institutional Research and Assessment. Each Student Affairs unit annually submits an assessment proposal with a plan for the upcoming year as well as changes and improvements made from the previous assessment.

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Library Assessment

Penfield Library conducts regular student learning outcomes assessment as active partners in teaching and learning. Assessment data indicate how patrons use library resources, and we use these data to determine changes or additions to library space, services, and collections. We acknowledge a need to focus library assessment at a more granular level to improve library services and students' success. Specifically, we face challenges in attempting to collect and track longitudinal data to assess student information literacy over an extended period.

Accredited Programs

Many of our academic programs are accredited with various national or international accrediting agencies in their fields. Most of the accrediting bodies require demonstration of assessment of student learning as part of the accrediting process. Our accredited programs include in their annual reports the changes and improvements they have made as a result of their assessment of student learning. (See chart of accredited programs.)

Accredited programs include all undergraduate and graduate programs in the School of Business (accredited by AACSB International – the Association to Advance Collegiate Schools of Business) as well as undergraduate and graduate programs leading to licensure in the School of Education (accredited by the National Council for Accreditation of Teacher Education). Two programs in the School of Education have additional accreditation: the school psychology and technology education programs. Three programs in the School of Communication, Media, and the Arts are accredited: music, theatre, and art. In the College of Liberal Arts and Sciences, chemistry is accredited and software engineering is in the process of becoming accredited.

Assessment of Academic Majors

In accordance with SUNY policy, each academic program undergoes a review on a five-year cycle. (Under certain circumstances, programs receive extensions to a six-year cycle.) To prepare for reviews, departments perform self-studies, assessing the effectiveness of their program offerings, and submit results to the dean and provost. The review culminates with a site visit and report by external consultants. Program review results in a written memorandum of understanding between the department and the dean documenting planned program changes.

In addition to the assessments that are required by SUNY policy and by professional accrediting agencies, all academic programs conduct ongoing assessments that enable them to continuously monitor and refine their programs and assess student learning outcomes. The table in Appendix F summarizes assessment activities that occur at regularly scheduled intervals. Each of these activities is designed to evaluate, on an ongoing basis, specific program goals.

Since 2009-10, the assessment coordinator and Assessment Advisory Committee members have served as advisory experts and have offered workshops and met with departments to assist faculty members in developing program assessment plans to stipulate learning outcomes, map outcomes to measurable criteria, collect evidence, and make improvements based on the interpretation of the evidence. Many academic programs have improved their assessment plans and implemented changes based on the results of these workshops and outcomes assessment activities.

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ASSESSMENT OF INSTITUTIONAL EFFECTIVENESS

Institutional assessment at SUNY Oswego consists of outcomes assessment focused on our college's goals, as defined by our mission and strategic plan. The college's academic priorities — reflecting student, market, and environmental demand; the intellectual strength of the faculty; external program recognition; and fiscal constraints — are guides for enrollment growth and resource allocation.

Articulating and Assessing Institutional Goals

SUNY Oswego clearly articulates the institution's goals in the strategic plan and has documented processes to achieve these goals. In all divisions of the college, annual reports assess progress toward the goals outlined in our strategic plan. Across the college, we engage in an array of assessment practices that focus on courses, degree programs, learning environments, offerings of the Divisions of Academic Affairs and Student Affairs, and the college as a whole.

Figure 8.1 below depicts our system of institutional assessment. At its core is the collection of quantitative and qualitative data with locally designed and national instruments. The Office of Institutional Research and Assessment collects and analyzes data and disseminates results to the relevant college bodies — such as the Enrollment Management Committee, Retention Steering Committee, and various Student Affairs' units — to inform their action plans and policy recommendations as well as administrative planning and decision making. Throughout each level, feedback occurs about the type of data needed to assess progress, the actions to take based on the results, and the timelines and responsibilities for all involved.

Fig. 8.1. Institutional Effectiveness Assessment Information Sharing System

Institutional Data
Student and Faculty Profile
Course Offering and Enrollment
Instructional Workout and Cost
Physical Plant and Operations
Revenue and Expenditure

Assessment Reports
Freshman Retention Profile
Transfer Retention Profile
Orientation Programs
First Choice Program
First Year Experience
First Year Advisement

National Survey
Student Opinion (SOS)
Student Engagement (NSSE and FSSE)
UG Students and Information Technology (ECAR)
UG Drinking and Drug Norms (CORE)
Food Service Customer Satisfaction (NACUFS)
Faculty Assessment of Work Environment (COACHE)

Institutional Research & Assessment

Committee, Taskforce & Council
Retention
Enrollment Management
Student Service Assessment
President, Provost, Dean, Faculty Assembly Council

Student Service Department & Academic Departments

Institutional Leadership
President
Provost & Vice Presidents
Deans
Faculty Assembly

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We have linked each core element of our strategic plan with data sources to use in assessing our progress as we adjust programs and strategies to improve our success. The Strategic Plan Assessment Map shows our five strategic directions, their corresponding goals, measurable outcomes, achievements, and record of actions taken to improve success. The assessment map informs institutional decision making and helps us better understand the programs and variables that affect our progress. In addition, the List of Institutional Assessment Projects shows the breadth of our commitment to continuous improvement in all aspects of the college.

Case study: Expanding opportunities for developing world awareness

SUNY Oswego's strategic plan calls for providing transformative learning experiences for students that nurture their social conscience and their interest in critical global challenges. Through our planning and assessment processes, we have established ourselves as one of the leading international education programs in the SUNY system. We started with investment in necessary infrastructure and technologies to support faculty and student success in international education. Flexible programs of study with a variety of delivery modes allow students to learn in a manner that suits their needs, whether on campus in our Hart Hall Global Living and Learning Center or abroad in our research, internship, and service-learning programs.

We then embarked on strategic international initiatives that have networked us with universities, governments, non-governmental organizations, and industries worldwide through our Global Laboratory and its partnerships with international communities in developing countries such as Benin, India, Haiti, Tanzania, Brazil, Cuba, the Democratic Republic of Congo, South Sudan, and Nigeria. These breakthroughs in study abroad have enhanced cross-cultural and cross-border learning and research, while bringing private, federal, and foundation funding to the college. These resources form the foundation for broader internationalization opportunities.

SUNY Oswego's strategic efforts on internationalization have been remarkably successful by all conventional measures, most notably: the number of students participating in study and research abroad (20 percent of graduating seniors have study abroad experience — more than twice the national average), over 80 study abroad programs in 30 countries, a 102 percent increase in study abroad participation in the last decade, and an over 40 percent increase in the ethnic diversity of our faculty members and students over the past decade. In Summer 2011, 30 students were engaged in 23 sponsored research projects at six of our Global Laboratory sites in Brazil, Congo, Iceland, and Taiwan.

We find our assessment practices for institutional effectiveness to be inclusive and widely understood by campus constituents. We attribute their success to these key components:

- Regular review of the college's long-term strategic directions and goals. We review goals and establish plans for improvement each year at the president's retreat, at the Academic Affairs retreat, and in divisional units.

- Continuous development and implementation of student learning outcomes assessment, administrative unit performance assessment, and program reviews.

- Annual collection and review by the college's administrators of documentation of our current practices of assessment and program improvement across all college units, academic and non-academic.

- The Office of Institutional Research and Assessment's efficient process for disseminating assessment results to deans, vice presidents, and other appropriate college staff as well as SUNY system administrators, accrediting bodies, and other interested parties.

- Information exchanges with other institutions and organizations regarding accreditation, benchmarking, instrument development, and assessment-related activities that enrich our continuous improvement efforts.

Using Assessment for Improvement, Planning, and Resource Allocation

A methodical commitment to assessment has resulted in significant progress in our five current strategic goals. Our campus renewal projects, for example, have supported our college's vitality by attracting much needed investment, intellectual rigor by improving the learning environment, and solutions by advancing campus sustainability efforts.

Case study: Facility design to support learning

In the past decade, we began a comprehensive assessment of the spaces on campus and how they support teaching and learning. This assessment encompasses not only traditional classrooms, but also laboratory, study, meeting, residential, library, and outdoor spaces. Traditional configurations hampered innovative teaching and learning styles as faculty members moved to more learner-centered and active-learning pedagogies. To address these concerns and to keep pace with the evolving nature of teaching and learning approaches, we charged the Campus Concept Committee to analyze and make recommendations for future learning space on campus.

We solicited broad input, including from capital development consultants, surveys of students and faculty members, and campus utilization data. This model of broad campus input and iterative decision making has successfully guided improvements of 871,000 square feet of state-of-the-art learning environments and $712 million in capital construction and renovation across the campus in the past decade.

Our newly designed learning environments have received awards and become best practices across higher education. Poucher Hall reopened as a humanities center in Spring 2006 after extensive renovations that have been recognized for excellence in design by a section of the American Society of Interior Designers. All new construction on campus since 2007 has met or exceeded the U.S. Green Building Council's Leadership in Energy and Environmental Design silver standards; the Village townhouse complex meets LEED gold standards. In September 2010, we broke ground for the Sciences and Engineering Innovation Corridor, a $118 million project that also aims for the LEED gold standard. This project will support future scientists, engineers, and teachers with a promise of novel cross-disciplinary and multi-institutional teaching and research partnerships.

Assessment continues after construction and renovations are complete. For example, we recently conducted a user satisfaction survey for the five-year-old Campus Center that is guiding plans for improvements in this multi-use environment.

Chapter 2: Institutional Vitality elaborates on our commitment to institutional assessment in operations, including the role of assessment in planning for online learning, enrollment management in light of demographic changes and college priorities, improving such auxiliary enterprises as food service and the College Store, and resource allocation for the small class initiative.

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Improving Assessment of Institutional Effectiveness

The key area for improvement in our institutional effectiveness assessment system lies in the regular communication of goals, progress, and improvement plans to the college community as a whole. Better cross communication between the Divisions of Academic Affairs and Student Affairs would in many cases help to make our efforts to improve programs and outcomes more effective and efficient, while allowing us to allocate and use our resources more efficiently as well.

ASSESSMENT OF STUDENT LEARNING

Educational excellence can only occur with sustained, systematic assessment of student learning. A curriculum that maximizes opportunities to learn must incorporate regular measures of student learning and continually use the results to improve instruction, pedagogy, and content. This is a difficult but vital process. SUNY Oswego's assessment processes in both general education and the specific disciplines and programs of study are designed to provide regular feedback on learning outcomes that the faculty can use to improve programs.

Learning Outcomes

We articulate goals for learning outcomes at the course, program, and college levels. Course syllabi, learning agreements, college websites, program self-studies, assessment plans, and assessment summaries all provide mechanisms for publicizing our expectations for student knowledge, skills, and competencies.

Our faculty governance requires articulation of student learning outcomes in all course outlines in the undergraduate and graduate curriculums. However, in the course of this self-study, we recognized the shortcomings of communicating student learning outcomes to students. In response, the Faculty Assembly in May 2011 adopted a new policy establishing minimum content guidelines for course syllabi that include student learning outcomes.

Some co-curricular offerings articulate learning outcomes — for example, through customized learning agreements for credit-bearing internships — but we see a need to develop and implement additional assessment in this area.

Student Learning Assessment Systems

Figures 8.2 and 8.3 below depict our systems of student learning assessment in each area. Assessment of student learning in programs of study and in general education begins at the course level with student learning outcomes articulated in course syllabi and continues through periodic program reviews.

In academic programs, departments and/or programs collect and analyze data on the achievement of student learning objectives in accordance with program assessment plans. Since 2011, programs submit annual summaries of assessment activity, findings, and actions (see Assessment of Student Learning Outcomes by Program). Assessment activities are also reported and analyzed in the regular cycle of program review or, for our accredited programs, as specified by the respective accrediting agency. As outlined under "Creating a Culture of Continuous Improvement" earlier in this chapter, the assessment coordinator serves as a resource in designing, implementing, and improving departmental and program assessment plans; the Assessment Advisory Committee consults on best practices for program assessment; the Office of Institutional Research and Assessment serves as a resource, providing institutional data relevant to each program's performance; and deans annually review assessment progress for each program and jointly draft a memorandum of understanding for program improvement following each program review.

Governance structures play a role in this process through various committees. For example, the Faculty Assembly's Undergraduate Curriculum Committee and Academic Policies Council, and then the assembly itself, would need to review and approve changes in the curriculum and major; the Priorities and Planning Council would review the resource implications; and the provost and president would make final decisions about resource allocations and have final approval in policy and program changes.

Fig. 8.2. Student Learning Assessment Information Sharing System
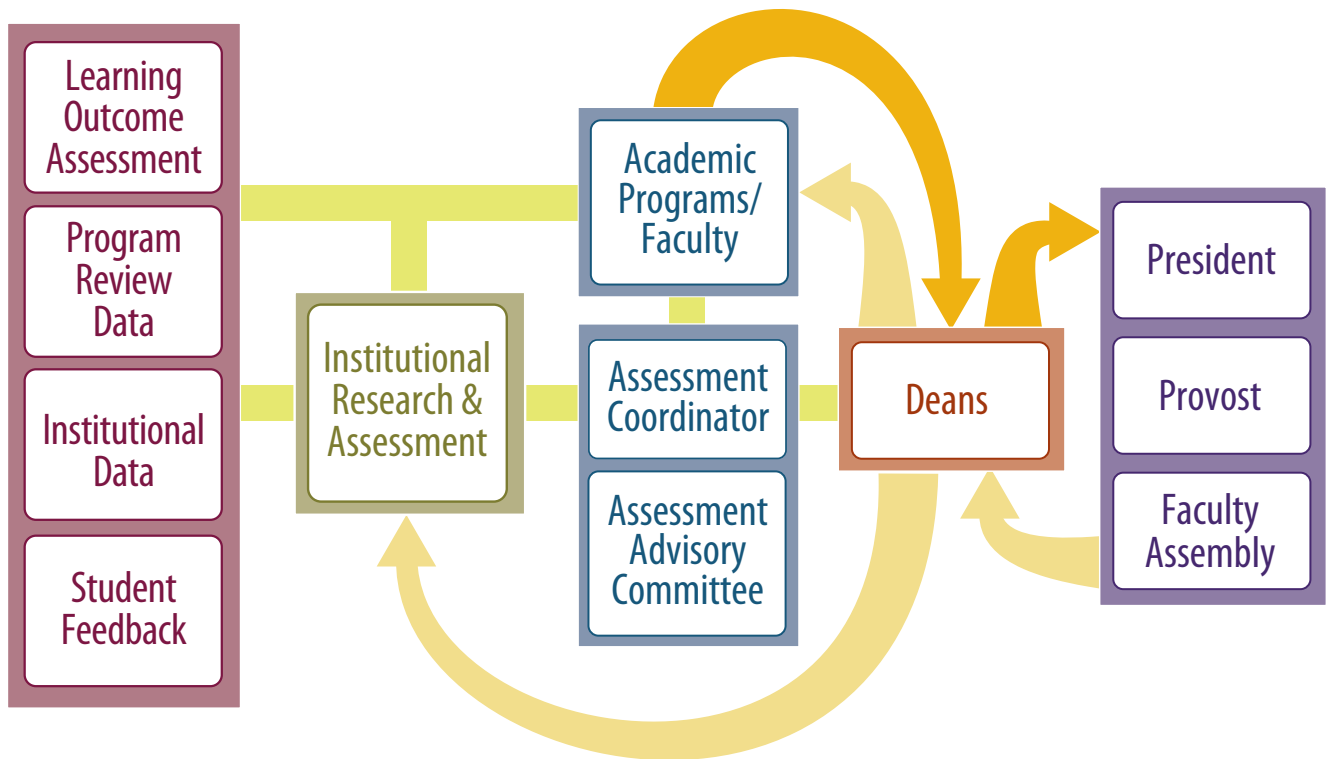
As described in Chapter 7, our general education program is shaped by both SUNY mandates and local priorities. Expected learning outcomes in SUNY general education categories appear both on the SUNY website and the Oswego general education website. Learning outcomes in our local categories are also on this website and in course submission guidelines. Although SUNY provides common rubrics for general education assessment, departments and programs bear the responsibility for the selection and use of instruments to measure the achievement of student learning objectives in the general educations courses they offer. Data on student learning collected and summarized at this level are sent annually to the associate provost and general education director for further aggregation in each general education category. These results are reported to and discussed with the General Education Council, the deans, the provost, and the president. Reports of category assessment are distributed to chairs and directors of the departments and programs participating in the assessment for that academic year.

As indicated in Chapter 7, as these assessments give us a better understanding of the strengths and weaknesses of our general education program, we need to better communicate them, along with the recommendations that the assessments produce, to the departments and instructors of the courses involved so that they may make appropriate adjustments.

Fig. 8.3. General Education Assessment Information Sharing System
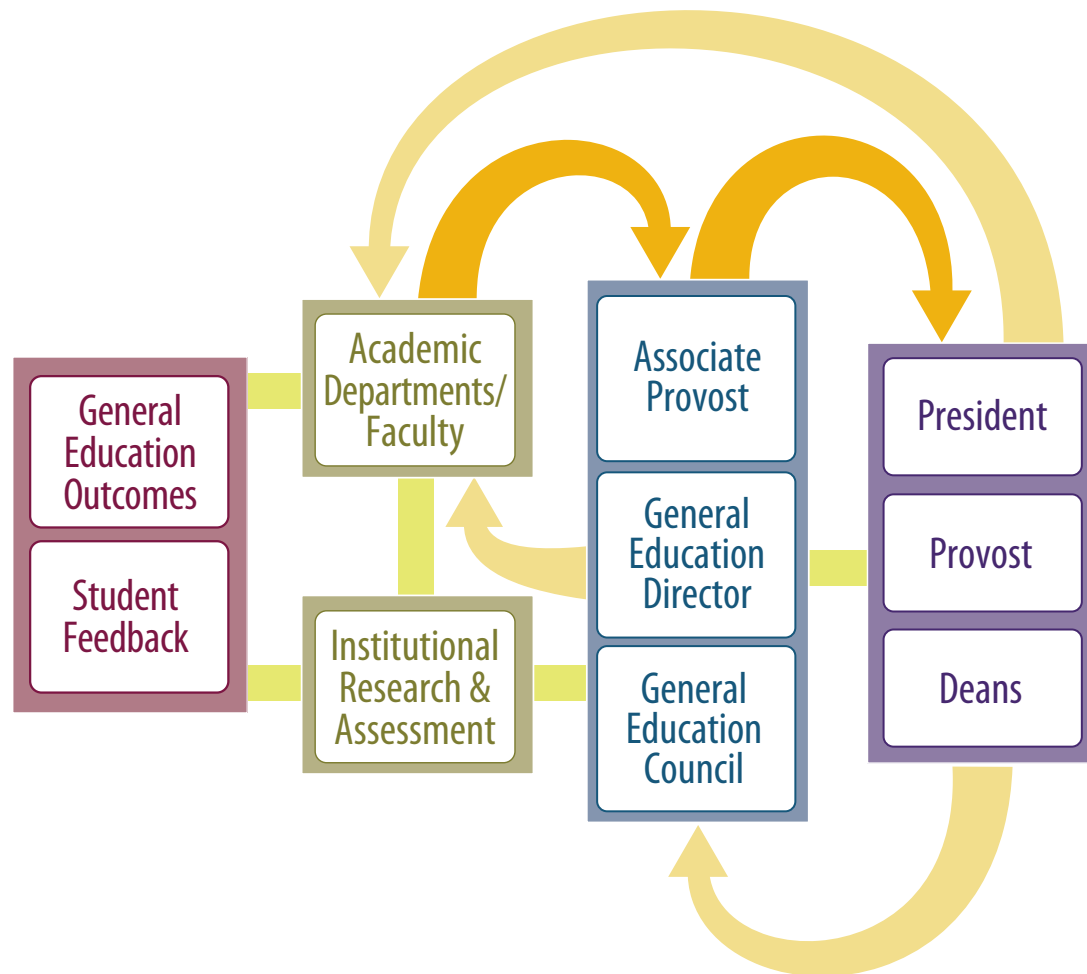
Using Assessment to Improve Student Learning

Today, we find promising evidence that the culture of continuous improvement in student learning has greatly improved since the Periodic Review Report of 2007 and that there is evidence of ongoing assessment of student learning within all major programs. Departments are using a recommended number of goals and a variety of learning objectives, and they are applying findings to make changes in the major. For example, over the last two years, our Department of English has been formalizing the continuous quality improvement process, making changes in the curriculum, introducing new courses in response to the needs of industry, and incorporating outcomes assessment principles into the program. In their newly introduced "Words in the World" capstone course, their students serve as writing consultants on projects commissioned and supervised by partners in local businesses and nonprofit organizations.

Assessment of student learning occurs in all undergraduate major programs across the college. The following case study illustrates a particularly effective example.

Case study: Measuring and improving student learning in Introductory Economics

The Department of Economics is a model for using existing assessment instruments to measure student learning outcomes and using proven pedagogy to make improvements. The department uses a rolling three-year process for assessing student learning outcomes, with a different type of instrument or measure each year. It administers the Test of Understanding of College Economics (TUCE) every third year to ECO 101 and ECO 200 students at the beginning and end of the course. This test gives us a national comparison as well as a value-added measure.

In the initial phase of this assessment plan, the department administered the Microeconomics TUCE III at the beginning and end of the Fall 2003 semester to all students enrolled in ECO 101 "Principles of Microeconomics." Post-test scores placed students at the 35th percentile. While the pre- and post-test scores showed some significant value-added overall, our students still fell short relative to students nationwide. Fall 2006 results were slightly better but still disappointing.

To improve learning outcomes in these lower level core courses, the two large-section instructors undertook course redesign in the large sections of ECO 101 and ECO 200. Adopting some of the best practices for course redesign as provided by the National Center for Academic Transformation, the redesign involved the use of our online learning management system to deliver a mastery learning structure. The courses provided a variety of multimedia materials to assist students struggling with particular topics. The use of personal response systems ("clickers") enhanced active learning in the large-class environment.

In Fall 2008, Microeconomics TUCE IV post-test scores correspond to the 51st percentile. The Macroeconomic TUCE IV scores for Spring 2008 and 2009 correspond to the 49th percentile. In the most recent TUCE data from Fall 2009, almost half of all ECO 101 students in the large section scored at the 75th percentile upon completing the course.

Opportunities for Improvement in Assessing Student Learning

As we began planning for our accreditation self-study in Fall 2009, we recognized that assessment of student learning outcomes represented an opportunity for improvement. Over the next two years we initiated an interrelated set of actions aimed at creating a carefully designed, high-quality, collegewide assessment system that, in stages, has already enhanced student learning at SUNY Oswego.

The set of actions adopted to strengthen the college's infrastructure and culture of student learning assessment included creating the assessment coordinator position and shared governance committee (Assessment Advisory Committee) for support as well as the assessment-related professional development. Through two years of intensive work, the college has produced three critical outputs:

- A user-friendly rubric to assist departments in preparing and improving their assessment plans

- A revised assessment process and collegewide assessment-related professional development activities for faculty and staff members

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- A system accountability plan and annual narrative assessment report from each academic program submitted annually and aligned with the college's strategic goals

As a result, we have seen the following improvements in student learning assessment:

- Every undergraduate academic program has developed its own assessment plan with goals for student learning. These plans all include at least one direct measure of student learning. Graduate programs in the College of Liberal Arts and Sciences are presently developing assessment plans. Institutional assessment of student learning developed under SUNY guidelines is aimed at undergraduate programs. As a result, comprehensive assessment plans for graduate programs outside the School of Business and the School of Education do not exist and are currently under development. These plans will incorporate assessment activities in the five-year program reviews in the relevant departments.

- Learning outcome goals are clearly evident in course syllabi.

- We have revised the structure for collecting, evaluating, and disseminating results of student learning outcomes. A secondary purpose of assessment is accountability; demonstrating to our accreditors, governing bodies, constituents, and other interested parties that we are effective in our aims. The college has a collective responsibility for producing, reporting, interpreting, and explaining learning outcomes. In support of this effort, we adopted an improved, sustainable feedback loop in Summer 2011. In addition, in Fall 2011, we created a new reporting tool to solicit targeted information from all academic departments related to program performance. We now require departments to share practices and results of their assessment program in their annual report to the provost. The process provides the college a vehicle for making outcomes assessment ongoing, rather than episodic.

- The development of a common language about assessment offers us further opportunities to engage in campus dialogue about assessment and its value. At the request of faculty members wanting to improve their assessment plans and student learning outcomes, we have scheduled two additional collegewide assessment workshops for Fall 2011 and Spring 2012. Campus conversations of assessment encourage a culture of self-analysis as an integral component of college decision making and resource allocation.

During the 2011-12 academic year, the college established new responsibilities in order to ensure that all assessment activities meet our college's expectations. To simplify our reporting, we have defined specific markers and deadlines regarding the collection, review, and dissemination of assessment information, predicated on an annual assessment cycle. The new cycle will help produce assessment information that can be shared with many audiences in multiple ways: Departments will now report the results of their assessment progress for each program every year along with the assessment plan for the upcoming academic year. Deans will review the results of the assessment activities from department assessment reports and activities proposed for the next academic year and send each department a written response regarding student outcome assessment and program review. The assessment coordinator and Assessment Advisory Committee will contribute their expertise in support of the deans, share outstanding assessment practices, maintain a good repository of assessment resources, and help departments meet our college's standards for assessment.

In the upcoming year, under the leadership of the provost, the Office of Institutional Research and Assessment and the assessment coordinator will continue to develop assessment policy and monitor ongoing assessment activities. For the first time, the assessment coordinator will compile a comprehensive report analyzing all of the year's academic program assessment reports. This annual report will include a status report on the changes implemented to improve student learning outcomes in response to assessment findings as well as the budgetary impacts of those changes. The initiative will help to standardize assessment data collection at the program level and further align learning outcomes assessment with the college's budget and resource allocation system.

Case study: Developing and assessing learning goals in communication studies

Our Department of Communication Studies provides an example of improving program assessment processes. The department completed a five-year self-study in Spring 2010. During this process, and during the preparation of the first draft of this Middle States self-study, it became clear the department could conduct more effective assessments of student learning if it better articulated learning outcomes. The Provost's Office allocated professional development funds for Communication Studies faculty members to attend several national assessment workshops. Participating faculty members, together with the assessment coordinator, guided the department faculty as a whole in the creation of meaningful and measurable learning outcomes for all four majors within the department. By January 2011, each major program had new learning outcomes objectives, and, by February 2011, each major program had a workable assessment plan for the next three to five years. In Spring 2011, two majors within the department began assessment activities under the new plan. Both found significant value added for student learning in communication competence and use of media tools. These results also guided changes in content coverage and assignments in the core courses in these majors.

SUPPORT FOR ASSESSMENT

To promote a culture of continuous improvement — a key goal outlined in our strategic vision — the college provides staff support, accurate and timely information, and assessment-related professional development to academic departments and administrative units.

Personnel

The Office of Institutional Research and Assessment is a primary resource in the systematic collection and interpretation of assessment data. The office works with the other assessment-tasked staff and committees to develop a variety of research and information services related to student learning outcomes and student services. Faculty, staff, and key academic leaders responsible for unit and program assessment also receive assistance from the Office of the Provost, the Center for Excellence in Learning and Teaching, and the assessment coordinator.

In 2009, the college allocated additional personnel to assist with assessment and accreditation efforts, including a half-time assessment coordinator and a full-time assistant dean for accreditation and assessment in the School of Education. In each of the other schools, the associate deans have major responsibility for assessment. This past year, more than eighty faculty members contributed to our assessment of the general education curriculum.

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Professional Development

Professional development activities in assessment are ongoing. Members of the Assessment Advisory Committee and the General Education Council, as well as key faculty and professional staff members involved in academic program assessment, have attended off-site workshops on assessment and returned to campus to participate in collegewide conversations on assessment.

The provost organized three collegewide assessment workshops in Spring, Summer, and Fall 2011 with a follow-up workshop planned for Winter 2012. Dr. Barbara Walvoord, a national expert on assessment, led the workshops. With more than 200 participants, the workshops helped create an environment that is receptive, supportive, and enabling to assessment of student learning. The workshops are part of an effort to promote campus conversation about assessment practices that improve student learning in a simple and effective manner.

During 2010-11, the Center for Excellence in Learning and Teaching organized four assessment workshops attended by more than fifty faculty members. In addition, the School of Business, Division of Student Affairs, and Office of Institutional Research and Assessment have hosted a number of learning outcome assessment webinars.

Funding

The increased support for assessment evident since our Periodic Review Report in 2006 includes additional financial support and personnel dedicated to assessment, purchase of external evaluation instruments, wide-scale assessment training for faculty and staff members, and targeted evaluation of specific areas related to our college's strategic goals. The increased support has resulted in a tangible infrastructure that supports assessment in an effective, efficient, and timely manner, a faculty and staff that are well versed in developing assessment plans and making organizational changes as a result of assessment findings, and a growing campus culture that values assessment as an essential element of institutional excellence.

For example, in 2009-10, the college allocated $30,000 for assessment of our first-year and transfer programs through participation in the Foundations of Excellence program. This thorough evaluation has allowed faculty and staff members to collaborate in the Divisions of Academic Affairs and Student Affairs to identify strengths and weaknesses of our first-year programs and to begin generating recommendations to closer align programs with student retention goals. During the past three years, the college committed more than $60,000 in conference registration and travel funding to support assessment-related professional development for faculty and staff members as they developed and implemented full-cycle assessment activities for student learning outcomes in their majors.

Still, there is room for significant improvement in our assessment systems. Focused attention on assessment from leadership is necessary for assessment that is ongoing and widespread. We now expect all deans to meet with their departments every summer for feedback on assessment plans. We need to collect and appropriately disseminate information related to program performance in a consistent and sustained manner. The Office of Institutional Research and Assessment now functions as the repository for all assessment and program reports for the entire campus, with the assessment coordinator as the campus expert in monitoring assessment activities. We need a clearly understood reward structure to influence behavior. We must visibly link travel support, discretionary pay raises, faculty searches, and other program resources to best practices in the assessment of student learning.

Chapter Findings

- We find our institutional effectiveness practices to be inclusive and widely understood by campus constituents. We recognize that excellent institutions are self-reflective and continually seek to improve.

- SUNY Oswego has improved overall quality and enhanced teaching and learning as a result of faculty members and administrators working together to implement a sound, collegewide program for outcomes assessment.

- Having a critical mass of well-trained faculty members capable of developing and implementing assessment plans has been important in the progress we have made in improving our college's overall assessment system.

Chapter Recommendations

- Increase the visibility of assessment plans and summaries to the campus community. Creating a more visible platform for communicating assessment plans and accomplishments should assist in creating an improved culture of assessment and individual accountability.

- Regularly communicate resource allocation decisions resulting from assessment findings. Recognition of the link between resources and sound assessment processes will further incentivize assessment activities across programs.

- Improve the system of sharing assessment results. Opportunities for sharing across programs, along with richer top-down feedback, will strengthen the effectiveness and sustainability of all assessment systems.

- Integrate graduate program assessment into the program review cycle.

- Create a climate of reflection and action for use of findings in program planning and improvement. All units in the Divisions of Academic Affairs and Student Affairs should sponsor annual retreats to reflect on current assessment data and devise improvement plans for the coming years.

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Chapter 9

TAKING STOCK AND MOVING ON

CONCLUSION

Summa cum laude graduates celebrate at Commencement.

SELF-STUDY
2012

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Chapter 9
Taking Stock and Moving Forward
CONCLUSION

One of the virtues of a major institutional self-study is that it compels a break from routine matters and allows members of an academic community to pause and reflect upon their school's mission and performance. Such a process offers an opportunity to return to first principles. In the case of the State University of New York at Oswego, this entailed both a close reexamination of our strategic plan, Engaging Challenge: The Sesquicentennial Plan, and a transparent, comprehensive self-study to determine if we are following through with our mission by meeting the Characteristics of Excellence in higher education as outlined by the Middle States Commission on Higher Education. As the preceding chapters make clear, we are meeting each of the fourteen standards required for accreditation.

Consistent with other formal institutional initiatives at SUNY Oswego, our self-study process was inclusive and thorough, helping our college identify and celebrate our major strengths, including the effectiveness of our undergraduate and graduate programs, our financial stability, the breadth of our faculty members and student engagement and campus services, and the ways in which the fulfillment of our mission benefits our students, community, and society.

Several overriding themes emerge from the self-study that demonstrate the progress we have made in the past ten years in becoming a college highly recognized for strong academic programs, interdisciplinary and international initiatives, sustainability commitments, innovative student services, modern and functional facilities, and strong partnerships with the region. The self-study informs the campus community about the array of contributing factors, processes, and best practices that explain our recent progress. It highlights the institutional management of internal and external forces that has served to position SUNY Oswego for the future, and it demonstrates that we have successfully met all the Characteristics of Excellence and are committed to achieving institutionally desirable outcomes that contribute to SUNY Oswego's efficacy and service for the greater good into the future.

We find that SUNY Oswego is meeting national best practices in several standards. Our analysis of Standards 1 and 6 (Chapter 1: Institutional Excellence) reveals that we have advanced a culture of academic integrity while at the same time managing our resources to meet current and future college needs as detailed in Standards 2 and 3 (Chapter 2: Institutional Vitality). There is a great deal of evidence that our college's unique first-year programming provides students an exceptional learner-centered environment where they engage one another academically as well as socially to thrive both in our immediate scholarly community and well beyond graduation (Chapter 4: A Learner-Centered Campus). These results, among others, are heartening and not entirely unexpected by many hard-working people within our college community. Nevertheless, without an intensive self-study we would not be able to adequately measure the positive effect many of our programs and policies have had over the past decade.

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At the same time, this report details areas of concern, some of which we have already addressed and others that we will be addressing as we move into the second decade of the twenty-first century. The many different constituencies from across the college community that were represented in our work groups challenged some assumptions and mined data that informed the recommendations in this report. Be they large or small, these recommendations will guide our planning as we chart the future course for SUNY Oswego. The need to better communicate information across the institution — be it existing assessment results, resource allocation decisions, or the role of planning in day-to-day decisions — is one goal that we must meet. Even as this self-study developed, members of the administration and faculty members instituted a number of reforms to "close the loop" in our assessment practices (Chapter 8: A Culture of Continuous Improvement). Further action in this critical area will be required if we as a community dedicated to student learning wish to consolidate our "culture of continuous improvement." We have work left to do, but we feel confident in our ability to meet these challenges.

The 2011-12 academic year is an especially meaningful one for us because it marks the 150th year that this college has been serving the people of the great state of New York. As proud employees of a public institution, our administrators, faculty, and staff take this public trust and responsibility most seriously. It informs our mission, programs, and teaching. At a time when resources are scarce and the future of higher education in the United States seems more uncertain than ever before, the fact that we have had an opportunity to take our own measure through this self-study seems auspicious. It has provided a source of satisfaction for a job well done while at the same time preparing us for changes that will surely come to pass.

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APPENDICES

SELF-STUDY 2012

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Appendix A
Operating Revenue, 2009-2012

CORE INSTRUCTIONAL COSTS	FY 11-12 Budget (in M)	% to Total	FY 10-11 Budget (in M)	% to Total	FY 09-10 Budget (in M)	% to Total
Core Instructional Costs						
State Taxpayer Support	$15.6	11.0%	$17.9	12.8%	$19.6	14.6%
Tuition & Fees	$40.8	28.7%	$38.3	27.4%	$38.2	28.4%
Subtotal Core Instructional Costs	$56.4	39.7%	$56.2	40.1%	$57.8	42.9%
State-wide Programs						
State Taxpayer Support	$1.0	0.7%	$1.1	0.8%	$1.1	0.8%
Additional Credit-Bearing Activities						
Summer	$3.5	2.5%	$3.4	2.4%	$3.3	2.4%
Contract Courses	$0.1	0.1%	$0.1	0.1%	$0.1	0.1%
Overseas Academic Programs	$0.8	0.6%	$0.7	0.5%	$0.4	0.3%
Subtotal Additional Credit-Bearing Activities	**$4.4**	**3.1%**	**$4.2**	**3.0%**	**$3.8**	**2.8%**
Additional Fee-Generating Activities						
Broad Based Fees (Tech, Health, Athletic)	$7.5	5.3%	$7.3	5.2%	$6.9	5.1%
Vehicle Registration and Parking Fee	$0.4	0.3%	$0.4	0.3%	$0.4	0.3%
Course Related Fees	$0.2	0.1%	$0.2	0.1%	$0.2	0.1%
Student Fees - Study Abroad & Health Fees	$1.2	0.8%	$1.2	0.9%	$1.1	0.8%
Other Student Fees - Transcript, Late Payment, Application	$0.3	0.2%	$0.3	0.2%	$0.3	0.2%
Subtotal Additional Fee Generating Activities	**$9.6**	**6.8%**	**$9.4**	**6.7%**	**$8.9**	**6.6%**
Auxiliary Enterprises						
Residence Hall Operations (DIFR)	$31.9	22.5%	$30.1	21.5%	$25.8	19.2%
AS Dining Services Operations	$17.5	12.3%	$17.6	12.6%	$16.5	12.2%
Other Auxiliary Services (Bookstore; Laundry Services)	$5.3	3.7%	$5.7	4.1%	$5.9	4.4%
Subtotal Auxiliary Enterprises	**$54.7**	**38.5%**	**$53.4**	**38.1%**	**$48.2**	**35.8%**
Student Activities	$1.4	1.0%	$1.4	1.0%	$1.4	1.0%
Research & Development	$6.0	4.2%	$5.5	3.9%	$5.0	3.7%
Fund Raising (Including Investment Income & In-kind Support)	$5.5	3.9%	$5.8	4.1%	$5.1	3.8%
Funds Held for Others ("Agency" Accounts)	$3.0	2.1%	$3.0	2.1%	$3.4	2.5%
TOTAL OPERATING REVENUE	**$142.0**	**100.0%**	**$140.0**	**100.0%**	**$134.7**	**100.0%**

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Appendix B
Summary of Capital Investments: Completed or In-Progress New Construction and Major Rehabilitation

Capital Projects 1997-2010/11: Residential Buildings

COMPLETED RES HALL PROJECTS

Renovation/Additions To Hart Hall	$8,000,000
Renovations/Additions To Johnson Hall	$14,600,000
Seneca Hall Parking Lot	$575,000
Elevator Study	$100,000
Shell And Safety Improvements, Phase 1	$6,000,000
Residence Hall Card Access	$1,250,000
Renovations/Additions To Riggs Hall	$13,385,000
Renovations/Additions To Lakeside Dining	$7,000,000
Shell And Safety Improvements, Phase 2 & 3	$5,600,000
Fire Alarm Modernization Ph 1,2	$5,500,000
Interior & Exterior Signage	$800,000
Communications & Electrical Study	$100,000
Replace Roofs- Cayuga & Oneida Halls	$800,000
New Apartments/Townhouse Village	$40,500,000
Elevator Modernizations	$4,000,000
Total	**$108,210,000**

RES HALL PROJECTS IN CONSTRUCTION – 2010/11

Communications Upgrades Ph 1	$6,000,000
Shell & Safety Improvements Phase V	$6,000,000
Windows, Shell Cayuga & Oneida	
Signage ADA Upgrades	$1,300,000
Onondaga Bathroom Improvements	$3,000,000
Misc Minor Repair Projects	$750,000
Total	**$17,050,000**

RES HALL PROJECTS UNDER DESIGN – 2010/11

Communications Upgrades Phase II	$10,200,000
Dining Hall Connector Shell Preservations	$2,000,000
Res Fitness Centers Rehab & Upgrades	$2,000,000
Security Enhancements	$900,000
Rehab Concept Options – Study	$650,000
Total	**$15,750,000**

FUTURE RES HALL PROJECTS

Major Rehabilitations – Scales/Waterbury Halls	$27,500,000
Major Rehabilitation – Funnelle Hall	$16,500,000
Mechanical Upgrades	$4,000,000
Total	**$48,000,000**

Total Residential Capital Project Activity	**$189,010,000**

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Capital Projects 1997-2010/11: Academic Buildings

COMPLETED ACADEMIC PROJECTS

Campus Center Construct	$24,000,000
Campus Center Utility Relocate Phase I	$2,250,000
Critical Maintenance (Various)	$8,000,000
Culkin Ext Repair, Mahar & Repl Windows Culkin	$1,500,000
High Voltage Dist & PCB Transfer Replace	$2,900,000
Laker Hall Locker Room Rehab	$1,000,000
Mahar & Tyler Plaza Replace/Repair	$1,500,000
Mahar Hall HVAC Rehab	$1,000,000
PCB Transformers - Oswego Replace	$5,000,000
Poucher Hall Rehab	$5,500,000
Rehab / Repair Program (Minor)	$2,000,000
Rich Hall Rehab/Conversion	$7,500,000
Road Resurface / Repair	$1,200,000
Roof Replacements	$2,000,000
Safety-Phase Vi Alterations	$1,300,000
Sheldon Hall West Wing Rehab	$5,500,000
Smart Classrooms	$550,000
Steam Distribution System Phase V Replace	$2,100,000
Swetman / Poucher Surge	$1,500,000
Various Buildings/Surge Space Rehab	$1,000,000
School of Education Program Study	$120,000
Program Study - Sciences, Engineering & Tech	$600,000
Campus Center Retail Buildout	$675,000
Mahar Hall Window Replace	$1,150,000
Mechanical Upgrades - Various Buildings	$6,700,000
Laker Hall Pool Mechanical Upgrades	$500,000
Rehab / Repair Program (Minor)	$1,900,000
TV / Radio Facility Renovation	$875,000
Swetman Hall - Phase I Rehab	$21,500,000
Swetman Hall - Phase 2 - East Wing Rehab	$2,100,000
Vehicle & Pedestrian Surface Repair/Replace	$3,200,000
Wilber Hall Mech Fire Alarm System Upgrades	$1,900,000
Campus Center Program & Safety Improvements	$400,000
Total	**$118,920,000**

Academic Projects Under Construction – 2010/11

ADA Building Signage - Campus Wide	$1,900,000
Renovations/Additions to Sciences, Engineering	$110,000,000
Rehabilitate Park & Wilber Halls/Sch of Ed Ph I	$5,800,000
Rehab of Elevators - Various Academic Bldgs	$2,000,000
Campus Wide Infrastructure Study	$1,500,000
Historic Preservation - Sheldon Hall Exterior	$8,900,000
Facilities Master Plan	$820,000
Roof Replacements Penfield & Culkin Halls	$1,200,000
Sanitary Infrastructure Upgrades	$2,600,000
Total	**$134,720,000**

Academic Projects in Design – 2010/11

Rehabilitate Park & Wilber Halls - Sch of Ed Ph II	$29,400,000
Rehab of Romney Field House	$2,600,000
Tyler Hall - Ph 1 ADA Entry & Theatre	$9,500,000
Rice Creek Renovations	$2,500,000
Electrical Infrastructure Upgrades	$4,000,000
Total	**$48,000,000**

Future Academic Projects

Exterior Rehab Various Buildings	$12,000,000
Lanigan Hall Rehab Ph 1	$10,000,000
Penfield Library Rehab	$18,000,000
Mechanical Upgrades	$5,600,000
Upgrades to Pedestrian/Vehicular Surfaces	$5,000,000
Infrastructure Upgrades	$10,000,000
Hewitt Union Rehab	$45,000,000
Laker Hall Pool Renovation	$3,000,000
Lanigan Hall Rehab Ph 2	$10,000,000
Mahar Hall Rehab	$12,500,000
Penfield Library Rehab Ph 2	$11,000,000
Recreation Center - Construct	$25,000,000
Athletic Facilities Rehab/ Conversions Phase 2	$15,000,000
Rehab Commissary, Mtce Bldgs and Storage	$9,000,000
Sheldon Hall Addition / Ballroom and Accessibility	$15,000,000
Replace Roofs - Various Bldgs	$7,800,000
Tyler Hall Rehab Ph 2	$30,000,000
Various Critical Maintenance	$37,500,000
Total	**$281,400,000**

Total Capital Project Activity (State side)	**$583,040,000**

Summary of Completed, On-Going and Planned Capital Project Activity

Total Capital Project Activity (State side) 97- 2010/11	**$583,040,000**
Total Residence Hall Capital Projects 1997-20010/11	**$189,010,000**
Grand Total of all Capital Project Activity	**$772,050,000**

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SUNY Oswego Academic Learner Centered Facilities Investment, 2000-2011

FACILITY	COST	YEAR COMPLETED
School of Business – Rich Hall	$ 7,380,000	2003
Advanced Technology Classrooms	$ 1,300,000	2000
Social Sciences Laboratories– Mahar	$ 860,000	2002
Johnson Hall First Year Experience	$ 14,600,000	2003
Campus Center Humanities Center – Poucher Wing Convocation and Event Center Learning & Academic Success Center	$ 5,600,000 $ 29,000,000 $ 28,400,000	2005 2006 2007
Penfield Lake Effect Café	$ 400,000	2004
Sheldon Hall West Wing	$4,900,000	2005
Wilber Hall , Curriculum & Instruction	$ 1,850,000	2007
Lanigan Broadcasting Studios	$ 875,000	2008
Metro Center	$ 2,000,000	2008
Hart Hall Global Living Learning Center	$ 8,000,000	2000
Science, Engineering & Innovation Corridor	$ 115,000,000	Ongoing
School of Education Complex	$ 35,000,000	Ongoing
Historic Preservation Sheldon Hall	$ 8,900,000	Ongoing
Total	**$ 264,065,000**	

Enrollment Data

SUNY Oswego Headcount Enrollment, 2005-2010

	Fall 2005	Fall 2006	Fall 2007*	Fall 2008*	Fall 2009	Fall 2010
Undergraduate	7,138	7,096	7,680	7,971	7,200	7,377
Graduate	1,144	1,087	980	938	919	920

Any undergraduate student enrolled for less than 12 credit hours is considered part-time.
Any graduate student enrolled for less than 9 credit hours is considered part-time

*Fall 2007 & 2008 Enrollment includes PT High School Language Program students

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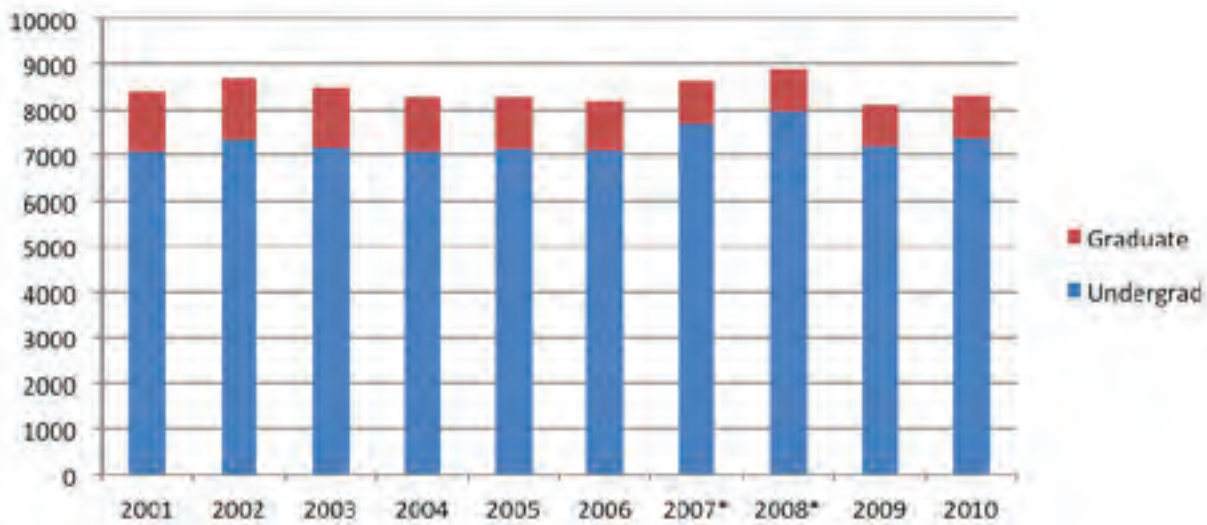
Geographic Origin, Fall 2010

NEW YORK COUNTIES (TOTAL)	Freshmen 97.80%	All Undergrad 97.20%	Graduate 98.5%
OSWEGO/CONTIGUOUS CNTY	**23.30%**	**37.00%**	**70.3%**
Oswego	6.60%	13.90%	24.7%
Cayuga	1.20%	2.00%	4.5%
Jefferson	1.10%	2.00%	4.0%
Lewis	0.10%	0.30%	0.8%
Madison	0.70%	1.40%	1.5%
Oneida	2.70%	3.30%	3.3%
Onondaga	10.70%	14.00%	31.6%
LONG ISLAND	**17.80%**	**11.80%**	**2.1%**
Nassau	5.70%	4.40%	0.8%
Suffolk	12.10%	7.40%	1.3%
NEW YORK CITY	**11.00%**	**7.00%**	**1.4%**
Bronx	4.50%	2.20%	0.1%
Kings	2.20%	1.80%	0.3%
New York	1.40%	1.10%	0.2%
Oueens	2.20%	1.50%	0.7%
Richmond	0.60%	0.40%	0.1%
OTHER NY COUNTIES	**45.70%**	**41.30%**	**24.7%**
REST OF U.S.	1.60%	1.90%	**0.3%**
FOREIGN COUNTRIES	0.60%	0.90%	**1.2%**

Race/Ethnicity of Oswego Students

RACIAL/ETHNIC GROUP	FALL 2007 (%)	ADJ. %*	FALL 2008 (%)	ADJ. %*	FALL 2009 (%)	FALL 2010 (%)
UNDERGRADUATE						
White (Non-Hispanic)	89.2%	88.2%	89.2%	88.0%	87.4%	82.5%
Black (Non-Hispanic)	3.8%	4.1%	3.8%	4.2%	4.3%	4.2%
Hispanic	3.7%	4.0%	3.7%	4.1%	4.8%	5.8%
Asian/Pacific Islander	1.7%	1.8%	1.6%	1.8%	1.9%	1.7%
Native American	0.5%	0.5%	0.5%	0.6%	0.4%	0.3%
Non-Resident Alien	1.1%	1.2%	1.2%	1.3%	1.1%	0.9%
Two or more races, non-Hispanic						1.7%
Unknown						2.9%
GRADUATE						
White (Non-Hispanic)	93.5%		94.7%		95.1%	90.9%
Black (Non-Hispanic)	1.9%		1.5%		1.6%	1.5%
Hispanic	1.3%		1.2%		1.1%	1.8%
Asian/Pacific Islander	0.8%		0.7%		0.5%	1.3%
Native American	0.2%		0.1%		0.7%	0.4%
Non-Resident Alien	2.2%		1.8%		1.0%	1.2%
Two or more races, non-Hispanic						0.8%
Unknown						2.1%

*Adjusted % excludes PT High School Language students.

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Retention, Persistence, and Graduation Rates

Retention and Persistence, 2005-2009

Fall Cohort	# of Full Time New FR	First Year Retention (FR-SO)	2nd Year Retention (SO-JR)	Two-Year Retention (FR-JR)
2009	1375	81.7%	90.7%	74.1%
2008	1449	80.5%	88.5%	71.3%
2007	1372	75.1%	87.8%	66.0%
2006	1343	75.1%	86.5%	65.7%
2005	1343	75%	87%	65.6%

Six-Year Graduation Rates, 2000-2004

Initial Term of Cohort	6-year Graduation Rate
Fall 2000	56.0%
Fall 2001	59.0%
Fall 2002	59.0%
Fall 2003	59.0%
Fall 2004	63.0%

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Appendix E
General Education Assessment Summaries, 2009-2011

Note: Older assessments summaries under system reporting prior to 2009 are available in the document library

Assessment of Student Learning Outcomes in General Education, 2009-10

Critical Thinking

Outcome 1:	Identify, analyze, and evaluate arguments as they occur in their own and others' work						
Outcome 2:	Develop well-reasoned arguments						
		Students Assessed					
		n	**%**	**%Exceeding**	**%Meeting**	**%Approaching**	**%Not Meeting**
Outcome 1:	**F'09/S'10**	**635**	**22%**	**32%**	**40%**	**18%**	**10%**
Outcome 2:	**F'09/S'10**	**644**	**22%**	**25%**	**47%**	**18%**	**10%**

Natural Sciences

Outcome1:	Understand methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis						
Outcome2:	Apply scientific data, concepts and models to answer questions.						
		Students Assessed					
		n	**%**	**%Exceeding**	**%Meeting**	**%Approaching**	**%Not Meeting**
Outcome1	**F'09/S'10**	**342**	**65%**	**7%**	**53%**	**23%**	**17%**
Outcome2	**F'09/S'10**	**342**	**65%**	**14%**	**37%**	**38%**	**11%**

Social Sciences

Outcome 1:	Understand methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis						
Outcome 2:	Knowledge of major concepts, models, and issues of at least one discipline in social sciences						
		Students Assessed					
		n	**%**	**%Exceeding**	**%Meeting**	**%Approaching**	**%Not Meeting**
Outcome1	**F'09/S'10**	**2021**	**89%**	**35%**	**42%**	**16%**	**8%**
Outcome2	**F'09/S'10**	**1104**	**93%**	**33%**	**40%**	**17%**	**9%**

Information Management

		Students Assessed					
Outcome1:	Perform the basic operations of personal computer use						
Outcome 2:	Understand and use basic research techniques						
Outcome 3:	Locate, evaluate, and synthesize information from a variety of sources						
		Students Assessed					
		n	%	%Exceeding	%Meeting	%Approaching	%Not Meeting
Outcome1	F'09/S'10	695	58%	55%	25%	12%	9%
Outcome2	F'09/S'10	695	58%	56%	28%	11%	7%
Outcome 3	F'09/S'10	695	58%	42%	47%	10%	3%

Mathematics

Outcome 1:	Interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics						
Outcome 2:	Represent mathematical information symbolically, visually, numerically, and verbally						
Outcome 3:	Employ quantitative methods such as arithmetic, algebra, geometry or statistics to solve problems.						
Outcome 4:	Estimate and check mathematical results for reasonableness						
Outcome 5:	Recognize the limits of mathematical and statistical methods						
		Students Assessed					
		n	%	%Exceeding	%Meeting	%Approaching	%Not Meeting
Outcome 1	F'09/S'10	618	90%	34%	19%	31%	16%
Outcome 2	F'09/S'10	618	90%	34%	15%	19%	33%
Outcome 3	F'09/S'10	618	90%	37%	27%	19%	18%
Outcome 4	F'09/S'10	618	90%	53%	11%	4%	32%
Outcome 5	F'09/S'10	618	90%	31%	22%	26%	22%

Assessment of Student Learning Outcomes in General Education, 2010-2011

Humanities

Knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the general education program

		Students Assessed					
		n	%	%Exceeding	%Meeting	%Approaching	%Not Meeting
Outcome	F'10/S'11	572	79%	47%	41%	7%	5%

Western Civilization

Outcome1:	Knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization						
Outcome2:	Relate the development of Western civilization to that of other regions of the world						
		Students Assessed					
		n	%	%Exceeding	%Meeting	%Approaching	%Not Meeting
Outcome1	F'10/S'11	713	90%	38%	51%	7%	4%
Outcome2	F'10/S'11	713	90%	38%	52%	6%	4%

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Other World Civilizations

		Students Assessed		% Exceeding	% Meeting	% Approaching	% Not Meeting
		n	%				
Outcome	F'10/S'11	1801	100%	29%	53%	8%	7%

Foreign Language

Outcome1:	Basic proficiency in the understanding and use of a foreign language						
Outcome 2:	Knowledge of the distinctive features of culture(s) associated with the language they are studying						
		Students Assessed					
		n	%	%Exceeding	%Meeting	%Approaching	%Not Meeting
Outcome1	F'10/S'11	491	100%	93%	3%	0%	4%
Outcome2	F'10/S'11	491	100%	93%	3%	0%	4%

Program Improvements

1. Since the last round of assessment of **Humanities,** we instituted a number of changes:
   - **Music** faculty added coaching of oral and written assignments, worked with the writing center, required one set of drafts, and explained sampling of good papers in class. They also upgraded course packets with user-friendly word lists and summary of material to be covered in all exams. Some also added practice listening tests in class.
   - **Philosophy** faculty clarified expectations on the syllabi, increased participation in the first-year programs, began using the learning management system (ANGEL) to post lecture notes and study guides, and encouraged deeper involvement in writing, argument construction, and information literacy, such as supervising library research assignments and incorporating in-class peer review essays.
   - **Art** faculty modified course content to include several key shifts to a more inclusive view of American culture. They modified courses to demonstrate more accurately the ongoing influence of and interdependence with various European artistic traditions. Where appropriate, social, political, and technological influences of American art were also discussed.

2. Since the last round of assessment of **Western,** we instituted a number of changes:
   - **Philosophy** faculty clarified expectations on the syllabi, increased the time discussing the historical context of specific philosophers and issues, and increased coverage of how Western civilization relates to developments in other parts of the world.
   - **Music** faculty made a number of changes in their courses.
     - o Upgraded course packets, adding:
       - Detailed outlines of eighteenth century Classicism, nineteenth century Romanticism, and twentieth and twenty-first century movements, with short biographical summaries of composers and trends
       - Original historical articles and documents of covered periods
     - o Began the semester with exercises in footnoting and related assignments at the library.
     - o Added better explanation on use of books rather than online sources.
   - **Art** faculty began administering quizzes throughout the course to better prepare students for major exams and aid in retention of material.

3. Since the last round of assessment of **Other World,** we instituted a number of changes:
   - **Business** faculty changed some case studies, and students now do some of them in teams.
   - **History** faculty
     - o Added online assignments and quizzes using the learning management system (ANGEL).
     - o Added learning aid contents and links to the course website.
     - o Made a greater emphasis on visual aids such as maps and video clips.
   - **Anthropology** faculty put greater emphasis on comprehensive essay questions on exams and less emphasis on multiple-choice questions.

In the course of conducting this cycle of assessment, were there any significant deviations…

N/A

Major Findings of this Assessment:

1. **Western Civilization**
   90 percent of students showed they meet or exceed achieving both learning outcomes for this category. Faculty used data on the work in various courses approved for this category from an average of 90 percent of the students taking courses; 713 students were assessed. During 2007-08, data from only 227 students were used in assessment of this category, and a number of courses had not participated. The percentage of students who met or exceeded expectations in that round of assessment was around 80 percent for both categories. Students showed about a 10 percent improvement in meeting expectations since the last round of assessment for this category.

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Here are some of the findings from faculty in disciplines offering courses in this category:

Philosophy faculty report that one of their faculty members added review course material and posted all study guides to his website. Another professor revised her syllabus to clarify expectations, adding course objectives and methods for achieving them; this faculty member has also increased support for students' writing skills.

Music faculty members find that students need emphasis on importance of footnoting in papers. Students also need to use more authoritative books as resources than what they find online.

History faculty felt the choice of textbooks would be critical in their courses as students had varying opinions about the textbook used.

Art faculty have determined that the ideal class size for art history courses in this category of general education is 49 seats. Given the significant level of written assignments, in-class reading discussions, and other activities, a final exam grade alone may not be sufficient in determining how well students meet the desired outcomes.

2. **Humanities**
88 percent of students showed they meet or exceed achieving the learning outcome for this category. The sampling on the average in this case was 79 percent of students in the courses assessed. In this category we saw more than doubling of sample size and an increase in the number of sections participating in assessment. Number of students exceeding expectations went up by about 6 percent to 47 percent but there was not much change in the overall achievement of the learning outcomes.

Here are some of the findings from faculty in disciplines offering courses in this category:

Music faculty found that more coaching of students in correlating all material is needed in learning to hear and identify the composer, the work, and its form.

English faculty observed that the key factor that distinguished the students who scored at the "Exceeding Expectations" level was that they often took advantage of talking to their instructor about their progress on their papers, wrote their papers earlier than others, and missed very few class meetings.

3. **Other World Civilizations**

81 percent of our students showed they meet or exceed achieving the learning outcome for this category. Students performed slightly better than those who took the courses in this category three years ago. Once again, as seen in other categories, we had a significantly larger sample size, more than three times the size of the sample size three years ago with many more sections participating in the assessment process.

> **Education** faculty saw significant challenges in articulating evidence-based opinions and arguments. They see the need for more one-to-one mentoring.

> **Business** faculty thought that while students did quite well overall, the history of non-Western civilization was not articulated as well as expected.

> **History** faculty found the number of students meeting expectations of broad historical patterns was almost twice what it was in the past. Technology played a big role in the classroom.

> **Art** faculty point to the use of technology in finding gains in students meeting outcomes.

4. **Foreign Language**

Some of our students have met this competency through their high school work. 491 students were assessed in our Foreign Language courses with 93 percent exceeding expectations. The high percentage of students exceeding expectations is mainly because of our campus-based requirement being at the 102 level. Our students are meeting expectations for this category easily.

Action to be Taken in Addressing These Assessment Findings

We are very pleased with the way the outcomes are being met in general education overall. Here is a summary of the actions that we intend to engage in as a result of this assessment:

1. **Business** faculty teaching a course for Other World Civilizations plan to emphasize history of non-Western civilizations in future case studies, lecture, and discussion.

2. **Education** faculty teaching a course for Other World Civilizations recommend decreasing class size to allow additional time for modeling and scaffolding.

3. **History** faculty teaching a course for Other World Civilizations plan to meet in order to continue to reduce the number of students who fail to meet expectations and to evaluate the usefulness and the shortcomings of technology in the classroom.

4. **Music** faculty teaching a course for Humanities report that they wish to pursue the development of a more efficient tutorial system to help students who find it difficult to keep up with the general level of the class. They also need to make more emphasis on students' awareness of organization of all materials in learning to hear and understand all listening examples.

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Appendix F
Schedule of Program Reviews and Accreditation Status

Name of Program	Program Review/ Accreditation	Last Review/ Visit	Student Learning Outcomes	Next Review/ Visit	Notes
School of Education	National Council for Accreditation of Teacher Education (NCATE)	2007	yes	2014	
School of Business	Association to Advance Collegiate Schools of Business (AACSB)	2002	yes	2012	
School of Communication, Media, and the Arts			yes		
Art	National Association of Schools of Art and Design (NASAD)	2009-10	yes	2015-16	
Broadcasting & Mass Communication		2009-10	yes	2014-15	
Communications Studies		2009-10	yes	2014-15	
Journalism		2009-10	yes	2014-15	
Music	National Association of Schools of Music (NASM)	2002	yes	2011-12	
Public Relations		2009-10	yes	2014-15	
Theatre	National Association of Schools of Theatre (NAST)	2010-11	yes	2020-21	
College of Liberal Arts and Sciences					
American Studies		2009-10		2014-15	
Anthropology		2009-10	yes	2014-15	
Applied Mathematics		2009-10		2014-15	
Biochemistry	American Chemical Society	2009-10		2014-15	
Biological Sciences		2010-2011	yes	2016-17	

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NAME OF PROGRAM	PROGRAM REVIEW/ ACCREDITATION	LAST REVIEW/ VISIT	STUDENT LEARNING OUTCOMES	NEXT REVIEW/ VISIT	NOTES
Chemistry	American Chemical Society	2009-10	yes	2014-15	
Cinema & Screen Studies				2012-13	
Cognitive Science		2011-12	yes	2016-17	
Computer Science		2008-09	yes	2013-14	
Creative Writing		2007-08		2012-13	
Economics		2007-08	yes	2012-13	
English		2007-08	yes	2012-13	
French		2008-09	yes	2013-14	
Geochemistry		2010-11		2015-16	
Geology		2008-09	yes	2013-14	
German		2008-09	yes	2013-14	included in Modern Lang
Global & International Studies		2007-08	yes	2012-13	
History		2011-12	yes	2016-17	
Human Development		2010-11	yes	2015-16	
Information Science		2009-10	yes	2014-15	
Language & International Trade		2008-09	yes	2013-14	included in Modern Lang
Linguistics		2007-08	yes	2012-13	
Mathematical Economics		2007-08		2012-13	
Mathematics		2009-10	yes	2014-15	
Meteorology		2008-09	yes	2013-14	
Philosophy		2008-09	yes	2013-14	
Philosophy/Psychology		2008-09	yes	2013-14	
Physics		2009-10	yes	2014-15	
Political Science		2010-11	yes	2015-16	
Psychology		2010-11	yes	2015-16	
Psych/ Human Computer Interaction					
Public Justice		2009-10	yes	2014-15	
Russian		2008-09	yes	2013-14	included in Modern Lang
Sociology		2011-12	yes	2016-17	
Software Engineering	In Process		yes		included in Com. Sci.
Spanish		2008-09	yes	2013-14	included in Modern Lang
Women's Studies		2009-10	yes	2014-15	
Zoology*		2010-11		2015-16	
* Must be completed by Dec 31, 2011					

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Appendix G
Commonly Used Acronyms

We have generally avoided the use of acronyms in this self-study, but the campus community routinely uses many as shorthand in the daily course of business. We provide this guide to assist as you interact with our faculty, staff, and students.

AACSB: Association to Advance Collegiate Schools of Business

AAFTE: annual average full-time equivalent enrollment

ABET (pronounced AY - bett): Formerly known as the Accreditation Board for Engineering and Technology

ACS: American Chemical Society

AFL: Accounting, Finance, and Law Department

ALANA (pronounced uh - LAH - nuh): African, Latino, Asian and Native American student organization and leadership conference

ANGEL (pronounced like angel): A New Global Environment for Learning, the electronic learning/course management system currently used at SUNY Oswego and now affiliated with better-known Blackboard

AOC: Academic Outreach Council

APC: Academic Policies Council

AS or ASC: Auxiliary Services Corporation

ATC: Advanced Technology Classroom

ATSW: Applied Teaching Skills Written test

C&I: Curriculum and Instruction Department

CAPP (pronounced like cap): Curriculum, Advising, and Program Planning

CCC: Campus Concept Committee

CELT (pronounced SELT): Center for Excellence in Learning and Teaching

CHP: Central Heating Plant

CIG: Curriculum Innovation Grants

CII: Committee on Intellectual Integrity

CLAS (sometimes pronounced CLASS): College of Liberal Arts and Sciences

CMS: Can be either course management system, commonly called learning management system elsewhere (ANGEL at Oswego, see above) or content management system for managing the website (Ingeniux at Oswego)

COLT (pronounced like colt): Committee on Learning and Teaching

CPS: Counseling and Psychological Services Department

CSEA: Civil Service Employees Association

CSTEP (pronounced SEE - stepp): Collegiate Science and Technology Entry Program

CTAB (pronounced SEE - tabb; also known as Tech Board): Campus Technology Advisory Board

CTS: Campus Technology Services

D3: Division III athletics

DIFR (pronounced DIFF - er): Dormitory Income Fund Reimbursable

DSI: discretionary salary increases, merit pay raise

DSS: Disability Support Services

EBE: Experience-Based Education

ECAR: Educause Center for Applied Research

EOP: Educational Opportunity Program

FA: Faculty Assembly

FoE: Foundations of Excellence

FSSE (pronounced FESS - ee): Faculty Survey of Student Engagement

FTE: Full-Time Equivalent

FYRE: First-Year Residential Experience

GE: general education

GE21 Task Force: Task Force on Designing General Education for the Twenty-first Century

HCI: Human-Computer Interaction Program

HPW: Health, Promotion, and Wellness Department

HR: Human Resources

HSC: Human Subjects Committee

IAB: Intercollegiate Athletics Board

IFR: Income Fund Reimbursable

IPAC (pronounced I - pack): Interdisciplinary Programs and Activities Center

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IR&A or IR: Office of Institutional Research and Assessment

IRB: Institutional Review Board

ISSS: International Student and Scholar Services

ITC: Information Technology Council

LAST: Liberal Arts and Sciences Test

LEED (pronounced LEED): Leadership in Energy and Environmental Design

MBBC: Molecular Biology and Biochemistry Center

MOU: Memorandum of Understanding

NACUFS: National Association of College and University Food Services

NASAD: National Association of Schools of Art and Design

NASM: National Association of Schools of Music

NAST: National Association of Schools of Theatre

NCATE (pronounced EN - kate): National Council for Accreditation of Teacher Education

NIMS (pronounced NIMMS): National Incident Management System

NSSE (pronounced NESS - ee): National Survey of Student Engagement

NYISO: New York Independent System Operator

NYSCTE: New York State Teacher Certification Exam

NYSED : New York State Education Department

OBCR: Office of Business and Community Relations

OIEP: Office of International Education and Programs

OLS: Office of Learning Services

ORI (pronounced OR - ee): Oswego Reading Initiative

ORSP: Office of Research and Sponsored Programs

PC: President's Council

PDPS: Professional Development Partnership Schools

PDS: Professional Development Schools

PEF: Public Employees Federation

PPC: Priorities and Planning Council

RF: Research Foundation

SA: Student Association

SAPB: Student Association Programming Board

SCAC (pronounced SKACK): Scholarly and Creative Activities Committee

SCMA (sometimes pronounced SKEE - muh): School of Communication, Media, and the Arts

SEFA: State Employees' Federated Appeal (affiliated with United Way)

SHAC (pronounced SHACK): Student Health Advisory Committee

SHRM: Society for Human Resource Management

SIFE (pronounced SIFE): Students in Free Enterprise

SLN: SUNY Learning Network

SMRT (sometimes pronounced SMART): SUNY Management Resource Tool

SOB: School of Business

SOE: School of Education

SOS: Student Opinion Survey

SPAB (pronounced SPABB): Strategic Planning Advisory Board

SQL: Scientific and Quantitative Literacy

SSP: Summer Scholars Program

STEM (pronounced STEMM): Science, technology, engineering, and mathematics

SUNY (pronounced SOO - nee): State University of New York

SUNYAC (pronounced SOO - nee - ack): State University of New York Athletic Conference

SUTRA (pronounced SOO - truh): State University Tuition Reimbursement Account

TESOL (pronounced TEE - sahl): Teaching English to Speakers of Other Languages Program

TWS: teacher work sample

UCC: Undergraduate Curriculum Committee

UP: University Police

UUP: United University Professions

VIEWS (pronounced like views): The five pillars of SUNY Oswego's current strategic plan, Engaging Challenge: The Sesquicentennial Plan, Vitality, Intellectual Rigor, Engagement, World Awareness, and Solutions.

VTP: Vocational Teacher Preparation

WAC (pronounced WACK): Writing Across the Curriculum

OSWEGO
STATE UNIVERSITY OF NEW YORK

Appendix H
Documents Cited in this Report

Academic Affairs Annual Reports

Accreditation Reports: AACSB, NCATE, NASAD, NASM, NAST, ABET, ACS (xls)

Advance It – Catalyst Grant, NSF grant proposal (pdf)

Alumni Education and Professional Development Interest Survey (pdf)

Assessing Consumer Preferences for Adult Education (pdf)

Assessment of Student Learning Outcomes by Program (pdf)

The Bill of Rights and Responsibilities for Faculty, Students, Administrators, Staff, and College Council at Oswego

Campus Update

Chart of Accredited Programs

Code of Student Rights, Responsibilities, and Conduct

Common Data Set (pdf)

Conflict of Interest & Professional Ethics (pdf)

Criteria for Personnel Decisions

Campus Technology Services Policies

Effective Mentoring Handbook (pdf)

Emergency Response Plan

Engagement 2000 (pdf)

Engaging Challenge: The Sesquicentennial Plan

Enrollment Management Plan

Faculty and Professional Staff Handbook

GE 2000 Course Development and Submission Guidelines

Internal Control Policies and Purchasing

List of Institutional Assessment Projects

Library Visioning Survey (pdf)

Master Facilities Plan

NACADA The Handbook of Career Advising (Jossey-Bass, 2009)

NACUFS Consumer Satisfaction Survey, 2010 (pdf)

NCES Academic Library Survey, 2008

NSSE and FSSE Reports, 2008

NSF Women in STEM

Oswego alumni magazine

Oswego by the Numbers

The Policies of the Board of Trustees of the State University of New York (pdf)

The Power of SUNY

Regulations and Procedures for Maintaining Public Order on Campuses of the State University of New York

Retention Task Force (pdf)

School of Business Advisement Rights and Responsibilities.

School of Business Code of Conduct (pdf)

School of Education Policy Handbook

Sheldon's Sphere

State of New York's Public Officers Law

Strategic Plan Assessment Map (xls)

The Student Handbook, Code of Conduct (pdf)

Student Notes

SUNY Guidelines for Major Program Review, June 2009 (doc)

Survey on Student Use of Information Technology (ECAR), 2009 (pdf)

Task Force on Admissions to a Major or Change of Major (pdf)

Task Force on Designing General Education for the 21st Century Status Report, February 2011 (pdf) (includes the final report of the Task Force for Re-Creating General Education)

Undergraduate and Graduate Catalogs

Up and Coming: 2010 Annual Report
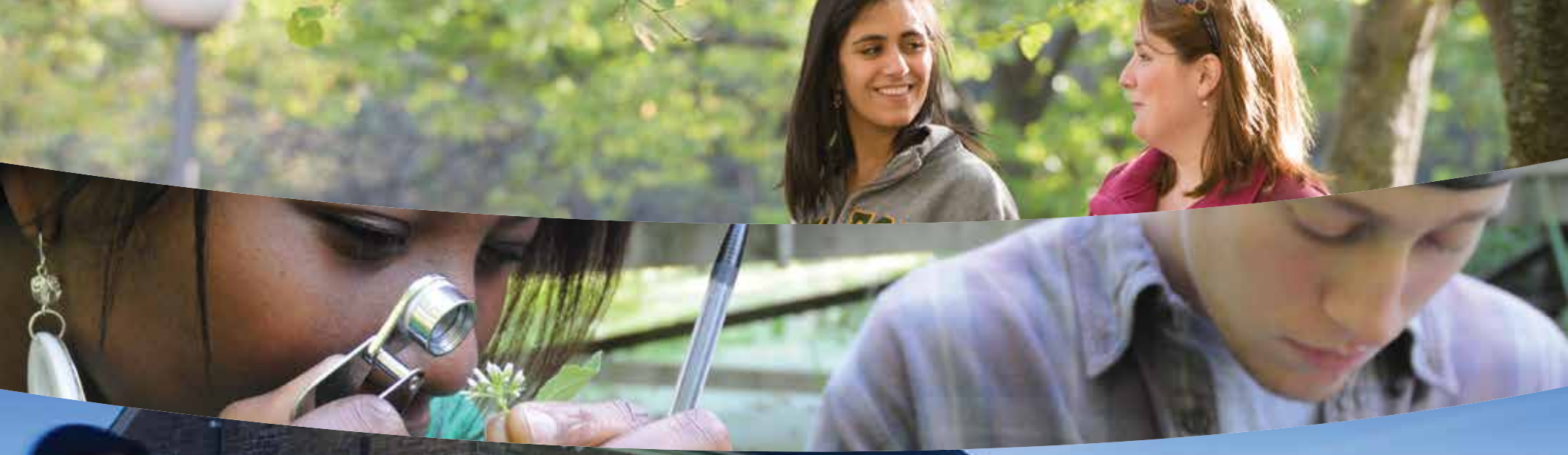
TOMORROW

Greater Impact and Success

OSWEGO
STATE UNIVERSITY OF NEW YORK

WELCOME

I am very pleased to present *Tomorrow:* SUNY Oswego's strategic plan. Consonant with the bold vision of the *Power of SUNY* initiative, the plan lays out a compelling path for our college to build on our success and to serve and thrive long into the future. This print version of the plan introduces you to the Performance Drivers, Key Indicators and Impacts that will drive our institution forward and further demonstrate our relevance and value for our students and our world. In addition to reading this document, I invite you to visit oswego.edu/tomorrow to remain engaged with us and this plan as we track and update our continuing progress and tell the story of our college's impact.

SUNY Oswego has never been as strong as it is today. We foster intentional learning and ethical development that prepare our students and graduates to contribute intellectual capital, skills and understanding to the world in their personal, professional and civic lives. Our faculty, staff and students collaborate with each other and external partners to explore the frontiers of knowledge, producing new insights and productive applications. In partnership with communities near and far, we participate in concerted initiatives for sustainability, humanitarian service, and positive economic and social change. We build institutional strength through our commitment to access and growing diversity, our intellectual curiosity and technological adaptability, our stewardship of abundant and stable resources and our well-conceived and maintained academic facilities and residential community along the inspiring shore of Lake Ontario.

At Oswego, we have a firm grasp of our purpose and promise and have demonstrated great resilience and optimism. We have doubled down during hard times, scrupulously building responsive new programs, creatively finding new and replacement revenues and nimbly responding to intellectual and social shifts and public mandates. Our record shows that SUNY Oswego is still a rising star, whose radiance guides those seeking a clear direction and heralds an even brighter tomorrow.

Deborah F. Stanley

OUR PAST AS PROLOGUE

In the late 1990s and early 2000s, the first two of our three previous strategic plans, Engaging Learning and Engagement 2000, shifted the paradigm of our institution away from one tied to measures of teaching inputs to a new pervasive theme of learning-centeredness. We have accomplished a near complete overhaul of almost every facet of our work. Learning-centeredness has become our organizing principle for decisions about responsibilities, activities, resources, and academic and physical environments. Then, our third plan, Engaging Challenge: The Sesquicentennial Plan, further expanded the reach of our work. We designed the plan to build on our expertise in learning-centeredness and inquiry-based learning by directing our efforts into the widening missions of public higher education in the 21st century—including discovery, outreach, economic development, and global and environmental realms.

The legacy of Edward Austin Sheldon

Dr. Sheldon founded this institution more than 153 years ago. His legacy still underpins our identity and invigorates what we do. He built a powerful public asset to meet the broad needs of rising populations. He was one of the original adopters of object learning, a precursor to today's inquiry-based learning, as a compelling pedagogy.
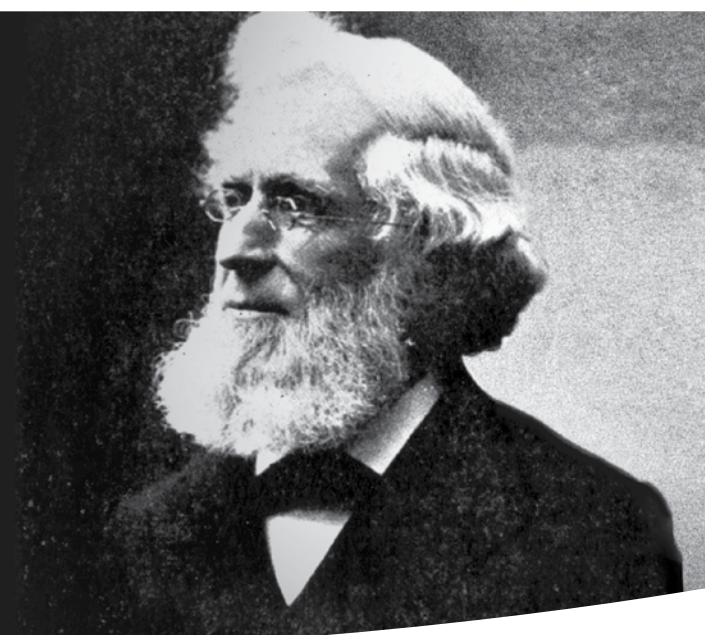
OUR MISSION IN OUR TIMES

Each strategic plan had its own integrity and added valuable components to our strength and quality. Viewed together they have been building forward as well as up—with a discernible thread leading one plan to another. That is the circumstance now as well. *Tomorrow* gives us a clear sense of leading onward. It directs our focus toward the future yet relies on current reality.

Our new plan springs from months of concentrated thought and analysis by more than 250 members of our college community, alumni and other stakeholders. Together, we were dedicated to reviewing our last plan, defining our current position and envisioning the future for SUNY Oswego.

Throughout our strategic planning meetings and focus groups, our stakeholders expressed their commitment to our college's mission and vision statements and the five strategic directions articulated in Engaging Challenge: Sesquicentennial Plan. Vitality, Intellectual Rigor, Engagement, World Awareness and Solutions focused our energies and activities in learning, research and global perspectives. These strategic directions provided a roadmap to coordinate our efforts to attain a pervasive learning-centered culture and respond to the ever-changing environment of higher education.

MISSION STATEMENT

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

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

Tomorrow

The people who infused this new plan with their insight and experience have inspired its theme and encouraged our next steps—to see beyond the necessarily transactional portions of our work and toward our profound power to improve the world. *Tomorrow* will lead us to integrate our actions, assess our results and demonstrate our relevance.

At a time when some question the return on investment in traditional higher education, SUNY Oswego remains a strong, effective and best-value college.

In fall 2014, the semester marking the launch of this plan, the college enjoyed the highest number of first-year student applicants in nearly fifty years, and we also welcomed our most diverse first-year class and highest number of students living on campus. Students, families and alumni frequently report that the transformation students experience during their time at SUNY Oswego is well worth the investment.

Still, we are acutely aware that for SUNY Oswego to continue to thrive in the long run as a residential campus and to operate in the evolving enterprise of higher education, we must provide clear evidence of our enduring value. Going forward, we will directly tie our actions and results—the drivers and indicators referenced in *Tomorrow*—to the impacts derived from our work. Strategically, *Tomorrow* will lead to a better understanding of the way SUNY Oswego pursues its mission and values. We will assess our activities and refine our actions accordingly to meet desirable outcomes tied to the public good. And, in doing so, we will have a new story of success to tell in this age of challenge. We will demonstrate our value not simply through the accounts of our students' and graduates' compelling experiences but also more irrefutably through empirical data.

Tomorrow will lead the way to greater educational excellence and success, firmer identity and reputation, increased institutional effectiveness and assured sustainability for SUNY Oswego for generations to come. No longer assuming beneficial impacts to the greater good—now, through Performance Drivers, Key Indicators and Impacts, we will connect the dots.

2007

ENGAGING CHALLENGE:
Sesquicentennial Plan

VIEWS

Vitality   Intellectual Rigor   Engagement   World Awareness   Solutions

2014

TOMORROW:
Greater Impact and Success

IMPACTS UPON OUR

Students & Graduates   Education Ecosystem   Communities & Partnerships   Institution   Grand Challenges

PERFORMANCE DRIVERS, KEY INDICATORS AND IMPACTS

PERFORMANCE DRIVERS are calculated actions that interact with the larger academic environment to produce success. Performance Drivers are SUNY Oswego's learning-centered culture in action. They are our work—the programs, activities, focus and commitments we plan and produce in order to attain five strategic Impacts. We design Performance Drivers to be adaptable and to respond to assessment.

KEY INDICATORS are measurements that reflect the progress of our Performance Drivers, our actions. The goals for a particular Key Indicator may change as our understanding, experience and capacity to provide evidence grows. Key Indicators are produced in a deliberate, evidence-based format. They capture the status of SUNY Oswego's performance and thus demonstrate the college's movement toward achieving the five strategic impacts.

IMPACTS structuring this plan are the foundation of what our work ultimately means:

Impact 1	Our students and graduates thrive and succeed.
Impact 2	Our education ecosystem is highly collaborative and engaged.
Impact 3	Our communities and partnerships are enriched and supported.
Impact 4	Our institution is highly effective and sustainable.
Impact 5	Our faculty, staff and students move the dial on grand challenges of our time.

Impact One

OUR STUDENTS AND GRADUATES

Impact One:

Our students and graduates thrive through knowledge, experience, perspectives and discovery gained here that animates and informs their work, their communities and their personal lives.

SUNY Oswego graduates are nimble, resilient, resourceful and inventive. They become active and loyal alumni with high levels of personal fulfillment and economic security. SUNY Oswego students and graduates provide their communities with intellectual capital, professional expertise and ethical service.

Impact One:

PERFORMANCE DRIVER 1 OF 4

Foster a college-wide culture of caring that provides supportive, effective advisement and personalized mentoring.

KEY INDICATORS

Retention

Retention of undergraduates including transfer students
Residence hall occupancy
Average class size
Student:Faculty Ratio
Technology utilized to increase retention
Tutoring and mentoring participation
Writing center participation

Graduation

Bachelor's degrees granted by school
Graduate degrees granted by school
Graduation rates

PERFORMANCE DRIVER 2 OF 4

Provide diversified outreach programs to increase alumni engagement and lifelong affiliation with the institution.

KEY INDICATORS

Alumni Participation

Alumni attendance at on-campus and off-campus events
Alumni giving rate

Student Engagement with Alumni

Alumni Sharing Knowledge (ASK)
Alumni-In-Residence (AIR)
NYC Career Connections (NYCCC)

**Impact One:
(cont.)**

Plan for, recruit and retain a highly diverse, prepared and talented student body.

KEY INDICATORS

Access

| 2+2 Partnerships |
| K-12 Partnerships |
| Tuition and fees |
| Student loan default rate |
| Per credit hour tuition |
| Institutional scholarships |

Selectivity

| Students in top selectivity groups |

Enrollment

| Full-time graduate and undergraduate student enrollment |

Diversity

| Declared majors of undergraduates by discipline |
| Gender and ethnicity/race of students |
| Permanent residence of students |
| Women and underrepresented students of color in STEM majors |
| International student enrollment |

Encourage critical thinking, leadership, synthesis of knowledge and motivation to live active, engaged lives.

KEY INDICATORS

Campus Engagement

| Student involvement in college and student life |

Community Engagement

| Students enrolled in service-learning courses |
| Student participation in community service |
| Student participation in civic engagement |

Intellectual Engagement

| Research/entrepreneurship/field study |
| Leadership |

Global Engagement

| Study abroad and exchange programs |
| Collaborative Online International Learning |

Career Engagement

| Student participation in internships, co-ops and practicums |
| Post-graduate employment and job satisfaction |

OUR EDUCATION ECOSYSTEM

Impact Two:

Our academic quality is demonstrated, extended, recognized, sought-after and heralded.

SUNY Oswego's unique education ecosystem is driven by devoted, passionate, diverse and talented faculty and staff who work collaboratively, resourcefully, and creatively to enhance our dynamic course offerings, programs, and research as well as the applied learning experiences we provide. They volunteer and contribute in the community and around the globe.
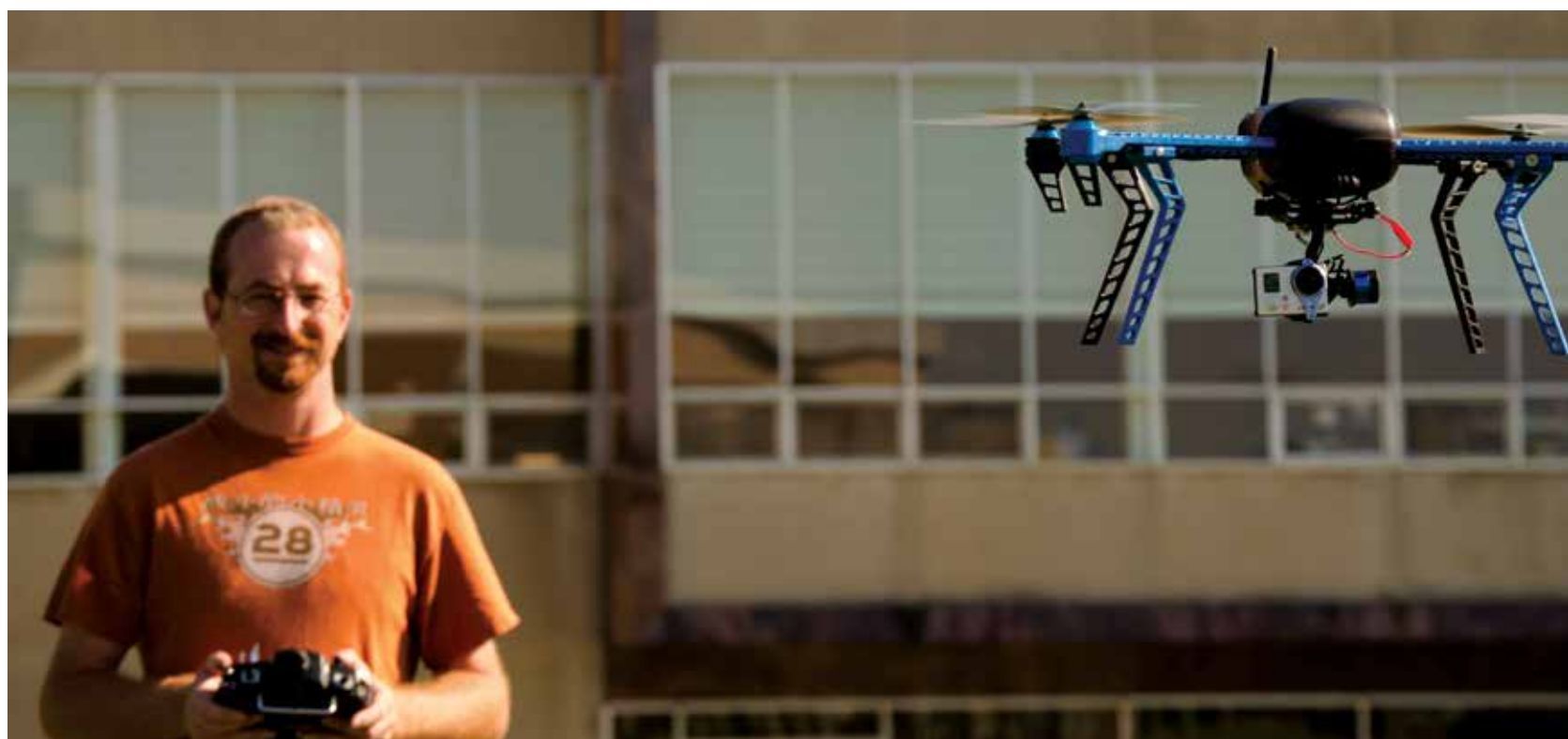
Impact Two:

Create and deliver innovative, rigorous academic programs that match society and student need and maintain existing programs that have proven effective.

KEY INDICATORS

Support for High-Need Programs

New faculty and staff to support high-need programs

Hybrid and online courses

Extended Learning

Winter and summer session courses

Opportunities and programs for adult and alternative learners

Open SUNY+

Provide high-impact, inspiring and transformative learning experiences.

KEY INDICATORS

Experiential Learning

Geographically diverse clinical placement and practicum partners

Cooperative education partners

Formal (for credit) internship opportunities

Work-study opportunities

Co-curricular transcript

Research

Student grant funding opportunities

Service-Learning

Courses and projects available

International Opportunities

Study abroad and exchange

International research partnerships

Residence Life

Programming

Impact Two: (cont.)

Hire and maintain diverse and accomplished faculty and staff and ensure that equitable employment policies and practices are in place across the institution.

KEY INDICATORS

Talent

Number of faculty (full-time and part-time)
Faculty with terminal degrees
Equitable job search process
Endowed faculty positions and awards

Diversity

Gender of full-time faculty and staff
Race/ethnicity of full-time faculty and staff

Orientation

Employee on-boarding presentations that cover history of the college, the hallmarks of an Oswego education, signature programs, strategic plan priorities and college traditions

Incorporate and infuse dynamic and effective teaching practices in curriculum across the college.

KEY INDICATORS

Innovative Instruction

Instructional designers
Center for Excellence in Learning and Teaching (CELT)
SUNY Innovative Instruction Technology Grants (IITG)
Curriculum innovation grants

Implement robust and creative professional development activities readily accessible to all faculty and staff.

KEY INDICATORS

Professional Development

Number of programs
Diversity of programs
Participation in programs
Resources available (funds, handbooks, manuals, online tools, etc.)

Empower and recognize faculty and staff participation in collaborative and cross-cutting research and creative work.

KEY INDICATORS

Scholarly and Creative Activity

Scholarly publications
Conference presentations
Exhibitions, performances and shows
Funded research projects
Faculty grant and fellowship opportunities
Faculty scholarly and creative recognition opportunities

Impact Three

OUR COMMUNITIES AND PARTNERSHIPS

Impact Three:

Communities we touch experience increased prosperity, social equity, sustainability, self-sufficiency and greater educational attainment.

SUNY Oswego faculty and staff engage and partner with local, national and international communities and make an impact through research, community service and economic development for collective prosperity, equity, resilience and success. These efforts are in addition to the mutually beneficial partnerships between our students and external partners in service-learning, internships, cooperative education and community service initiatives.

Impact Three:

PERFORMANCE DRIVER 1 OF 3

Elevate and support productive external partnerships.

KEY INDICATORS

Business Partnerships

Research projects and applied work with industry partners

Mutually beneficial agreements and commitments with external educational, civic and business partners.

Corporate-sponsored on-campus speaker series, networking events and internship and career fairs

PERFORMANCE DRIVER 2 OF 3

Integrate and embed arts, athletics and recreation offerings in the community.

KEY INDICATORS

Arts, Athletics and Recreation Programming

Arts programs offered to the public

Attendance at arts programs, athletic events and recreation programs

Programming in a variety of locations (on and off campus)

PERFORMANCE DRIVER 3 OF 3

Widen and deepen college programming that serves the social needs of the community and clearly communicate the presence and value of these programs.

KEY INDICATORS

Community Partnerships

Community events hosted on main campus and Phoenix and Metro centers

Presentations by Oswego faculty and staff scholars at community events and meetings

Programs such as Mentor-Scholar Program, RSVP, Team Sheldon, Oswego Renaissance Association, WRVO and Graduate STEM Mentoring Initiative

OUR INSTITUTION

Impact Four:

Our proven institutional effectiveness results in increased resources, flexibility, academic capacity and institutional success.

Impact Four:

Expect and support a college-wide culture of program review and data-rich assessment to provide a systematic feedback loop in all operational endeavors and foster excellence, abundance and student success.

KEY INDICATORS

Data-Directed Decisions

Rich caches of pertinent data infuse most decisions

Use transparent procedures to manage financial resources with maximum efficiency; budget process discussed and shared with key stakeholders.

Solicit and obtain robust private support.

KEY INDICATORS

Gifts Received

With Passion and Purpose: The Campaign for SUNY Oswego

Endowment Assets

Oswego College Foundation endowment assets

Impact Four:
  (cont.)

PERFORMANCE DRIVER 3 OF 5

Solicit and obtain extramural funding for sponsored projects.

KEY INDICATORS

Sponsored Projects

Total funding for sponsored research and programs
Grant applications
Grants received

PERFORMANCE DRIVER 4 OF 5

Put physical resources, capital assets, and technological capabilities to their highest usefulness and ensure they are protected against waste and deterioration and are renewed and strengthened to advance continuous improvement.

KEY INDICATORS

Facilities and Technology

Excellent facilities and appropriate academic equipment are available and employed
College Facilities Master Plan is updated and referenced to help prioritize and secure funding for projects
Philanthropic support helps maintain equipment, technology and spaces

PERFORMANCE DRIVER 5 OF 5

Conduct practices that enable natural resources and the environment to be responsibly and proactively stewarded and protected.

KEY INDICATORS

Environmental Sustainability

LEED certifications on new and renovated buildings
Reduce college's carbon footprint
Academic and community educational programs promote sound environmental practices

OUR GRAND CHALLENGES

Impact Five:

Our work contributes to finding solutions for the grand challenges of our time.
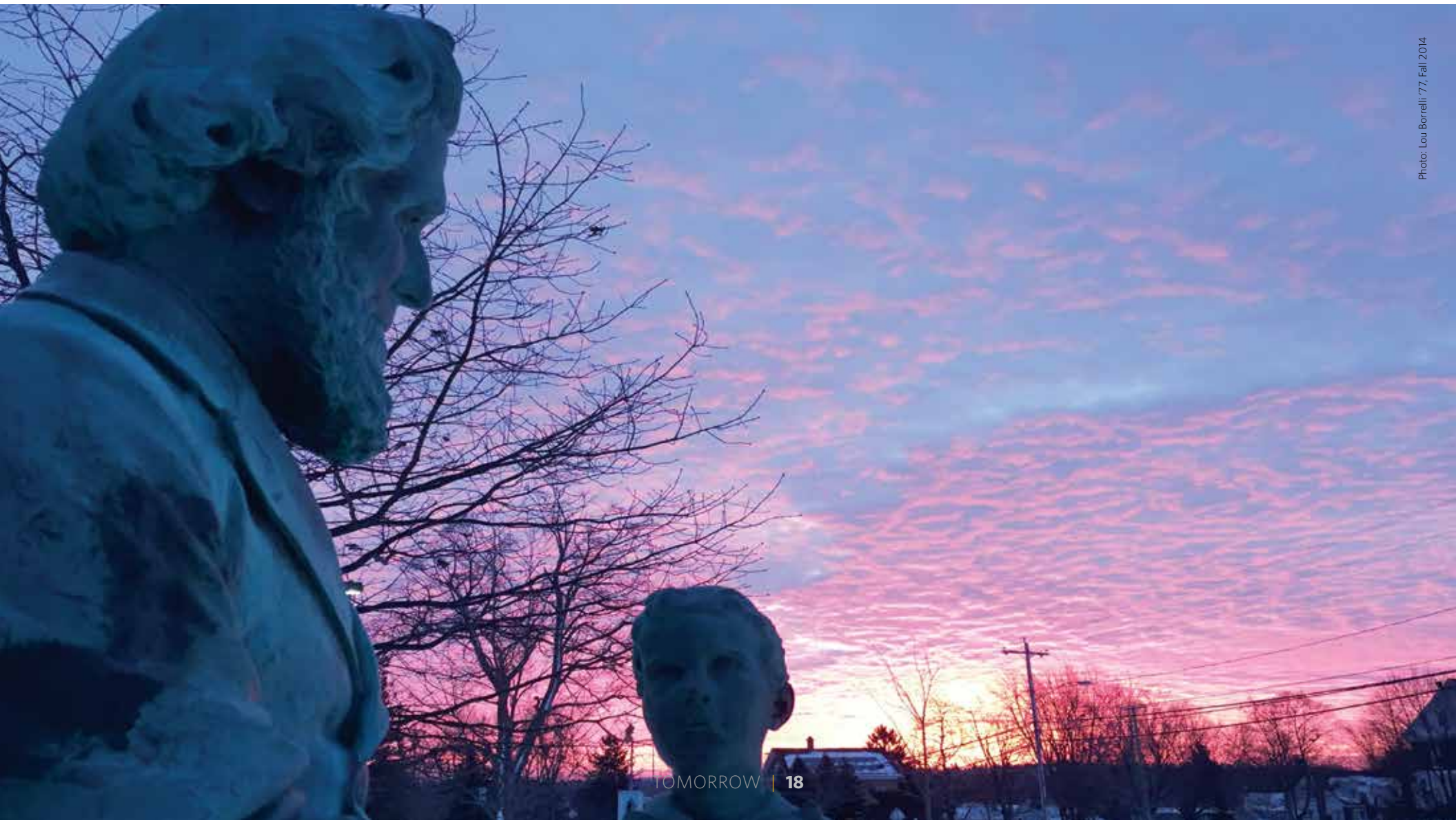
Impact Five:

PERFORMANCE DRIVER 1 OF 3

Instill the belief that SUNY Oswego can contribute at the highest levels of theory and application to provide solutions to critical challenges.

KEY INDICATORS

Heritage and Confidence

Recognize scholarly and other accomplishments

Preserve, transmit and celebrate the college's relevance through history
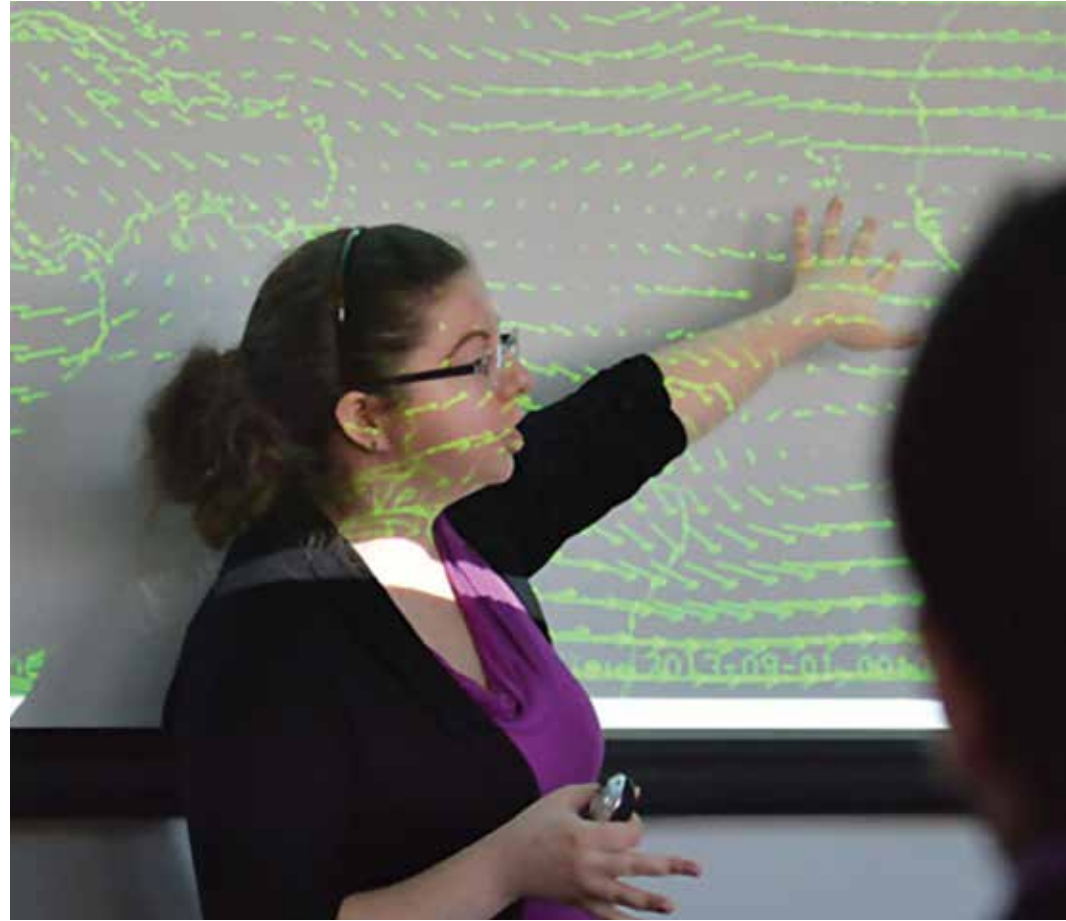
PERFORMANCE DRIVER 2 OF 3

Vibrant, engaged and curious faculty, staff and students delve into multidisciplinary investigation of problematic social and global issues.

KEY INDICATORS

Social and Global Programs Addressing:

Public health

Climate change

Poverty and hunger

Community economic development

Violence

Discrimination

Other critical issues

PERFORMANCE DRIVER 3 OF 3

Promote learning and knowledge to advance the common good and lay the foundation for a better world.

KEY INDICATORS

Education Programs Addressing:

The education pipeline

Equity and access

Literacy of all kinds

ON A MISSION

Directed by *Tomorrow,* we will focus on our work as a sustainable asset that provides profound returns for society in our quality and our reach.

This plan charts a course for SUNY Oswego to sail toward the horizons of tomorrow—a future where our impact will be more deliberate and evident. We inhabit a world full of promise and challenge, desire and need, peace and crisis, a world waiting to have its natural and human bounty replenished, nourished and enriched to remain viable and beneficial to the future. In this world, SUNY Oswego's mission and impact are more relevant and necessary than ever.

Our Team

Our Strategic Planning Advisory Board draws from the campus and the community with 41 individuals reflecting faculty, staff, alumni and community members including six current SUNY Oswego students who provide input on the direction of our institution.

Strategic Planning Advisory Board 2013-2014 members:
Rick Back, Marcia Burrell, Joan Carroll, Lorrie Clemo, Diane Cooper-Currier, Keith Davis, Mary DePentu, Kerry Dorsey, Kristen Eichhorn, Kathleen Evans, Richard (Dick) Farfaglia, Mitch Fields, Eileen Gilligan, Daniel Griffin, Malcolm Huggins, Richard Kolenda, Peg Lloyd, Nick Lyons, Christopher Mack, Fritz Messere, Sarfraz Mian, Pam Michel, Catherine Santos, Lisa Schnorr, Barbara Shaffer, Richard Skolnik, Alfred Stamm, Casey Walpole and Jerald Woolfolk.

Student members:
Tia Collier, Daichi Mae, Oluwakemi Mogaji, Kiersten Riordan, David Titanic and Eyub Yegen.

Staff to the board:
Julie Harrison Blissert, Pam Caraccioli, Kristi Eck, Howard Gordon, Jeff Grimshaw and Mehran Nojan.

OUR PLANNING PROCESS

The institutional planning initiative that resulted in SUNY Oswego's 2014 strategic plan *Tomorrow* began the previous year when President Stanley assembled the Strategic Planning Advisory Board. Its 41 members and staff comprised representatives of all segments of the college community, including six students, as well as representatives of the Oswego County community.

From fall 2013 to early 2014, the board reviewed the college's success and progress under the previous, sesquicentennial planning document and analyzed changes internal and external to the institution that had bearing on the college's purpose and direction. Our planning team reaffirmed the college's commitment to the established mission and vision statements and agreed to carry them forward into the next plan.

Board members engaged in thoughtful dialogue and careful analysis of the college's recognized and unrecognized opportunities and strengths and shaped their findings into nine themes representative of broad goals. The themes embraced the strategic directions from the previous strategic plan — Vitality, Intellectual Rigor, Engagement, World Awareness and Solutions — and added 21st Century Learning, Teaching and Living; Data-Directed, Mission-Driven Insights; Opportunities in New Research, Revenue and Partnerships; and Greater Impact Upon the Community.

We shared and discussed these preliminary themes in 21 focus groups that involved more than 250 students, faculty, staff, community and external partners, alumni, College Council members and Oswego College Foundation board members.

At the conclusion of the focus groups in early spring 2014, members of the Strategic Planning Advisory Board and the college's Priorities and Planning Council reviewed input from the focus groups along with current and historical institutional data to integrate and refine the themes into five new strategic directions for the 2014 plan. We devoted the following months to drafting, collecting feedback online and in person, and revising the draft plan to arrive at *Tomorrow*.

This plan raises our sights as never before from the daily duties of teaching and learning to our college's profound relevance to the wider community and the greater good. Starting in 2015, this plan will serve as a guide for every unit of the institution to comprehend and take charge of the college's power to improve the world. It delineates metrics to assess progress on the strategic directions we have set forth and to give evidence of SUNY Oswego's enduring value, our purpose and promise to the future. We believe *Tomorrow* will be instrumental in advancing the institution from a healthy and well-regarded comprehensive college to a model for higher education nationally and internationally.

OSWEGO.EDU/TOMORROW

Tomorrow was designed to be a living record of SUNY Oswego's performance and impact. The plan's Performance Drivers and Key Indicators will change as we implement the plan based on the college's needs and the results of our actions. Our impacts will be documented in the college's annual reports and other institutional data and assessment documents. Therefore, please visit oswego.edu/tomorrow to view these documents and to engage in our progress. We want you to remain a part of our story.

Thank you for your interest in and support of SUNY Oswego.

OSWEGO
STATE UNIVERSITY OF NEW YORK

Office of the President
706 Culkin Hall
SUNY Oswego
Oswego, NY 13126

SUNY Excels 2015 Performance Improvement Plan – Oswego

Campus: State University of New York at Oswego

President: Deborah F. Stanley

Chief Academic Officer: Lorrie Clemo

Chief Financial Officer: Nicholas Lyons

Section 1: Campus Alignment with SUNY Excels

Introduction

SUNY Oswego is a comprehensive college located in Oswego, NY. Our more than 1,200 full-time faculty and staff serve nearly 8,000 students in over 110 academic programs at the bachelor's and master's level. 95% of undergraduates and nearly 40% of graduate students are full time. Over 60% of the students in our first-year class are in Selectivity Groups 1 and 2. Our students come from all parts of New York State and around the globe and are increasingly diverse. For Fall 2015, over 7,600 come from New York, more than 190 come from other states, and over 200 are international. More are coming from New York City (280 freshmen this fall compared to 142 in Fall 2011). Our freshman student diversity has increased 69% since 2010; 30.6% of current first-year students are diverse[1].

Oswego's faculty members are frequently recognized for their professional accomplishments: a chemistry professor last year was named editor of the American Journal of Undergraduate Research; a tenure-track biology faculty member received a prestigious National Science Foundation Faculty Early Career Grant; a distinguished teaching professor received a Paraguayan medal for his scholarship on the languages and literature of that country; a physics professor used a Chilean telescope to collect a massive trove of data that is the foundation for a groundbreaking series of papers on astrophysics; a philosophy professor has been booked as speaker at conferences in six countries since the publication of his book by Cambridge University Press; and major news media seeking our faculty's expertise include The New York Times, Washington Post and National Public Radio. Faculty scholarship has increased with growth in sponsored activity — from 2009 to 2014, Oswego achieved a 34.7% percent increase in sponsored funding.

Mission/Standing

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

SUNY Oswego is regarded as a leader in experiential education, inquiry and engagement. The SUNY Oswego Cooperative Education Program is the first multi-departmental co-op program in the SUNY system. Oswego is the only SUNY institution to offer WACE (World Association for Cooperative Education) Merit Co-Op Scholarships. We support student research with Scholarly and Creative Activity Grants and provide additional support through the Research and Individualized Student Experiences Office. Oswego leads nationally in service-learning and community service, repeatedly being listed on the President's Higher Education Community Service Honor Roll *with Distinction* as well as holding the prestigious Carnegie Community Engagement Classification.

Oswego also leads in study and research abroad. The college was one of the first in SUNY to offer traditional study-abroad programs, since 1964, and has since initiated such innovations as our distinctive

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[1] 30.6% includes all degree-seeking freshmen who self-identify as African American, Asian, Hispanic, Multi-Racial, Native American or Pacific Islander as well as international students.

Global Laboratory program — an undergraduate research experience offering students hands-on, immersive problem-solving opportunities in international laboratories since 2008. Our donor-funded Possibility Scholarships enable low-income students to be Global Lab participants as they pursue STEM study. Our diverse short-term overseas programs along with Collaborative Online International Learning courses have increased student participation in international education. We have set a goal of growing participation to 20 percent of undergraduates by 2019 as an early partner in the U.S. Institute of International Education's Generation Study Abroad program.

SUNY Oswego is thriving and achieving new records and goals, and we must continue to improve to remain competitive with peer institutions and viable as a residential campus. Oswego is committed to increasing retention rates by at least three percentage points and graduation rates by at least five percentage points by 2020. Our four-year graduation rate is rising significantly: for the Fall 2009 cohort it was 48.7% compared to the Fall 2008 cohort rate of 44.2%. We plan to focus on freshman-to-sophomore retention. As of Fall 2014, our retention rate was 80.3% versus the sector's 81.4%. We are laser-focused on increasing student support services, including academic advising efforts, to increase student retention.

In our community, SUNY Oswego — our county's largest employer — is deeply engaged in economic development. We have vital ties with business and industry's research and development efforts, especially through our engineering and technology programs; a nationally recognized Small Business Development Center; and our president chairs the board of CenterState Corporation for Economic Opportunity, encompassing twelve New York counties. Oswego is also the principal cultural resource for our rural community, bringing internationally acclaimed performing artists to town, commissioning new works, and mounting dozens of student and faculty concerts, plays and exhibitions annually. SUNY Oswego is a dedicated and highly involved community partner that provides knowledge, culture, vitality and resources to our region.

Program Mix/Centers/Distinct Programs or Activities
Our academic program mix includes programs designed to meet regional and state workforce needs. For three years we have received High-Needs grants to develop and expand such programs as Electrical and Computer Engineering and Biomedical and Health Informatics. Since launching the Electrical and Computer Engineering undergraduate program in 2013, enrollment has grown significantly from 22 students (Fall 2013) to 94 students (Fall 2015). Degree programs closely tied to area workforce needs include Risk Management and Insurance, Human-Computer Interaction, our several combined bachelor's/MBA degrees (Psychology, Broadcasting, and Public Accounting), the MBA- Health Services Administration and online MBA, and numerous advanced certificates, from Educational Leadership to Integrated Health Systems. All SUNY Oswego divisions have advisory boards that include regional industry leaders to help ensure the programs remain in alignment with employment needs.

Our General Education program is designed to foster a strong foundation in the liberal arts and sciences, and such interdisciplinary programs as Arts Management and Language and International Trade encompass a diverse body of knowledge and provide multiple skillsets to students.

For over twenty years, SUNY Oswego has been a leader in online education. Oswego's nationally recognized online MBA program was well established when Open SUNY+ debuted and embraced it and our MBA/HSA as the system initiative's first online graduate programs.

SUNY Oswego is intertwined with the community. In addition to our main campus in Oswego, we have a branch campus in Syracuse, NY, and an extension site in Phoenix, NY. Our Office of Business and Community Relations includes a Small Business Development Center and Retired and Senior Volunteer Program serving local residents. This fall, in partnership with Oswego County BOCES, our School of Education opened an alternative school on campus for high school students from the county's nine districts who are struggling to achieve in the traditional classroom setting.

SUNY Oswego continues our rich and original tradition of preparing teachers to be culturally aware, highly skilled and adaptive educators. The School of Education places more than 1,200 student-teachers in nearly 300 schools and other agencies each year. In 2014, the National Council for the Accreditation of Teacher Education granted continued accreditation to the school for the next seven years citing no areas of concern or areas for improvement. This exceptional review reflects the longstanding quality and perpetual trailblazing leadership of our School of Education.

Post-Graduation Success
In 2014 Oswego's Career Services Office, with support of the Alumni Relations Office and college deans and faculty, piloted new ways of reaching out to recent graduates to determine their success, producing the "Beyond Oswego" First Destination Report. Information was collected on more than 60% of the Class of 2013. Post-graduation information was collected on 62.4% of the College of Liberal Arts and Sciences graduates revealing that 52.6% were employed, 28.5% were attending graduate school, 12.7% were employed and in graduate school, 5.5% were still seeking and only 0.7% were no longer seeking. 66.9% of the School of Business Class of 2013 graduates were tracked revealing even better rates: 82.2% employed, 9.3% in graduate school, 4% employed and in graduate school, 4.5% still seeking, and no one not seeking. The School of Communications, Media and the Arts and the School of Education surveys revealed similar success rates. We recognize that SUNY is negotiating with the New York State Labor Department so that we will be able to track the job attainment and success rates of our graduates even better. These data allow us to measure and analyze our impact.

Alumni/Philanthropy
Many of our 80,000 alumni volunteer to contribute to our college by serving on college/school advisory councils and College Council, and as employees, mentors, guest lecturers and internship providers, employers to SUNY Oswego graduates and elected officials in local and state government.

Our current fundraising campaign, *With Passion and Purpose: The Campaign for SUNY Oswego,* is now in its final year. It seeks to secure $40 million to build our endowment, increase student success with scholarship funds and experiential learning opportunities, and sustain day-to-day excellence. To date, we have raised $36.7 million. The campaign received a $5 million gift from Dr. Barbara Palmer Shineman '65 M'71 and the Richard S. Shineman Foundation to support academic programming and scholarship. Their gift was recognized by naming the Shineman Center for Science, Engineering and Innovation. That gift inspired education enthusiast Lorraine Marano to bequeath to our college $7.5 million, the largest private gift in college history. Her gift was bequeathed to the college to also support academic programming and scholarship. In recognition of her gift, the Campus Center was named in her and her husband's honor.

Strategic Plans/Excels Goals
In December 2014, SUNY Oswego launched our newest strategic plan, *[Tomorrow: Greater Impact and Success](#)*. It aligns with the six big ideas of the Power of SUNY and with the five priority areas of SUNY Excels and guides the college on a sustainable path to 2020. *Tomorrow* is structured around five impacts:

- Impact 1: Our students and graduates thrive and succeed.
- Impact 2: Our education ecosystem is highly collaborative and engaged.
- Impact 3: Our communities and partnerships are enriched and supported.
- Impact 4: Our institution is highly effective and sustainable.
- Impact 5: Our faculty, staff and students move the dial on grand challenges of our time.

SUNY Oswego's major goals/commitments are to:

- **Increase** first- and second-year student retention and graduation rates, study abroad participation and scholarships available to students in need, sponsored research activity and diversity.
- **Expand** applied learning opportunities and research partnerships.
- **Strengthen** community and industry partnerships that provide our students opportunities to learn, apply knowledge, gain skillsets and advance and, in return, are mutually beneficial and satisfying to our partners.

Oswego shares SUNY's overall commitment to the Completion Agenda and SUNY Excels. This will be reflected in our annual reports on the strategic priorities outlined in *Tomorrow*.

Environmental Factors
SUNY Oswego makes these commitments not only in the spirit of continuous improvement but in recognition of current challenges and responsibilities. High school enrollment projections in the Upstate region continue to decline, while in the metropolitan New York area, they are increasing. These trends substantiate our strategy of recruiting downstate more purposefully than ever to put our institution to greatest possible use for the citizens of our state.

To achieve the level of performance outlined in SUNY Excels and our *Tomorrow* strategic plan, SUNY Oswego needs a growing and predictable funding base. The continuation of NYSUNY2020 and its Rational Tuition Plan, as well as maintenance of effort on the state's part, will allow us to hire talented faculty for new, high-needs programs and to provide financial aid to low-income students who place their hopes for future success in SUNY.

Our college also needs a five-year capital plan for consistent funding and planning. Oswego's capital plan funds went from an average of $22 million per year to $6 million per year last year, which does not fully cover even critical maintenance needs. None of last year's dollars could be invested in new construction projects or used to complete projects already underway. A stable, predictable capital plan would allow the campus to ensure that our students are learning in a modern educational environment that provides for health and safety. A prime example is the Shineman Center for Science, Engineering and Innovation, which has allowed Oswego to enhance academic offerings and stimulate growth by providing a state-of-the-art facility to serve students in the STEM fields. Another example, one in need, is Tyler Hall, our fine and performing arts building. We currently have funds to complete only Phase 1 of renovations to this 47-year-old structure that faces challenges in meeting not only the needs of the three nationally accredited academic departments housed there, but also the needs of the public attending events in this center for cultural activity in rural Oswego County.

Investment Fund
Oswego received approval to submit Expanded Investment and Performance Fund official proposals based on each of the six white paper proposals we originated. We also joined in three other official proposals led by Upstate, Plattsburgh and SUNY. All support the goals of the college's *Tomorrow* strategic plan and the SUNY Completion Agenda as all seek funding to increase access, success, completion, inquiry and/or engagement. Oswego's proposals are described below.

Start Now: Led by Oswego with partner Jefferson Community College: Expands upon an existing Oswego and JCC initiative that directs prospective students whom Oswego has not accepted to JCC, which prepares them through a structured and supportive process to transfer to Oswego.

Second Wind Degree Completion Project: Increases the number of degrees completed each year by probing the population of non-degreed former students system-wide and helping campuses actively reaching out to them individually with clear, attainable plans for degree completion, including new online opportunities through Open SUNY.

SUNY Undergraduate Mathematics Success (SUMS) – Oswego: Combines and expands strategies proven successful at Oswego — a mathematics tutoring center, a summer bridge camp, and hybrid instruction models and learning cohorts — to increase retention and graduation rates of STEM and education students who encounter mathematics as a barrier to academic success.

Big Data: Optimizing Student Experiences: Adds an optimization layer to the college's Drupal-based web platform to deliver the right content to the right person at the right time, thereby increasing engagement with prospective students, enrollment of new students, and retention of current students.

Graduate Together: Student Success for Low-Income, First-Time Freshmen: Applies a learning community model and personalized approach — providing scholarships and weekly success seminars — to increase retention and graduation rates of low-income students.

Student Success Center: Builds a new center that employs skilled advisers who are culturally aware communicators and collaborative problem solvers prepared to work with the college's increasingly diverse student population. The center will create online modules for dissemination across SUNY.

These six proposals align with SUNY Oswego's strategic priorities as outlined in this Performance Improvement Plan and, in particular, focus on increasing student retention and degree completion.

Section 2: Specific SUNY Excels Priority Areas and Metrics

2.1 Access

1. Full Enrollment Picture
SUNY Oswego is thriving at our current very healthy enrollment, with goals of total student headcount enrollment of 8,150 by 2020 [Table 1]. Our traditional undergraduate student population has us "at capacity" in our residence halls. We are pursuing enrollment growth opportunities at the "College in the High Schools" program, at the graduate student level, and in our transfer student population through partnerships with SUNY two-year institutions.

We believe we have the potential to grow out-of-state enrollment, in particular from contiguous states. To that end, the Office of Admissions has hired a part-time regional recruiter who is based in New Jersey. Our goal is to increase domestic out-of-state new student enrollment to 100 students each fall by Fall 2020. (In Fall 2015, the new student enrollment for this population was 70.) We will also attempt to attach these out-of-state students to New York State so as to help regrow upstate populations.

International student enrollment has potential to increase via partnerships with our schools in India and China and through organizations like EC, an English prep program designed for academically talented international students who need to improve their English before matriculation.

Student Enrollment Beyond Fall Census 2020-2021

- Unduplicated Undergraduate & Graduate Headcount — 60.10%
- College in the High Schools — 11.10%
- Non-Credit Instructional Activity/Continuing Education — 28.80%
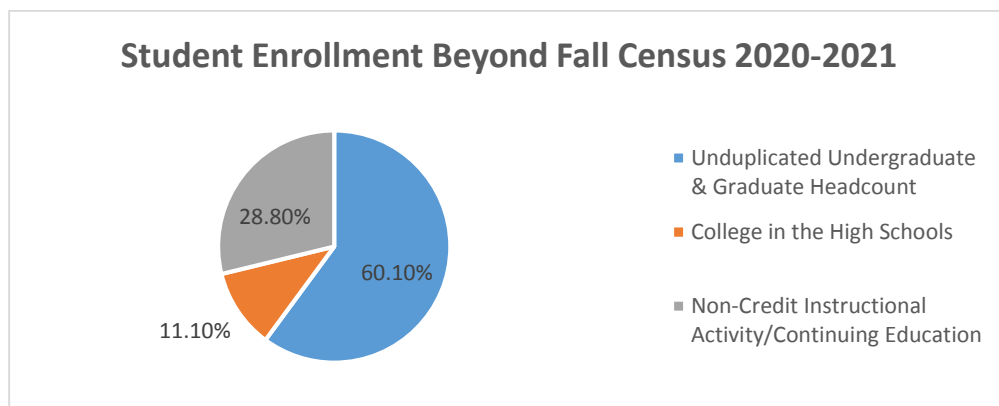
2. NYS Residents Served by SUNY

We intend to maintain an enrollment that is 95% to 96% New York State residents [Table 4] because SUNY Oswego remains very committed to serving our state's residents via a number of programs and partnerships. For example, our College in the High Schools program is projected to increase enrollment to 1,800 by 2020 from 1,307 in 2013-2014 [Table 2].

Additionally, the establishment of our Syracuse Metro Center as a branch campus (achieved spring 2015) offers the potential to increase enrollment, in particular for place-bound students including adult learners, veterans and other non-traditional students in Central New York. Enhanced recruitment efforts and new partnerships such as the SUNY Oswego-Jefferson Community College "Start Now" program will also serve predominantly New York State residents by providing a direct transfer path for students in high-growth, high-need areas like metro-NY. Such partnerships are designed to generate at least two SUNY degrees per student: one at the community college, one at Oswego.

SUNY Oswego faculty, staff and students engage bi-weekly with Oswego City School District and other local school district students through our Mentor Scholars Program. Its goal is to increase the city school district students' daily attendance, passing rates and high school graduation rates and to be prepared to succeed in higher education and/or a future career. This program demonstrates just one of the many ways SUNY Oswego serves New York State residents.

3. Diversity

SUNY Oswego is attracting and enrolling an increasingly diverse student body and conversations on diversity are infused throughout orientation programming for new students, faculty and staff. Last year, the college appointed an interim Chief Diversity and Inclusion Officer to lead our diversity efforts.

In April 2014, the college's Vice President for Student Affairs and Enrollment Management, who also serves as the interim Chief Diversity and Inclusion Officer, launched a campus wide task force to improve the college community climate and to educate about issues of diversity. The task force created the cross-campus Diversity and Inclusion Committee, which has tackled such projects as diversity training for leaders of student organizations and resident assistants and staff; an ongoing campus-awareness campaign titled "I Am Oz" to celebrate campus citizens of diverse races, cultures and ethnicities; and expanded efforts to encourage dialogue during the annual student-spearheaded Martin Luther King Jr. and Black History Month celebrations, including appearances by Pulitzer Prize-winning author Douglas Blackmon and, this January, Dr. Bernice King, daughter of Dr. King.

In Spring 2015, the Diversity and Inclusion Committee launched a diversity awareness initiative titled "Shine the Light on Oz." The campaign encouraged meaningful conversation—in person and on social media—among students, faculty and staff about understanding differences, as well as being understood, in realms such as race, gender, sexual orientation, ability, religion and socioeconomic circumstances. The Diversity and Inclusion Committee continues to engage in similar programming this year and plans new programs and events each month.

As a high priority, SUNY Oswego is committed to supporting and increasing the diversity of our faculty and staff. We promote understanding of diversity and inclusivity among faculty and staff, and we provide training for search committees to assist them in developing and executing more culturally conscious and effective searches, including guidance on how to develop position descriptions and postings that reference the importance and significance of Oswego's commitment to a diverse and inclusive community.

4. Capacity

Oswego is forecasting a modest rise in enrollment through 2020. We continue to address student and industry demand by developing programs in engineering and health care fields. Currently in the pipeline, we have the online MS program in Biomedical and Health Informatics and MA in Strategic Communications to meet regional industry demand for skilled graduates.

Online programs are a source of enrollment growth. Oswego remains a leader in online education and continues to be a leading contributor to Open SUNY. Currently SUNY Oswego offers four programs through Open SUNY+: Advanced certificates in Behavioral Forensics and Health & Wellness and MBAs in Business Administration and Health Services Administration. In addition to our Open SUNY+ programs, we offer BA programs in Public Justice, Broadcasting & Mass Communication and Vocational Teacher Preparation and advanced certificates in Integrated Health Systems and Health Information Technology. Oswego has additional online programs awaiting approval.

Our faculty members keep up to date with online learning and teaching techniques through SUNY Oswego's Center for Excellence in Learning and Teaching, which will hold the tenth annual Symposium on Learning and Teaching on October 30, 2015, with expert-run workshops on innovative pedagogy that utilizes technology and 21st century teaching strategies to enhance classroom and online learning.

2.2 Completion

5. Completions
SUNY Oswego is committed to increasing our graduation rate by at least five percentage points and retention rate by at least three percentage points and, if the college receives funding to launch the programs described in the official proposals submitted for the $100M Expanded Investment and Performance Fund, by at least five percentage points by 2020. We arrived at this goal by looking at the performance in our sector (81.4% for our sector as of Fall 2014 versus our retention rate for the same period of 80.3%) and the performance of our aspirational peers.

SUNY Oswego First- and Second-Year Retention

Cohort	First-Year Retention	Second-Year Retention
Cohort of 2008	79.8%	71.0%
Cohort of 2009	81.2%	74.0%
Cohort of 2010	78.5%	72.0%
Cohort of 2011	79.0%	72.0%
Cohort of 2012	78.0%	69.0%
Cohort of 2013	80.3%	73.0%
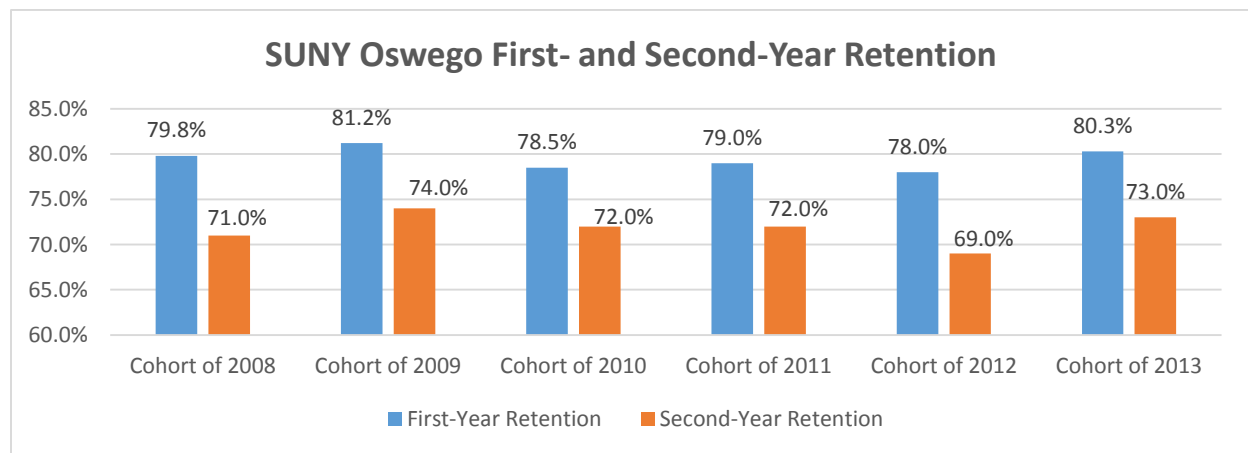
Using the same resource information, we anticipate an increase in our six-year graduation rates from 63.3% (as of Fall 2014) to 69% (as of Fall 2020) and our four-year graduation rates from 44.2% (as of Fall 2014) to 49.8% (as of Fall 2020). SUNY Oswego will also increase the number of advanced certificate programs offered. Please refer to the six submitted official proposal descriptions in Section 1 for additional details on programs, services and initiatives the college hopes to launch with additional funding to increase retention and completion rates.

6. Student Achievement / Success (SAM)
SUNY Oswego remains committed to devoting resources and talented faculty and staff to enhance student achievement in the component parts of retention, persistence, graduation and transfer by allocating institutional dollars and seeking external grants to support the following:

Academic Probation - introduced in Fall 2015, this will enable the college to better support students experiencing academic difficulty. With support services added, we will assist students in developing a Success Plan and following the Success Plan each semester in order to recover academically. We

anticipate a dramatic impact on the persistence of at-risk students not only for our new freshmen and transfers but also our continuing students.

The Student Education Planner – piloted in Fall 2015 for majors in each of our four colleges/schools. The product will enable advisors and students to begin with a template for each student's major and customize the four-year degree plan to meet the specific needs of the student, keeping the student on track for graduation and enabling the college to plan for the demand for courses.

Starfish Early Alert - provides us with a best-practice tool to identify struggling students early. We are in our third year of using this early alert system that has been embraced by our faculty and staff to identify students who are at-risk academically in real time so we can connect them to resources with the goal of altering the challenges and improving success. Starfish Early Alert has enabled two Student Academic Success Specialists and two Transfer Success Advisors to identify new students who are struggling in their classes and immediately connect them to support services.

In addition to investing in the above initiatives, SUNY Oswego submitted data to SAM for the first time last year to best capture graduation rates, transfer out numbers, and completion rates. We anticipate that over the next five years, our data will show increases in completion rates.

SAM - Oswego First-Time, Full-Time Students Starting Fall 2008

Within 4 Years	45% 7% 27% 14% 7%	
Within 5 Years	62% 12% 6% 9% 11%	
Within 6 Years	64% 13% 2% 7% 14%	

Legend:
- ■ Graduated: Reporting Institution
- ■ Transferred & Graduated: Other Institution
- ■ Enrolled: Reporting Institution
- ■ Transferred & Enrolled: Other Institution
- ■ Current Status Unknown
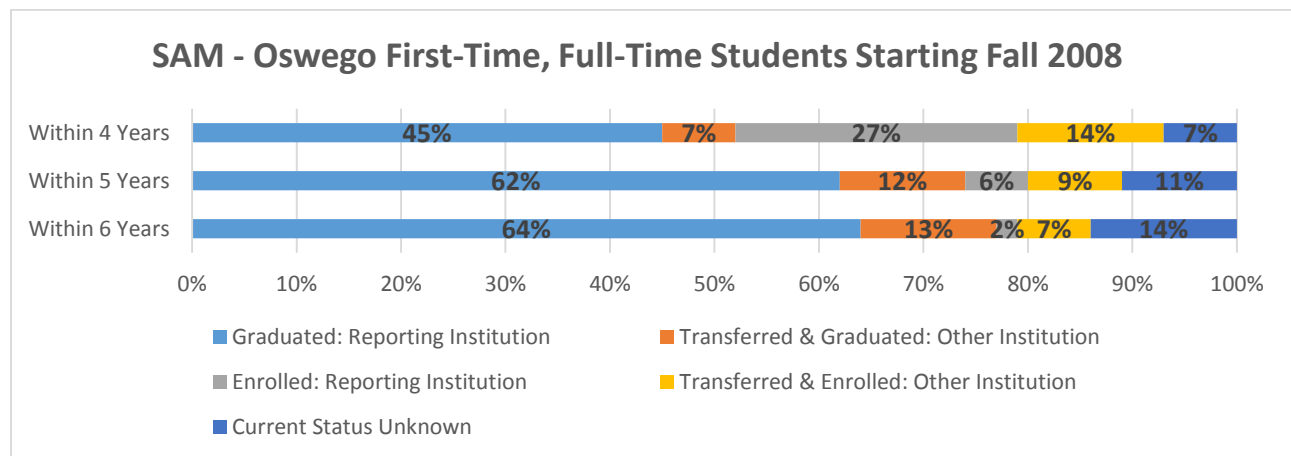
7. Graduation Rates

SUNY Oswego's commitment to increased graduation rates centers on our commitment to improving retention for all students and, in particular, reducing the achievement gap between under-represented minority students and their peers.

Key activities and initiatives include:

- Continued implementation of Degree Works and full launch of Student Educational Planner to help students develop and follow a four-year degree completion roadmap
- Continued implementation of Starfish Early Alert
- Creation of an inclusive, holistic Student Success Center that provides industry-cluster professional advisors, dedicated academic advising support and professional development, united tutoring and writing services and student leadership development programs (funds requested in $100M Expanded Investment and Performance Official Proposal)
- Continued commitment to SUNY's Reverse Transfer and Seamless Transfer initiatives to help increase degree completion

- Continued institutional investment in and donor support for scholarships that increase access to higher education, study abroad and research for students, in particular under-represented and low-income and/or first generation students
- Continued institutional investment in student research, cooperative education and study abroad experiences that are tied to a four-year degree completion plan
- Continued support for transfer student services including a Transfer Student Center and two Transfer Success Advisors

8. Time to Degree

SUNY Oswego made a public commitment to on-time degree completion as early as 1998 with the establishment of the Oswego Guarantee: the college's promise to students that the necessary classes will be available to complete a baccalaureate degree in four consecutive years or the college will enroll the student in the needed course or courses tuition-free; the commitment that small classes will be available to encourage discussion and interaction between students and faculty; and our pledge to hold each student's cost for room and meal plans constant for four consecutive years.

In 2013-2014, the college enhanced the Oswego Guarantee with a $300 Return on Investment (ROI). Starting with the December 2013 graduating class, first-time, full-time students who enroll at SUNY Oswego as freshmen in the fall semester and graduate in four years or less, and meet all other requirements of the Oswego Guarantee, receive the $300 Oswego Graduation ROI. The Fall 2010 first-time, full-time cohort was the first cohort to benefit from the Graduation ROI; this cohort's four-year graduation rate was 49.5% compared to 48.7% for the Fall 2009 cohort.

2.3 Success

9. SUNY Advantage

In 1861, Edward Austin Sheldon pioneered the Oswego Method of object-based learning more commonly known today as "learning by doing." Today SUNY Oswego remains committed to providing learning opportunities beyond basic curriculum to support future student success. Currently, we offer robust opportunities for students to engage in applied learning opportunities. However, we are focused on expanding these opportunities to enable all students to engage in at least one form of applied learning before graduation — whether that be research, study abroad, service-learning, community service, internships, co-operative education or civic engagement.

To help make applied learning opportunities possible for all students, including low-income and under-represented minority students, the Oswego College Foundation provides donor funded scholarships to students through the Possibility Scholarship and allocates $75,000/year through the Summer Scholars Program, which enables students to live on-campus during the summer to conduct research with SUNY Oswego faculty.

In addition, to name a few, the college invests tens of thousands of dollars of our own resources to support Faculty-Student Challenge Grants, Student Scholarly and Creative Activity Grants, Rice Creek Field Station Small Grants, the GETGO! Global Experience Travel Grants from Oswego and the Student Travel Grants. Also, through the federally funded Work Study program, the college's Research and Individualized Student Experiences office partners with the college's Financial Aid Office to support 10 Undergraduate Research Assistantships per year. The college remains committed to helping all of our students, especially those historically underserved, complete an applied learning experience during their years of study.

10. Financial Literacy

Our Financial Aid Office currently promotes Smart Track financial literacy to all current students as a voluntary resource available for use through myOswego, the college's secure online presence for students. Our Educational Opportunity Program, individual professors and others are beginning to

recommend the product to students as part of program and classroom activities. As part of student loan exit counseling that we provide to all graduating students, we encourage them to participate in the Smart Track program to enhance their personal financial knowledge and recognize the value of making positive financial choices to avoid financial trouble such as student loan default.

We also provide financial literacy by individual appointments with students and through financial literacy training sessions conducted throughout the year in the residence halls and to all student-athletes. Through collaboration with groups on and off campus, we also provide financial literacy training for students and the community. For example, each year the college partners with Pathfinder Bank to provide "Money Smart" training to local high school and Oswego County BOCES students. The college also provides financial aid application process training to the community (which includes some financial literacy training) in collaboration with most area high schools and some area credit unions.

We require all students and parents/guardians who borrow federal loans to complete online loan entrance counseling that is provided by the Department of Education. This counseling provides excellent information related to borrowing and avoiding default on student loans. The college also provides loan exit counseling to all students upon leaving the college and works closely with the SUNY Loan Service Center and federal loan processors to identify students who are in danger of going into default. If students are identified as at risk, the Financial Aid Office then reaches out to them to help them understand and pursue their options to avoid default.

Our goal is to lower the college's student loan default rate. Our current rate is already 5%, equal to SUNY's Sector Target for 2020, which is a good indication of the effectiveness of our financial literacy program.

2.4 Inquiry

11. Total Sponsored Activity
To enhance success for individual faculty sponsored activity, as well as collaborative interdisciplinary granting efforts, a new Associate Provost for Research Development and Administration was hired in August 2014. To increase awareness of suitable granting opportunities, the Associate Provost for Research holds meetings with individual faculty and attends department meetings. The Office of Research and Sponsored Programs (ORSP) is now performing customized external grant opportunity searches and has switched the automated grant search database from PIVOT to SPIN for improved quality and quantity of search results. To improve quality of proposals prior to submission, the Associate Provost for Research Development and Administration is initiating efforts to form department-level grant peer review committees.

Also, the Provost's Office, ORSP, and the office of Research Individualized Student Experiences collaborate to assure communication among offices, reporting documentation, and accessibility of award and proposal databases.

To enhance monitoring of sponsored activity on campus, ORSP now routinely tracks: Number of Grants Submitted; Number of Grants Awarded; Number of Unique Awardees; Division (i.e., school/college such as School of Business, School of Education, etc., Extended Learning, Graduate Studies, Provost, President); and Grant Classification (i.e., Research, Educational, Departmental and Institutional Support, Public Service).

SUNY Oswego appointed a new director of Research and Individualized Student Experiences (RISE) in December 2014. The new RISE Director's initiatives for the 2015-2016 academic year include:

- Visiting departments that have been under-represented in Student Travel Grant applications, such as Music, Theater and Business, to discuss and promote more student opportunities.
- Restructuring the architecture and content of the RISE website to make information more

accessible to students across the college and highlight opportunities, such as student Scholarly and Creative Activity Grants and Mini Grants.

12. Student hands-on research, entrepreneurship, etc.
To facilitate the involvement of students in scholarly and creative activity, the college offers awards and stipends, including: a vibrant Summer Scholars Program; a Global Laboratory research abroad program; Quest, an annual undergraduate research symposium; a Noyce Teacher Scholarship program; and several programs funded by the National Science Foundation (NSF) and private sources aimed at increasing participation in research by under-represented groups and first-generation college students (S-STEM, STEP, and Possibility Scholars). To increase the quality of summer research opportunities for students, we are increasing our applications for prestigious undergraduate training funding, including NSF's Research Experiences for Undergraduates (REU) grants. Two proposals have been recently submitted for NSF review (August 2015). For additional information, please see our response to question number 9 above. SUNY Oswego's Office of Institutional Research and Assessment works closely with the SUNY System Institutional Research Office to ensure proper reporting of applied learning activity.

To comply with SUNY policy, each SUNY campus submits their respective campus activities (e.g., course offering, enrollment, graduation, revenue, etc.) via the SUNY Institutional Research Information System (SIRIS). A particular file related to the course offerings is called "Term and Section Data Submission" (TSDS), which is reported every semester.

TSDS includes multiple data elements describing courses/sections, such as instruction type (lecture, seminar, internship, etc.), student enrollment, course instructors, etc. Historically, SUNY Oswego has been interested in highlighting courses where opportunities for hands-on experiences are provided to students, but such information could not be accurately curated due to the limitation of TSDS. In 2014, SUNY revised the TSDS to include "Special Section Curricular Attributes" addressing limitation of the system. These attributes additionally describe course content or experiences that set this course section apart from more typical instructional offerings. Although implementation of Special Section Curricular Attributes is not yet required, SUNY Oswego has begun to fully implement the system to understand and promote the importance of the student's academic experience associated with these opportunities. Attributes include: Service Learning, Research/Field Study, Leadership, Entrepreneurship, Honors, Writing Intensive, Community Service and Civic Engagement.

In addition, SUNY Oswego's Office of Institutional Research and Assessment (IRA) asks departments to identify courses/sections with global engagement and/or diversity components.

It is important to note that the above system captures student participation in credit-bearing courses. SUNY Oswego students also participate in variety of community-based and hands-on activities outside credit-bearing courses that further enrich their experiences. Historically, the information regarding these activities was scattered across campus, which made it difficult to create accurate reports. In 2014, the Director of IRA led a committee of individuals involved with such programs to create a data collection system to systematically collect and report students' involvement in community-based projects. As a result, IRA now maintains a centralized depository of data reflecting both required (Athletes, Hart Hall, etc.) and voluntary community involvement activities.

13. Scholarship, Discovery and Innovation
SUNY Oswego faculty scholarship is widely reflected by publications, citations, performances, exhibits, etc. We appreciate that SUNY is going to take a more active role in tracking and supporting this type of scholarship. Over a decade ago, we developed a reporting system and database called Online Faculty Activity Report to gather and track our faculty scholarship. In addition, this fall we developed a similar system to gather and track our strategic plan indicators across all divisions on campus and organized by each of our plan's five impact areas. Our strategic plan's indicators and the performances, exhibits, major paper presentations, etc. are all tracked via these systems and reported out annually by the college. SUNY

Oswego would be happy to participate in a System-wide task force focused on developing appropriate data-collection procedures.

2.5 Engagement

14. START-UP New York and beyond (businesses started / jobs created)
Our commitment to economic growth starts at the top, as our college president serves as the chair of CenterState CEO and has been very involved in the Central New York Regional Economic Development Council. Consistent with the vision of those two entities, SUNY Oswego targets critical industries that are key to strengthening our regional economy and that seek our graduates educated in innovative interdisciplinary programs. Such targeted industries include advanced manufacturing, prototyping and new industrial platform technologies, robotics and high-precision technologies, information technologies, automation control systems, sustainable and green processes, energy-related manufacturing, electronics and computer software technologies, telecommunications and telemedicine-related technologies.

Our industry partners align with our academic mission to advance research and innovation, and we educate our students to foster business creation and expansion around our college and region. Specific areas of alignment include industry collaborative research, technology transfer research, research publications and patents, fellowships, cooperatives and internships. For example, our Start-Up NY partnership with Designer Hardwood Flooring — the first of what we expect to be a series of rich collaborations under Start-Up NY — offers much in the way of business synergies with our campus such as internship and cooperative education opportunities for our students and collaborative projects with our faculty.

We are proactively seeking to draw businesses that match our community and campus competitive advantages, require our unique assets and infrastructure, and will be successful and sustainable for our job market. The Start-Up NY initiative leverages both human and capital assets of the SUNY Oswego campus and supports our core mission and goals to engage new partnerships that will contribute to the educational, economic and social progress of the community, region and state. Such partnerships will expand higher-impact, hands-on educational experiences for students that include collaborative assignments, service-learning opportunities, and embedded course projects that are correlated to deeper learning.

15. Alumni / Philanthropic Support
SUNY Oswego has continued to strengthen and create new opportunities to build upon on our culture of philanthropy and alumni engagement. More than 1,100 alumni returned to campus in June for Reunion Weekend, participation in Alumni-In-Residence grew by 33 percent this past year, and Alumni Sharing Knowledge mentors connected to hundreds of current students and to share their professional experiences.

The relaunch of regional programming has so far resulted in 65 new "Laker Local Ambassadors" in their areas. On November 14, we will reinstate Homecoming, after a 30-plus year hiatus, by inviting alumni back to campus to engage with the college community during a daylong series of events. This past spring, alumni sprang into action when called upon and contacted their legislators to voice their support of *Invest in SUNY* and are always ready to stand with SUNY and SUNY Oswego.

We have increased the level of alumni support and donorship through targeted fundraising campaigns such as March Matchness for young alumni, a 24-hour challenge (1,163 donors, including 199 first-time donors, raising nearly $200,000), scholarships for Greeks, projects for other affinity groups and an athletics challenge (yielding 139 new donors and more than $125,600 in 2014), all matched by generous donors and resulting in numerous successes.

Our overall fundraising activities have risen to new heights, and we are clearly within reach of exceeding our $40 million goal, during the final year of our multi-year fundraising initiative, *With Passion and Purpose: The Campaign for SUNY Oswego*. The campaign priorities for *With Passion and Purpose*, far reaching into every corner of the college are threefold: 1) Build an endowment that invigorates our

intellectual environment, 2) Increase and diversify scholarship funds, experiential learning opportunities and student success programs and 3) Sustain day-to-day excellence through support for *The Fund for Oswego*.

Our Campaign fundraising focuses on the areas of strategic importance to the college, our programs and our students. For example, we have nearly doubled the size of our planned giving Sheldon Legacy Society to 150 members, created 55 new student scholarships, established the college's first endowed chair, instituted several excellence funds for academic programs and secured two multi-million dollar gifts to name two campus buildings, including a $7.5 million gift, the largest private gift in college history.

Leading up to and since the public launch of the campaign on October 16, 2014, our endowment has grown to more than $27.6 million, and we've raised more than $36 million in private support. The success at SUNY Oswego directly supports and coincides with SUNY's system-wide, multi-year target of $5 billion by 2020-2021. The Power of SUNY initiative has a collective vision for making New York the best it can be and embraces the special roles of public universities. At Oswego, we are opening our doors wide to provide an exceptional college education for a diverse community of talented students for now and generations to come and partnering with our alumni, friends and supporters to provide a philanthropic margin of excellence.

Oswego College Foundation Endowment Growth 2005-2015*

*As of Oct. 16,2015

Endowment Funds in Millions of Dollars: 2005 = $6.03, 2010 = $9.33, 2015 = $27.64

Endowment Rates of Return

Compared to National Association of College and University Business Officers (NACUBO) Final survey results published Jan. 29, 2015, for the year ending June 30, 2014

1 Year: Oswego 17.7%, NACUBO 15.5%; 5 Year: Oswego 13.7%, NACUBO 11.7%

16. Civic Engagement

SUNY Oswego students participate in variety of community-based and hands-on activities outside of credit-bearing courses that further enrich their experiences. As described above [13. Scholarship, Discovery and Innovation] the college recently launched an effort to systematically collect and report student involvement in community-based projects. As a result, we now have a centralized depository of data reflecting both required and voluntary community service involvements.

Among the many activities in which our students participate are: **Rock the Vote** to encourage student voter registration and involvement in elections and political process, **Project Serve** to bring student volunteers into the community to work on high-impact projects, **Volunteer Income Tax Assistance** in which accounting students help file 350 tax returns for low- and moderate-income households and the **Campus-City Relations Committee** that sponsors student and community focused programs and events throughout the academic year. Additionally, student organizations get involved in other civic activities such as Zeta Beta Tau Fraternity's participation in running the Great Pumpkin Festival in Oswego and WTOP-10 TV, the student-run television station, broadcasting the Oswego Mayoral Debate and the sold-out Al Roker '76 Book Reading event for which 600 campus and community members tuned in.

17. Economic Impact
Oswego has an RFP out to update economic impact data from 2009, which indicated that spending by students, faculty and staff and by the college and our affiliated agencies had an economic **impact of $345 million on the seven-county Central New York region** and **injected nearly $428 million into New York state's economy** — an exceptionally good return on the state's net appropriation of $55 million dollars. That report showed that the college's financial activity — the goods and services purchased by people connected with us — generated over 5,300 more jobs in the business community of our region.

The new study will measure:

- Business volume, employment, and government revenue impact of the university's operations;
- Economic and social impact of SUNY Oswego's students, employees and alumni;
- Total value of services provided by SUNY Oswego to businesses throughout the region and state;
- New business venture formation and enterprise growth, employment, and government revenue in New York state; and
- Economic impact of visitors who attend conferences, sporting, student, cultural and alumni events.

The research and analysis will assist SUNY Oswego to better understand our economic and social merits, particularly as they drive policy, program and fiscal decisions. Specifically, we plan to be more data-driven in our decision-making; improve our financial sustainability; improve our branding and marketing; provide a more transformational experience for our students; and become a highly collaborative and engaged education ecosystem.

The college also supports a number of other civic activities, including the Small Business Development Center, the Workforce Development Board, Leadership Oswego County, entrepreneurial training programs, Retired Senior Volunteer Program and a variety of other community-based partnerships and initiatives.

Section 3: Conclusion and Expected Impact on your Campus
Last year, SUNY Oswego launched our new strategic plan: *Tomorrow: Greater Impact and Success* - a plan consonant with the bold vision of SUNY and in direct alignment with SUNY Excels' priority areas of access, completion, success, inquiry and engagement.

The introduction of our strategic plan states, "We foster intentional learning and ethical development that prepare our students and graduates to contribute intellectual capital, skills and understanding to the world in their personal, professional and civic lives. Our faculty, staff and students collaborate with each other and external partners to explore the frontiers of knowledge, producing new insights and productive applications. In partnership with communities near and far, we participate in concerted initiatives for sustainability, humanitarian service, and positive economic and social change. We build institutional strength through our commitment to access and growing diversity, our intellectual curiosity and technological adaptability, our stewardship of abundant and stable resources and our well-conceived and maintained academic facilities and residential community along the inspiring shore of Lake Ontario."

Summary of Goals
At Oswego, we have a firm grasp of our purpose and promise; we are prepared to continue to advance and excel. We are committed to our goals; to demonstrating our impact. We:

- Foster a college-wide culture of caring that provides supportive, effective advisement and personalized mentoring and provide diversified outreach programs to increase alumni engagement and lifelong affiliation with the institution.

- Plan for, recruit and retain a highly diverse, prepared and talented student body and encourage critical thinking, leadership, synthesis of knowledge and motivation to live active, engaged lives.
- Create and deliver innovative, rigorous academic programs that match society and student need and maintain existing programs that have proven effective. Our programs will provide high-impact, inspiring and transformative learning experiences.
- Hire and maintain diverse and accomplished faculty and staff and ensure that equitable employment policies and practices are in place across the institution and implement robust and creative professional development activities readily accessible to all faculty and staff.
- Empower and recognize faculty and staff participation in collaborative and cross-cutting research and creative work.
- Elevate and support productive external partnerships.
- Integrate and embed arts, athletics and recreation offerings in the community and widen and deepen college programming that serves the social needs of the community and clearly communicate the presence and value of these programs.
- Expect and support a college-wide culture of program review and data-rich assessment to provide a systematic feedback loop in all operational endeavors and foster excellence, abundance and student success.
- Solicit and obtain robust private support as well as extramural funding for sponsored projects.
- Put physical resources, capital assets, and technological capabilities to their highest usefulness and ensure they are protected against waste and deterioration and are renewed and strengthened to advance continuous improvement and conduct practices that enable natural resources and the environment to be responsibly and proactively stewarded and protected.
- Instill the belief that SUNY Oswego can contribute at the highest levels of theory and application to provide solutions to critical challenges.

Projected Outcomes

Meeting the goals described throughout this document and within our strategic plan will advance SUNY Oswego and demonstrate our full relevance and value. By achieving our goals, we will substantially **increase** first- and second-year student retention and graduation rates, diversity in people and experiences, scholarships available to students in need and sponsored research activity. Continue to **expand** applied learning opportunities and research partnerships. Broaden and **strengthen** community and industry partnerships that provide our students opportunities to learn, apply knowledge, gain skillsets and advance and, in return, are mutually beneficial and satisfying to our partners.

Report to the
Faculty, Administration, College Council and Students
Of
State University of New York College at Oswego
Oswego, New York

By an Evaluation Team representing the
Middle States Commission on Higher Education

Prepared after study of the Institution's Self-Study Report
And a visit to the Campus on April 1-4, 2012

Members of the Team:

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Representing the State University of New York System

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This report represents the views of the evaluation team as interpreted by the Chair; it goes directly to the institution before being considered by the Commission. It is a confidential document prepared as an educational service for the benefit of the institution. All comments in the report are made in good faith, in an effort to assist The State University of New York at Oswego. This report is based solely on an educational evaluation of the institution and the manner in which it appears to be carrying out its educational objectives.

AT THE TIME OF THE VISIT

President
Dr. Deborah Stanley

Chief Academic Officer
Dr. Lorrie Clemo, Interim Provost
And VPAA

Chancellor, State University of New York
Dr. Nancy Zimpher

Report to the Middle States Commission

    I.   <u>Context and Nature of the Visit</u>

Established in 1861 as a normal school by its founder, Edward Austin Sheldon, the State University of New York at Oswego is a comprehensive public institution located along the beautiful southeastern shore of Lake Ontario, enrolling over 8,000 students, in more than 110 undergraduate and graduate programs.

In 2008, SUNY Oswego opened a metropolitan graduate and professional center in Syracuse, N.Y., to meet the educational needs of the area, to help revitalize Syracuse's urban core, and to develop and retain a highly skilled and well-educated workforce for the region. The institution generates $428 million annually for the region. A campus infrastructure renewal initiative begun in 1997 has led to over $750 million in construction and renovations that have been completed or are in progress. This initiative has helped to fuel the local and regional economy and meets faculty, student, and staff expectations for an attractive, modern, and technologically advanced environment. SUNY Oswego has been recognized by external organizations: U.S. News and World Report selected SUNY Oswego for its list of just 30 well-regarded colleges nationally that offer small classes without high prices; The Princeton Review named SUNY Oswego one of the best 220 colleges and universities in the Northeast in its book The Best Northeastern Colleges: 2012 Edition. The Carnegie Foundation awarded SUNY Oswego a Community Engagement Classification in January 2011.

SUNY Oswego is also extensively engaged in international education. Oswego programs are consistently ranked among the most highly enrolled in the SUNY system. During the past decade, the focus has evolved from that of a traditional study abroad office to one that is richer and more varied in its offerings. In 2010-11, 511 students participated in international programs, including many on faculty-led short-term programs embedded in the college's curriculum. There are three main categories of education abroad offerings at SUNY Oswego: institutional exchange partnerships and study abroad centers, student teaching/practicum and internships abroad, and faculty-led programs abroad.

The Middle States evaluation team conducted its visit to SUNY Oswego from April 1 to April 4, 2012. The team enjoyed and is thankful for the open and warm hospitality from everyone involved in the process. It was a pleasant and professionally rewarding experience for all members of the team. The team also appreciates the work of all involved in the institution's self-study. It is an honest and candid document, and it is the result of the work of a large portion of the community from all areas of the college. The evaluation team commends the college for its approach to both highlight areas of accomplishment and to recognize areas that need further attention and in many cases offer self-identified recommendations for improvement. In some instances we have incorporated those suggestions in our report.

During the course of this visit, the evaluation team conducted extensive interviews, toured the campus, and reviewed the exhibits and collected documents and data that substantiate the self-

study. The team also reviewed the IPEDS information for 2010 and 2011. Audited financial statements were not available as they are managed centrally by the SUNY System.

The evaluation team believes that the self-study experience has been helpful to SUNY Oswego and will play a significant role in the way that the college continues to chart its future. The team did not issue requirements or recommendations but has made a number of suggestions designed to help the college on its path to continuous improvement.

I. <u>Affirmation of continued compliance with Eligibility Requirements</u>

The Institution meets all established requirements of the Middle States Commission on Higher Education.

II. <u>Compliance with federal requirements, issues relative to state regulatory or other accrediting agency requirements</u>

Standard 1: Mission and Goals

The institution's mission clearly defines its purpose within the context of higher education and indicates who the institution serves and what it intends to accomplish. The institution stated goals, consistent with the aspirations and expectations of higher education, clearly specify how the institution will fulfill its mission. The mission and goals are developed and recognized by the institution with the participation of its members and its governing body and are used to develop and shape its programs and practices and to evaluate its effectiveness.

The institution meets this standard

1. Strengths, significant accomplishments, significant progress, or exemplary/innovation practices

SUNY Oswego has a clearly defined mission statement that states its purpose. The mission of the institution is to contribute to the common good by lighting the path to wisdom and empowering women and men to pursue meaningful lives as productive, responsible citizens. This mission statement was the result of the Sesquicentennial Plan, launched by the President in 2007. The planning process also crafted the vision to be a premier institution that provides a transformative experience to a diverse body of students, empowering them to live ethical and meaningful lives and build a better world.

To achieve the mission, the plan includes five points of emphasis under the acronym **VIEWS**:

Vitality: Secure the college's stature as a world-class comprehensive college with intellectual and cultural vitality that provides an education of exceptional quality to every student, supported by a strategically driven organizational structure and robust financial plan.
Intellectual Rigor: Sharpen our focus on academic excellence by creating an intellectual climate rich with ideas, inquiry, and discovery that provides students with meaningful experiences and

opportunities that challenge them to reach their full potential as intellectually empowered, creative, and productive individuals.

Engagement: Unite and enrich the college community by promoting and valuing individual and collective contributions to the common good and by developing closer ties and partnerships with the broader society.

World Awareness: Adopt an expansive understanding of the world in order to develop the capacity of students to be more self-aware, responsible, and empathetic.

Solutions: Give priority to developing knowledge and applying the expertise of our community of scholars to find solutions to the problems of our time.

These five points are the basis for the overall strategic plan, and each point has specific goals attached to it. The mission, vision and goals associated with this process were developed with broad input from the campus community and are widely disseminated through print and electronic means.

2. Areas for commendation

SUNY Oswego is to be commended for the rapid and successful development of international programs, as part of its world awareness focus. 20% of graduating seniors have an international experience before they graduate,

SUNY Oswego is to be commended for its achievements in diversifying its student body. Currently almost 16% of undergraduate students come from underrepresented groups.

3. Suggestions

Ensure that newer faculty and staff members know the college's mission and strategic directions, and encourage the involvement of this group in the development of annual goals to further these strategic directions.

Improve on communication of decisions based on the college's mission and goals and communicate the linkages between planning and budgeting decisions more effectively and consistently.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them, and utilizes the results of its assessment activities for institutional renewal. Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.

The institution meets this standard

1. Strengths, significant accomplishments, significant progress, or exemplary/innovation practices

- Institutional planning occurs at both the State University of New York (SUNY) system level and at Oswego. At the system level, the planning framework is expressed in *The Power of SUNY; Strategic Plan 2010 & Beyond*. The SUNY system has placed great emphasis on planning at the campus level.
- At Oswego, the strategic plan (Engaging Challenge: The Sesquicentennial Plan, 2007) is the key document for planning – and also provides the framework for important assessment activities. Other planning documents include a capital plan, an enrollment management plan, a technology plan and academic program plans.
- The development of the Strategic Plan was begun in 2006 under the leadership of the 30-member Strategic Planning Advisory Board, utilizing input from all constituencies of the college community.
- The academic program plans are explicitly linked to elements of the SUNY strategic plan and Oswego's strategic plan. Goals are established annually; progress on goal achievement is reported annually.
- The ten-year capital plan encompasses the period from 2013 to 2023 and is programmatically linked to the strategic plan and to academic program plans.
- The various elements of the enrollment management plan are unusually complete in their consideration of all factors that impact on enrollment. In addition to recruitment, the elements include retention planning, with separate plans and strategies for addressing the retention of students who enrolled as first-time freshmen and for transfer students.
- The annual updating of the technology plan, so that there is at all times a documented plan that extends three years into the future, is a noteworthy improvement over the usual planning process of, for example, doing a new three-year plan when the old plan has expired or is about to expire.
- The budget process is effectively built upon the planning process so that budget decisions reflect and support the long-range strategies of the College.

2. Areas for commendation

- Oswego is to be commended for the extent to which its various plans are comprehensive and well integrated in functional terms.
- The Strategic Plan and its implementation by the Provost and her Office of Academic Affairs are very well recognized by the faculty and staff, and are worthy of commendation.
- Oswego has an enviable program of capital improvements, both in scale for an institution its size and in the quality of the design and implementation of its new and remodeled facilities. The Campus Center is a very impressive blend of new and remodeled facilities and the new science complex promises to be a big step up for improving the STEM disciplines so important for the state and the nation.

3. Suggestions

- While Oswego's planning processes are complex and comprehensive, and the plans are well integrated with the strategic plan functionally, the overall planning effort could benefit from more explicit statements within the plans of their connections to each other.
- While there are regular reviews of Oswego's progress on its various plans, it would be useful to update the strategic plan from time to time, even if the only result is to reaffirm the plan's action items and leave them unchanged.

Standard 3: Institutional Resources

The human, financial, technical, facilities and other resources necessary to achieve an institution's mission and goals are available and accessible. In the context of the institution's mission, the effective and efficient uses of the institution's resources are analyzed as part of ongoing outcomes assessment.

The institution meets this standard

1. Strengths, significant accomplishments, significant progress, or exemplary/innovation practices

- During a time of austerity and budgetary constraint, the administration of Oswego has managed to allocate its financial resources in such a way that all mission-critical functionality has been maintained at reasonable levels of quality and effectiveness.
- The President and administration are responsible for Oswego's budget but have little control over many important budgetary considerations. There are two areas that are particularly problematic. First, tuition increases are set by the state legislature and thus are subject to intense political influence. Second, salary increases for unionized employees are negotiated by the Governor's Office of Employee Relations. These problems are exacerbated by the fact that, as with all public institutions of higher education across the country, Oswego's appropriation is set through a process controlled by the political branches of the New York state government.
- The consequence of the major factors controlled by forces beyond the campus and lacking in first-hand knowledge of the campus is that the President and administration are routinely faced with enormous problems in both balancing the budget and finding funds for new initiatives.
- Within this challenging set of circumstances, the President and administration have been reasonably effective in identifying the cuts in expenditures that would do the least damage as they have struggled to function within the limited resources that are available.
- Overall, the physical facilities of Oswego are good and are well maintained, in spite of reductions in maintenance and support staff. Deferred maintenance has received great attention in recent years and currently is at a manageable level. The extensive acreage of the College presents a challenge to the grounds crew; that challenge is

effectively met, with the result that the attractive landscaping is one of the positive features of the campus.

- Auxiliary Services, Inc. is extremely well managed and is an excellent resource for the College. An example of its extra services, it provides shuttle service to the campus at no cost to the College, using surpluses from its business operations.
- Auxiliary Services, Inc. provides jobs to some 600 students. This record provides substantial financial assistance to the students while at the same time meeting the needs of the campus. In addition, according to both statistical and anecdotal evidence, these jobs aid in the retention of students through degree completion.
- The guaranteed, stable, four-year pricing of residence hall rates and meal plans for incoming students has been a successful means of ensuring full utilization of facilities and services and assisted students and their families in planning confidently for college costs.
- The new science building will, when completed, provide an outstanding resource for meeting the needs of the planned increase in numbers of science majors.
- Although straitened by multiple years of budget deficits, the faculty and staff of Oswego continue to be adequate in numbers to fulfill the College's needs.
- While the IPEDS financial statements show deficits for operational and nonoperational revenues and expenses for the last two fiscal years, the finance staff of the College has effectively managed the college's cash to assure that critical needs have been fulfilled.
- Oswego's administrative information system is well managed and effective in meeting the needs of the institution.
- The College's Library has struggled to meet the needs of its constituencies in a time of straitened resources and increasing costs but has still managed to provide effective service.
- The Oswego College Foundation operates very effectively and is currently involved in the quiet phase of its second capital campaign. The amount of support for the College's operations provided by the Foundation, $2 million per year, is a noteworthy achievement for a public college of this size.
- The College's leadership and personnel in general, and its financial staff in particular, have done an excellent job of maintaining essential functionality in all areas in spite of financial constraints and challenges.

2. Areas for commendation

- The College is to be commended for having maintained the budgets of the academic areas throughout the recent period of increasing fiscal constraints.

3. Suggestions

- The College's financial staff should analyze the overhead costs of supporting the residence halls to assure that the College is being fully reimbursed for those costs.

Standard 4: Leadership and Governance

The institution' system of governance clearly defines the role of institutional constituencies in policy development and decision-making. The governance structure includes an active autonomous governing body with policy and resource development responsibility consistent with institutional mission.

The institution meets this standard.

1. Strengths, significant accomplishments, significant progress, or exemplary/innovation practices

SUNY Oswego's governance is well defined and it is established by State law and by accepted principles of self-governance. As part of the SUNY System, major policy authority resides with the State University Board of Trustees, and with the SUNY Administration in Albany.

College Council
SUNY Oswego also has its own College Council. The Governor appoints all members of the Council except the student member and appoints the Chair of the Council as well. A student member of the College Council is elected each year by the Student Association. The College Council holds four meetings each year and receives reports and updates from the president, vice presidents, Faculty Assembly chair, and Student Association president at each meeting. Council members are invited to the college's cultural, educational, athletic, and social events and are active participants in official ceremonies and programs such as commencement. The most important responsibility of the council is its role in coordinating the search process for a college president. Council members also offer their advice and support to college initiatives.

Faculty Senate
The SUNY system has a Faculty Senate, with elected representatives from each of the four-year campuses. SUNY Oswego's representative serves a three-year term with the possibility of election for a second consecutive term. The faculty Senate meets three times a year, and the Oswego representative reports on these meetings to the Faculty Assembly. The report is posted in the Faculty Assembly website and is available to all members of the campus community.

Faculty Assembly
SUNY Oswego Faculty Assembly is an elected representative body that includes a representative of the United University Professions negotiating unit, three members of the professional staff, two management-confidential administrators, and four Student Association representatives. Senior level administrators are invited as non-voting members. Under the shared governance model, Faculty Assembly is responsible for recommending all new and revised courses and programs that have been vetted through the appropriate councils. Faculty Assembly meets bi-weekly, and it also includes a number of standing committees and task-forces.

Collective Bargaining Units
Campus employees are represented by four unions. The largest of these unions are the Civil Service Employees Association (CSEA), representing civil service members, and the United University Professions (UUP), representing faculty and professional staff members. Union

leadership and representatives from the administration meet on regular basis and there is mutual respect and a positive rapport on both sides.

2. Suggestions

Review Faculty Assembly and its guidelines in an effort to make its work relevant and meaningful for newer faculty members. Find ways to engage recently hired faculty in service to the college to better distribute committee responsibilities among all faculty members.

Consider ways to eliminate or consolidate committees and task forces. The team notes that the college had begun working on this issue at the time of the team's visit as a result of the institution's Self-Study.

Standard 5: Administration

The institution's administrative structure and services facilitate learning and research/scholarship, foster quality improvement, and support the institution's organization and governance.

The institution meets this standard.

1. Strengths, significant accomplishments, significant progress, or exemplary/innovation practices

Based on a review of the *Self-Study*, other documents provided by the institution, and meetings and interviews with faculty, staff, students, and others, the Visiting Team reached the following observations, findings, and conclusions related to this standard:

The college's executive management team has remained relatively stable over the past decade and is generally viewed as having the necessary preparation and experience to be effective in their jobs. The administration has demonstrated responsiveness to the needs of the institution as it grows and changes over time. The President, Provost, Associate Provosts, and Deans are active in campus governance as appropriate and meet regularly with faculty, staff, and student leadership.

Changes such as the establishment of a new School of Communication, Media, and the Arts, the shifting of athletics from Academic Affairs to Student Affairs, the allocation or reallocation of resources to support sustainability, technology, and fundraising efforts have been made in response to needs based on data and in the context of supporting goals which are consistent with the College's strategic plan, *Engaging Challenge: The Sesquicentennial Plan*.

The above is an illustration of periodic assessment of the effectiveness of administrative structures that resulted in specific changes. While there are adequate information and decision-making systems in place to support the needs of the campus, communication regarding decision-making that directly impacts academic departments is perceived by the faculty as an area for improvement.

Organization charts and job descriptions document the reporting lines as well as the duties and authority of various positions.

2. Areas for commendation

- Employing a task force model to bring timeliness to policy-making without sacrificing inclusiveness, transparency, or circumventing the established governance structure.

3. Suggestions

Implement the *Self-Study* recommendation that states "There is a need to improve communication about assessment, line requests, and other crucial information between department chairs, deans, the provost, and the president" by "Develop[ing] more effective communication practices, particularly with respect to administrative requests for information and data and the rationale behind the resulting decisions."

Standard 6: Integrity
In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support for academic and intellectual freedom.

The institution meets this standard

1. Strengths, significant accomplishments, significant progress, or exemplary/innovation practices

The SUNY College at Oswego has an established tradition and culture of providing high-quality education at the bachelor and master levels across the arts, sciences, humanities, business, and teacher education. The Priorities of the Provost reflect the elements of Oswego's Strategic Plan. These priorities and the Plan inform the priorities and plans of the College of Arts & Sciences, the School of Business, the School of Education, the School of Communication, Media and the Arts, and the related educational programs and supporting units. The Plan is clear, plain, and simply stated – and widely understood on the campus.

The cohesive culture of support for Oswego's educational programs and its undergraduate and graduate students is immediately evident in the faculty, the staff, and the administration of the College. The students find support for their personal educational goals from many faculty members, including many of those who devote themselves to advising many students at various stages in their academic programs. It is a mark of excellence that many students find advice and support from faculty outside of their major as well as inside their academic unit. Students also find valuable support from the integrated Compass Center where they have a one-stop shop that can provide advice in many areas of their college life.

Mentoring of faculty by faculty is expected and has become the norm. Mentoring of students beyond the basics, mentoring for completion of their academic program and for the planning for their professional lives by faculty members and by established offices in larger academic units are serving many students very well.

The recently introduced Early Grant program for newly hired faculty members will enable those who participate in it to spend the summer before they begin their teaching career at Oswego to prepare grant applications for submission at the beginning of their career in the College. Such an investment – and other investments in new faculty members – will greatly benefit the College and its academic programs.

There has been a significant increase in the number of adjunct faculty members during the last five years while the number of full-time faculty members has remained essentially constant. It is notable – and praiseworthy! – that the full-time faculty are quite concerned about the low rate at which adjuncts are currently paid for teaching courses and that they support a significant increase for their adjuncts. This is another element of the cohesive faculty culture devoted to making Oswego's educational programs better.

Faculty members have a primary responsibility for handling cases of academic dishonesty. They should file electronic reports to the associate dean who, in turn, will inform the Judicial Office when a student has more than one reported violation. Violations of copyright, generally by downloading copyrighted works from the internet, are handled by the Computer support group with notification to the Judicial Office. Educational programs for students who violate the rules are routinely imposed. Violations in the Residence Halls are also handled in conjunction with the Judicial Office. While the Self-Study reports a substantial increase in disciplinary hearings by the Judicial Office, much of the increase reflects a more comprehensive approach to managing the instances requiring such actions.

In our discussions with faculty members, it appears that there is a good working relationship between the faculty governance activities centered in the Faculty Assembly and the union representatives and their activities where their interests overlap.

2. Suggestions

As the academic quality of the College increases, the expectations of faculty members, staff members, and students also increase. The academic department is an important operating level of the College, and the requirements for leadership of the departments increase as these expectations increase. Consideration of the resources allocated to departments and the decision-making responsibilities and powers of the chairs of these academic units should receive review with a view towards enhancing the effectiveness of chairs and program directors in carrying out their responsibilities.

There have been significant improvements in the mentoring of faculty members at Oswego but there are instances of some lackluster and less than optimum mentoring that suggest that further improvements in mentoring are needed. While some faculty members easily find additional mentors, or more useful mentors, on their own, each College or School should consider ways to

increase the effectiveness of the mentoring of faculty members – perhaps through the efforts of an experienced and effective mentoring guru.

On the whole, student advisement receives high marks from students and faculty alike. But where advisement fails, the consequences for students can be significant – affecting their future educational program and, in some cases, leading to students leaving the College. Continuous improvement processes need to be maintained and, in some cases, better uses of some faculty talents for other needed purposes may need to be found.

It is apparent that many faculty members prefer to handle cases of academic dishonesty themselves without fulfilling the requirement to file an electronic report. While the motives may have a pedagogical basis, the failure to file an electronic report may lead to multiple unreported violations by a student that should be addressed through Oswego's adopted policy regarding academic honesty. The policy is designed to be corrective with regard to the student who violates it and the College should encourage the variant faculty culture to support the full implementation of the policy.

While Oswego has a well-defined retention policy for full-time faculty members, it does not have a similar policy for retention of adjunct faculty members, an increasingly important teaching component of the College. Consideration of such a policy or set of guidelines would benefit the College and, perhaps, lead to attracting a greater variety of talented adjuncts.

Standard 7: Institutional Assessment
The institution has developed and implemented an assessment process that evaluates its overall effectiveness in achieving its mission and goals and its compliance with accreditation standards.

The institution meets this standard

1. Strengths, significant accomplishments, significant progress, or exemplary/innovation practices

SUNY Oswego employs a planning and assessment process that is typical to institutions of higher education. Progress toward the institution's objectives is reviewed on an ongoing basis by the President's Council, composed of senior leaders on campus, and the President. These reviews are conducted in both individual meetings and an annual retreat. The reviews are based on key performance indicators, operational statistics in areas such as admissions, enrollments, and instructional workload, and survey results on many topics. Senior leaders are expected to produce annual reports documenting the progress of their areas. The president is then responsible for reporting on progress to the College Council, the SUNY version of a Board of Trustees, and SUNY system administration on an annual basis. The institution devotes significant effort to assessing his institutional effectiveness. It is also important to note that Oswego's status as a member of the SUNY System requires a significant level of accountability through reports to the System.

The list of assessment project reports is both extensive and diverse and includes examples from across the campus; there was even a survey of campus constituents about the Middle States self-study process to identify strengths and weaknesses that was used to guide the work of creating

the self-study report. There are some 60 or so studies done over the last seven years. Examples include:

- Participation in large-scale national studies about student learning and engagement such as the National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE).
- Use of national studies to measure satisfaction with campus dining halls and the college bookstore fielded by the National Association of College and University Food Services and the National Association of College Stores.
- Numerous campus-based research projects on areas such as buildings, student orientation programs, faculty orientation programs, the library, residential programming, student affairs programs.

2. Areas for commendation

SUNY Oswego is to be commended both for creating and sustaining an organizational culture that expects assessment and allocating resources to support widespread data-gathering efforts in support of evaluation of its programs and processes.

3. Suggestions

Share information about the significant effort that is expended toward assessing institutional effectiveness widely with the Oswego community. Require all division heads, deans, and their direct reports to disseminate a clear and concise document listing objectives and links to the institution's strategic goals at the beginning of the year and update that document to describe the progress made at achieving those objectives at the end of the year. The end-of-year report should be the basis for the next year's objectives document, thus closing the assessment loop to support institutional effectiveness. The new format used by Academic Affairs Annual Goals document in 2011-2012 provides a good model for such a document. It clarifies how the year's accomplishments of the division are linked to the institution's goals and objectives.

Use the same organizing principles for all statements of goals, objectives, and assessment of results. This will be vitally important as Oswego updates its 2007-2011 Strategic Plan to be consistent with the SUNY System's strategic plan, *Power of SUNY*. Using the same language and organizing principles will help to ensure that the work of the System, Oswego, and the divisions at Oswego are all contributing to institutional effectiveness. The new format for Academic Affairs Annual Goals document in 2011-2012 is a very successful step in that direction.

Standard 8: Student Admissions and Retention
The institution seeks to admit students whose interests, goals, and abilities are congruent with its mission and seeks to retain them through the pursuit of the student's educational goals.

The institution meets this standard.

1. Strengths, significant accomplishments, significant progress, or exemplary /innovative practices

SUNY Oswego has developed a comprehensive admissions program consistent with the institution's mission and its location. The admission policies are equitable and the information

provided to prospective students gives an accurate picture of the institution. The printed material and information on the institution's website is clearly presented and easy to understand. Financial aid programs and policies are in place to provide appropriate financial assistance to students. The Registrar's Office is engaged in providing the information necessary for the institution to best utilize its classroom facilities and to assist students in meeting a range of academic deadlines to ensure that students are able to register and to graduate on schedule.

Recognizing that high school graduates in the region would decline in future years, the institution developed a comprehensive plan to maintain enrollment and improve the overall composition of the student body. Through a combination of recruiting efforts in down State New York, the use of merit scholarships, improved facilities, and targeted enrollment, the institution increased the applicant pool, reduced the acceptance rate, improved its SAT profile, increased the diversity of the student body, and improved its yield rate among students with higher selectivity indexes.

Part of the enrollment plan focused on increasing student retention and graduation rates. To accomplish this, faculty and staff worked collaboratively to create a more student-centered learning environment at the college. They reduced class sizes, developed a set of first-year learning experiences, improved the number of fulltime faculty teaching first-year students, improved academic advising, developed retention programs in residence halls, added faculty mentors to some residence halls, improved orientation, improved academic advising, expanded community service programs, and focused more of their efforts in residence life on building community among students. Other areas of the college contributed to this effort by engaging students in active learning through activities such as student clubs and organizations, leadership programs and student services.

The college recognizes that stability in future enrollment will require continued vigilance in their focus on student learning and on the support services available for students. The faculty and staff are now engaged in an effort to increase the number of international students, which they hope will contribute positively to their enrollments and to their diversity.

2. Areas for commendation

SUNY Oswego is to be commended for its success in increasing the diversity of the student body; students from underrepresented groups increased by 42% since 2001. Given the institution's rural location in a region with limited racial diversity, this increase is significant and is deserving of commendation.

3. Suggestions

Oswego's bucolic rural environment appeals to many people. However, the isolation of the campus and its often challenging winter environment offers a significant lifestyle departure from the experience of students from the lower counties of New York State, particularly for students from the metropolitan areas of New York City. The institution recognizes that its distance from some of the population centers of the State is a contributing factor to attrition. The college would benefit from studying this issue more carefully with a focus on either better informing

students of some of the issues students may encounter in this shift or by developing a focused support structure for these "at risk" students.

The current efforts to expand enrollments by recruiting more students from East Asian countries is likely to add another set of challenges to the college's effort to increase retention. With an increase in the number of international students, the institution will need to expand a wide range of on-campus services and programs to support the needs of these students during periods of the academic year when the institution would normally close. Dining services, recreation, student housing, health services, and duty schedules for student affairs professionals and other educators will need to be realigned to accommodate a population of students that is likely to remain on-campus while other students and most campus services have historically closed. The financial impact of increasing the number of international students should be evaluated in light of union labor contracts requiring overtime or vacation time salary adjustments, and extended hours of operation not currently budgeted.

Members of the faculty expressed concern about instructional support services to assist students with writing and math skills. To address this concern, the institution is in the process of strengthening its tutoring and related academic support programs. The success of these new strategies should be evaluated after the first two years of operation to determine if the changes adequately addressed the concerns of faculty.

SUNY Oswego has a number of first generation college students but no data was immediately available on the retention and graduation rates of this sub-population of students. Targeting these "at risk" students for special support and mentoring programs may help higher percentages of these students to complete college at Oswego.

Standard 9: Student Support Services
The institution provides student support services reasonably necessary to enable each student to achieve the institution's goals for students.

The institution meets this standard

1. Strengths, significant accomplishments, significant progress, or exemplary /innovative practices

SUNY Oswego is a residential campus with approximately 60% of its fulltime students living on-campus in college owned and operated residence halls. To accommodate the various lifestyle needs of undergraduates, the college provides a range of housing types including traditional residence halls, suite style buildings, and apartments. These facilities are attractive and well maintained. The residence life program was comprehensive and consisted of professional trained residence life staff, graduate assistances, and student staff. Tutors/mentors are provided in some first-year halls. Educational programming, community building programs, and residence hall student government were all in place. First-year students who do not live at home with parents are required to live in residence halls for two years; transfer students are required to live in residence halls for one year. The institution makes exceptions to this policy for non-

traditional students. Students who live in residence halls are exempt from increases in the cost of housing if they remain in residence halls for consecutive years. The overall positive influence of the residence life programs had a direct effect on student satisfaction and retention as measured by and institutional satisfaction survey. The institution's polices for the management and administrations of residence halls are consistent with contemporary standards and best practices for housing and residence life programs.

Student conduct, FERPA, Title IX, student grievance, campus crime reporting policies and procedures are in place and are accessible to students in the student handbook and on websites. The college has an academic integrity policy which is supported by a number of faculty, academic administrators, and student affairs educators. The institution has a sophisticated emergency notification system which is tested regularly. The institution maintains appropriate records and uses a variety of educational ways to address issues of student misconduct.

Counseling services with clinically trained and licensed counselors were in place to provide students with emotional support, psychotherapy and crises intervention as needed. Like many institutions, the increasing complexity of the psychopathology of students with emotional and mental health challenges, taxes the institutions resources. The rural location of the institution limits the availability of psychiatrists to assist students who need psychotropic medications. Appropriate services for students with special ADA needs were in place and information about these services was easily available to students.

Student co-curricular activities and the level of student involvement were high. The number of student clubs and organizations exceeded what one would normally find at an institution of the size of Oswego, and the variety of recreational programs, club sports, intramurals, and campus programs were extensive and showed variety. A student government was in place to represent students and the institution provided students with good facilities and academic support for their student newspaper, radio station, and TV station. Students were given responsibility for the allocation of student fee money for programming and to support student clubs. The high percentage of residential students and the limited non-alcohol related recreational options available in town kept students focused on college sponsored programs and activities which supported increased levels of student involvement on campus.

Students reported that they knew multiple faculty and student affairs educators well enough to ask them for a letter of recommendation if needed. Faculty and student affairs educators talked affectionately about students and students expressed similar feelings of caring for the faculty, staff, and administrators at the college.

Athletic programs are appropriate to the size and interests of the students. Appropriate coaching, NCAA rule monitoring, Title IX compliance, and training techniques were in place. Surveys done with student athletes indicate that the students are satisfied with the support they receive from Athletics. Concern was expressed about the quality and location of athletic facilities and several students and staff suggested that consideration be given to improving the student athletic facilities and relocating them to the "main" campus.

2. Areas of Commendation

The student affairs educators and faculty exhibited a genuine ethic of caring about students and students expressed similar feelings about them. The relationship among student affairs educators, enrollment management professionals, and faculty showed strong positive relationships and a sincere effort to engage as partners in creating a student centered learning experience at SUNY Oswego. Oswego deserves commendation for creating a cooperatively coupled organizational climate dedicated to student learning and committed to working together for the best interests of students.

The Compass program includes academic advising, career services, community service/service learning, first-year programs, transfer student programs, experiential learning programs (internships and co-op experiences), and leadership programs for students. Combining these functions helps all students, but particularly "undecided students" to be more intentional and purposeful about their academic work and their overall educational experience. Although each of the functions associated with the Compass programs contributes in unique ways to the life of students, the Compass program as whole is greater than the sum of its parts. The coordination, collaboration, and focus on the whole student experience provide students with a place they can turn for assistance from admission to graduation. A large number of students participate in community service/service learning programs. These programs not only help students build a sense of community, and teach altruistic values, but also help the institution meet its public service mission. The college deserves commendation for creating this innovative and student-centered approach to helping students successfully navigate the college experience.

3.   Suggestions

Like many areas of the college, student affairs departments collected information about students including assessments of their services and programs. Although there is clear evidence that some of this information has been used to change services and programs, the extent to which this happens is unclear. Some of the studies did not provide comparison data with national or SUNY system information when it could have been used. Although the collected information was interesting, the lack of a standard for comparison made the data difficult to interpret. Similarly, small sample sizes for surveys raised questions about response bias. The institution would benefit by a greater reliance on standardized measures, the wide distribution of the results within departments, and a plan to address areas where student responses indicate a need for attention.

The student affairs division is aware of the "survey fatigue" that students experience by being constantly surveyed by multiple offices seeking information. They have a plan to combine several separate surveys into one student affairs survey or to link "critical" questions to the survey conducted annually by residence life and housing. Implementation of this plan would be useful.

Student affairs educators adopted three learning outcomes associated with CAS Standards and developed learning rubrics for students in some student staff positions. Expansion of the number of learning outcomes and learning rubrics is planned and should be implemented. Appropriate assessment should be included in this plan.

Standard 10: Faculty

The institution's instructional, research, and service programs are devised, developed, monitored, and supported by qualified professionals

The institution meets this standard

1. Strengths, significant accomplishments, significant progress, exemplary/innovation practices

SUNY Oswego has an active engaged faculty composed of 319 full-time faculty and 213 part-time faculty. While the number of full-time faculty has been stable over the past five years, the number of part-time faculty has grown modestly as the institution has tried to increase its proportion of small classes. 42% of the full-time faculty is women, and 19% are members of minority groups. 88% of the full-time faculty has doctorates or other terminal degrees. The slow growth in part-time faculty and the compensation of the part-time faculty are matters of concern to the institution and subjects of campus discussions, particularly in light of increasing financial pressures on state institutions in New York. New faculty hires are vital resources for any institution, and Oswego has a formal mentoring process to aid newly hired faculty.
Processes for reappointment, tenure, and promotion of full-time faculty are a function of SUNY System and Oswego institutional policies. The SUNY Board of Trustees addresses appointment, evaluation, and promotion issues in *The State University of New York Policies of the Board of Trustees* and Oswego has a clear statement of local criteria in its *Criteria for Faculty Personnel Decisions*. The decision making process, based on the *Criteria*, begins with a faculty committee in the faculty member's department, moves to a faculty committee in the division, then to the school dean, the Provost, and the President. Consistent with the mission of the institution, teaching effectiveness is the highest priority, but research and service are also important criteria. Support for faculty professional development and to assist the faculty in achieving Oswego's objectives is widespread; but as in many public institutions in today's economic environment, it is not always able to meet all of the needs. So, for example, funds for faculty travel have fluctuated over the past five years. However, funds are available and the Office of International Education and Programs funds international travel to further Oswego's goals in the strategic areas of World Awareness and Solutions. Funds are also available to support curriculum innovation, student-faculty collaborations, and as required matches for external grants. There is also reassigned time from teaching available to help faculty devote additional time to their research and a new program to bring just-hired faculty to campus before the beginning of their first academic year to develop a grant proposal that will spur their research agenda.
There are also institutional structures to help faculty to achieve teaching and research success. The Office of Research and Sponsored Programs (ORSP) supports faculty in their efforts to win external grants. External grants totaled $3.3 million in 2011. The Center for Excellence in Learning and Teaching supports instruction through such methods as workshops, discussions, and learning communities on assessment, civic engagement, and technology in teaching. The library offers a wide variety of resources—print, electronic, and human resources in the form of library faculty with subject specialties—to support faculty's teaching and research work. Resources for technology, including support for distance and new blending learning instructional formats, is available from Campus Technology Services.

As a whole, SUNY Oswego's policies and processes are clearly intended to provide support for faculty to succeed in their roles as teachers, scholars, and contributors to the institution's success.

2. Areas for commendation

The SUNY Oswego faculty exhibits an outstanding level of commitment to their students and their roles as teachers and mentors. There is a palpable faculty—and institutional—culture that celebrates student success as its core value.

3. Suggestions

Share best practices in the implementation of reappointment, tenure, and promotion policies and processes across departments and schools. SUNY System and SUNY Oswego personnel policies and processes guide personnel decisions, as they should. The work to implement those policies and processes—both by faculty and administrators—vary by department and school; that is also appropriate. However, sharing best implementation practices will help faculty evaluators and candidates across the campus to make consistently fair and accurate decisions about their colleagues.

Explore creating a standard format for student evaluations of faculty and courses to provide a common rubric for faculty personnel decisions.

Investigate appropriate adjustments to faculty workload, personnel policies and processes, and departmental resource allocations as more faculty begin to work in areas that span multiple departments and schools in line with the college's strategic interdisciplinary work.

Standard 11: Educational Offering
The institution's educational offerings display academic content, rigor, and coherence appropriate to its higher education mission. The institution identifies student learning goals and objectives, including knowledge and skills, for its educational offerings.

The institution meets this standard.

1. Strengths, significant accomplishments, significant progress, or exemplary/innovation practices

Oswego has had – and continues to have – a well-merited reputation for excellence in its broad range of undergraduate academic programs and in the more limited number of master's degree programs it has chosen to offer.

Oswego's Strategic Plan and the Provost's Priorities in implementing the Plan have led to a series of initiatives that are raising the quality of the overall academic program. Notable is the World Awareness and Engagement initiative which is giving students opportunities to engage in an increasing array of academic programs and activities outside the United States, and has led to an increasing number of faculty-led Study Abroad opportunities.

In the vicinity of Oswego, a program to improve language training in the schools benefits the greater community and the schools support the training of the next generation of teachers.

The recent development of the Summer Scholars program enables talented undergraduate students to do research and other creative work with faculty members for ten weeks during the summer with a $4,000 stipend and a residential scholarship. These very promising students are likely to become some of Oswego's outstanding graduates and distinguished and influential alumni.

The Metro Center initiative in Syracuse has received much praise and shows much promise in bringing its targeted educational programs to the surrounding area. The combination of evening courses and on-line educational opportunities should benefit the local region.

A broad program of co-op opportunities for students has recently been launched in a limited number of majors, providing benefits both to the cooperating businesses and institutions and to the enterprising students who will take advantage of this program. Already many students do internships and in many cases, the opportunities for the somewhat longer periods for students in co-op positions will lead to significantly greater advances in the "real world" education of the students and greater positive impacts in the host entities.

As is increasingly common in American higher education, Oswego has placed an emphasis on interdisciplinary programs and educational opportunities. It is recognized that many important and intellectually exciting areas lie at the intersections of established disciplines. Both students and faculty members are interested in making advances in these areas. Faculty line requests and requests for faculty sabbaticals that demonstrate solid promise in strengthening interdisciplinary programs receive favorable treatment – in accord with the College's Strategic Plan.

2. Suggestions

There is a commendable effort both to develop new academic programs and to modify and improve existing academic programs. With a large School of Education program preparing the next generation of teachers, there is an understandable dependence on academic content in the College of Arts & Sciences in particular. So the number of graduates in each of the academic programs in Arts & Sciences is itself not an accurate indication of the size or importance of the department offering that content. But the production of majors in these departments does carry significant resource requirements if the academic quality of these programs is to be maintained. Oswego should consider guidelines for the consideration of continuing or terminating degree programs when the numbers of degrees become so small that the quality of the degrees is suspect; the overall quality of Oswego's academic programs may require closing some degree programs in the future.

While the emphasis on interdisciplinary work is in consonance with the Strategic Plan, faculty members and programmatic initiatives in these areas can encounter challenges with regard to resources and the priorities in the academic units in which the faculty members and the programs reside. Sometimes these challenges are worked out in advance between cooperating deans but there are real challenges – particularly for new or recently hired faculty members – which may require consideration of more formal joint appointments with well-defined responsibilities for accountability and for resource support.

Standard 12: General Education

The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competence.

The institution meets this standard.

1. Strengths, significant accomplishments, significant progress, or exemplary/innovation practices

According to the self-study, additional documentation, and campus interviews, the Team concluded that the State University of New York at Oswego (SUNY Oswego) exceeds the SUNY mandated General Education (GE) requirements by offering its students many opportunities including the infusion of GE in course offerings in the majors. It also meets the standards of the Middle States Commission on Higher Education including Oral and Written Communication, Scientific and Quantitative Reasoning, Critical Analysis and Reasoning, and Technological Competence. As of 2011 over 300 courses were listed as core and or options for meeting GE requirements in basic skills, knowledge foundations, human diversity, and intellectual issues. SUNY Oswego requires an average of 42 credits of General Education field for its students to graduate with a Bachelor's degree. Expected student learning outcomes for each of the listed courses are clearly well articulated.

A sample of the GE course syllabi reflects expected student learning outcomes that address competency areas in the Middle States Standards of Excellence and more, to reflect the State University of New York's and SUNY Oswego's commitment to preparing students for their majors in the areas of communication, critical thinking, problem solving, communication, global competency and personal development. In addition, GE knowledge and skills are not limited to basic level GE course offerings but extend beyond the two years of study into the junior and senior years. The unique upper level GE "intellectual issues" multidisciplinary courses provide students opportunities for more integrative learning to prepare them for lifelong learning and as effective real world problem solvers.

The flexibility of allowing students to meet GE requirements with courses taken overseas and/ or Advanced Placement credits where appropriate, provides students the opportunity to graduate in a more timely manner. However, the College has clear policy about GE courses including a schedule for waiver examinations, where some GE courses may be substituted by a successful test outcome, and the sequencing of some GE courses may be required to ensure student success. For example, students are required to demonstrate Math proficiency first before taking upper level Math courses. Such transparency speaks well of SUNY Oswego's integrity as a higher education enterprise.

The Team was especially impressed by SUNY Oswego's engagement initiatives that promote citizenship among students, faculty, and the community. For example, a large sustainability fair held each year brings together a large number of students, faculty and the community and students participate in such activities as a simulation of global decision making about global

issues (e.g., making decisions about climate change) that prepares them for their roles as future global leaders. The Team is also encouraged by the level of SUNY Oswego's commitment to ensuring that its GE course offerings continue to be strengthened. A position of Director of General Education has been created and filled to coordinate the General Education component of programs and in 2010 the Faculty Assembly's creation of the Taskforce on Designing General Education of the 21st Century (GE 21 Taskforce) underscored the importance of the inclusion of Oswego's advanced writing plan, multi-disciplinary perspectives and integration of GE in majors.   The GE curriculum review required by SUNY Board of Trustees demands that these reviews are conducted on a five-year cycle.

Campus interviews with faculty indicated that a significant number of them would like to review GE curriculum that has been in place since 2007, especially the credit hour requirements (i.e., reducing the GE requirement to 30) to strengthen major offerings. Anecdotal comments from students did not indicate any strong feelings about the GE credit hours. They noted that GE courses often influenced their chosen majors, and that the variety of choices was appreciated, the classes gave them an appreciation of other fields, and meeting the GE requirements did not impede their degree progress.

The Team supports the establishment of the GE 21 Taskforce to conduct a thorough review of the current GE curriculum. This will ensure that students acquire the competences they need to be successful in their majors and it will help maintain a proper balance in credit hours between the GE curriculum and the majors.

Standard 13: Related Educational Activities

The institution's programs or activities that are characterized by particular content, focus, location, mode of delivery, or sponsorship met appropriate standards.

The institution meets this standard.

1. Strengths, significant accomplishments, significant progress, or exemplary/innovation practices

Based on a review of the *Self-Study*, other institutional documents including--the strategic plan, college catalog, website, materials related to internships, international studies, online learning, etc.-- and other location site visits, the Visiting Team reached the following observations, findings, and conclusions related to this standard:

Basic Skills

There is strong evidence (i.e., small or non-existent achievement gaps in retention and graduation rates) that students not fully prepared for college-level work are identified and that appropriate support services are provided. Examples of support programs that produce very positive results are highlighted below. (See **2. Areas for commendation**)

Increases in the demand for tutoring services and disability accommodations are occurring, but are being managed at the present time.

Experienced-Based Learning, Distance Education and Online Learning

The College has established policies and procedures for internships, co-ops, study abroad, and online learning that are consistent across departments and schools, and it assesses such learning experiences at the course / experience level. There are numerous opportunities for students to engage in service learning experiences, which may be awarded credit, as well.

The same identity verification system is used for students accessing online courses as is used for students accessing the online portion of hybrid courses (i.e., the Banner student information system). One must bear in mind that many of the students accessing the online learning management system are taking face-to-face courses or hybrid courses, or sitting for proctored exams where physical identity verification occurs. In situations where the course is totally online, faculty members are experimenting with technologies (e.g., cameras and personal videoconferencing software) to ensure the student's identity.

Additional Locations and Other Instructional Sites

Courses and programs (in part) offered at other locations or sites are developed, approved, reviewed, and assessed in the same manner and processes as their campus-based counterparts. A visit to the Syracuse Metro Center site found classrooms ranging from small conference / seminar rooms to reasonably sized lecture halls which are all configurable in a variety of ways that makes the space conducive to diverse teaching and learning styles. The technology used (instructors stations, whiteboards, smart classrooms) is comparable to the technology used on campus as are the library resources available online or in electronic forms.

Information Literacy

The campus acknowledges a need to make the assessment of information literacy and library services (for all students) more granular in order to improve both student success and library services.

International Programs

SUNY Oswego has a remarkable number of undergraduate students participating in study abroad programs. Twenty percent of graduating seniors have a study abroad experience, a 102% increase in study abroad participation in the past decade. There are opportunities to participate in over 80 study abroad programs in 30 countries. As part of the evaluation, the Chair visited one of the largest programs offered, in Barcelona, Spain. The visit took place November 22-24 2011.

The visit included an extended conversation with Dr. Pedro Guardia Masso, Director of the program, who provided an extensive history of the program, and a detailed overview of the academic offerings. Students can choose to participate for the full year, either fall or spring semesters, or a summer session. The summer program is geared towards language instruction,

while the academic year program offers a much wider variety of courses. As part of the visit, the Chair attended classes both in English and Spanish, at all levels of proficiency. SUNY Oswego students take those courses with students from all over the world, mostly from European countries. Students take a language placement exam upon their arrival in Barcelona, and are placed according to the results. Advanced students take all their classes in Spanish, while lower-level language students can take some of their courses in English. In addition to language courses, the chair attended a class on the history of Spain since 1975 (after Franco's death) (intermediate language level), and class on the Spanish Economy after Spain joined the European Union (advanced language level). All courses are offered by University of Barcelona faculty members. Syllabi and course materials are available on the web. In the opinion of the evaluator, the visited courses meet all academic requirements.

All classes meet at the University of Barcelona, centrally located in the city, and a campus of historic importance in Spain. Universidad de Barcelona is the second largest in the country, and is Spain's leading Research University. Thus, its library and ancillary resources are more than adequate for the needs of the Oswego program. The classrooms visited all had appropriate technological resources for teaching. Students live in "Residencias", private residence halls. The program has a faculty member who is responsible for the supervision of the living facilities. The chair visited one of the Residencias, where Oswego students lived together with students from different parts of Spain.

As part of the evaluation, the Chair met with all Oswego students for dinner and for a private conversation. The overall student feedback was very positive. They felt that the administration in Barcelona was helpful, classes were challenging, and they all loved the city. The program meets their academic and social needs.

2. Areas for commendation

SUNY Oswego is to be commended for:

- An EOP that has funded enrollment of 322 students and boasts an impressive freshman-to-sophomore retention rate of 82 percent, consistent with that of the college as a whole. EOP students are represented in student leadership, Residence Life and Housing Office staff, Admissions Office staff, student orientation staff, and academic programs such as McNair and CSTEP as well as in honor societies. 80% of McNair students go on to graduate school.
- The piloting, assessment, and subsequent implementation of requiring midterm grades for all lower division courses. The initial assessment indicated that students were more likely to make midcourse corrections that resulted them remaining in good academic standing.
- The degree to which the COMPASS program coordinates first-year experiences, academic advisement, and other support services into a truly integrated program that creates a "culture of student success". This initiative also serves an excellent example of successful collaboration between faculty and administration and between academic and student affairs.
- Being ranked first or second among 12 comparable SUNY schools in student surveys with regard to opportunities for community service and availability of internships.

Seventy two percent of seniors report being engaged in internships, field experiences, practica, service learning, or volunteer service. This integration of classroom experience and engagement opportunities was a significant factor in being recognized by the Carnegie Foundation as a community-engaged campus.

4. Suggestions

- Implement the Self-Study Recommendations addressing these concerns, namely:
  - "Evaluate the growing demand for … disability and tutoring services in relation to the College's resources…"
- Find ways to overcome the challenges preventing the collection and tracking of longitudinal data to assess student information literacy over an extended period.

Standard 14: Assessment of Student Learning

Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution's students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.

The institution meets this standard

1. Strengths, significant accomplishments, significant progress, or exemplary/innovation practices

Based on the self-study and other information from supporting documents, as well as interviews with Members of the General Education Council (GEC) and the Assessment Advisory Committee (AAC), and other stakeholders of the assessment process at the State University of New York at Oswego (SUNY Oswego), the Team has concluded that significant progress continues to be made on assessment of student learning since the last Middle States decennial reaffirmation of accreditation in 2002 and most recently, the Periodic Review Report of 2007. The Team notes that each academic department at SUNY Oswego has responsibility for developing and implementing assessment plans for both General Education competence assessment and assessment of student learning outcomes at course and program levels.

Since the Periodic Review Report (PRR) of 2007, the College has undertaken a number of important steps to strengthen the supporting structure for the assessment of General Education and programs including the creation of the position of Half-time Assessment Coordinator. The Assessment Coordinator reports to the Director of Institutional Research and Assessment and is responsible for coordinating and documenting program assessment results from departments. The Assessment Coordinator is a member of Assessment Advisory Council. The appointment of an Assessment Coordinator is an important strategic move for the College since best practice demands that faculty should become fully involved if the assessment process for student learning is to be meaningful and effective.

General Education

The Team notes that SUNY Oswego assesses the four competences specified by the Middle States of *oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competence,* using clearly articulated expected student learning outcomes and holistic rubric (i.e., Exceeding Expectations, Meeting Expectations, Approaching Expectations and Not Meeting Expectations). An assessment of Critical Thinking in 2009-2010 shows that 72.28% of the 635 students assessed met or exceeded expectations on identifying, analyzing, and evaluating arguments as they occur in their own and others' work; and 71.74% did so on the second student learning outcome of developing well-reasoned arguments. Since it is possible that students may score highly on some dimensions than others (i.e., identifying than evaluation of arguments), a holistic scoring rubric might misrepresent student performance and thus weaken the utility of the results as a basis for making changes for continuous improvement in students learning in General Education. Besides, clear criteria for assessment upfront will identify in advance what level of performance will trigger a need for improvement.

Assessment of Information management indicates that 70% of the students assessed met or exceeded expectations in performing basic operations of personal computer usage; and understanding the use of basic research techniques. And yet faculty members were satisfied with student performance on the first learning outcome and not the second. It is not clear what assessment criteria was set in advance for assessing this competency. Since each department coordinates its own General Education process there is bound to be great variability in processes which is a reflection of differences in departmental assessment approaches. The General Education Council needs to provide proactive guidelines to departments on General Education. A careful mapping of competences with a few integrative General Education courses such as capstone courses for each competence area and an appropriate assessment tools and criteria upfront will help reduce complexity and enhance the meaningfulness of the assessment results. This notwithstanding, there are compelling examples of assessment data being collected, analyzed, and used to inform change especially in General Education under the General Education Council.

SUNY Oswego has worked successfully with the General Education Assessment Group (GEAR) created by the State University of New York Board of Trustees (SUNY BoT) in designing and implementing a comprehensive General Education curriculum with an equally comprehensive outcomes assessment plan for GE courses. This plan assesses 16 basic areas of General Education knowledge, skill and competency areas with over 300 GE courses. The Team agrees with the need for the GE curriculum review by the Taskforce on Designing General Education for the Twenty-First Century (GE 21 Taskforce). A mapping of critical student learning outcomes will facilitate the justification and or streamlining of the curriculum.

Major Field Assessment

The Team notes that as in the case of General Education, responsibility for assessing students courses in their majors rests with the 28 departments although the Interim Provost and Vice President has the ultimate responsibility for assessment. An institutional assessment organizational system that includes faculty participation is in place to ensure a sustained

assessment process for improving student learning that has support from both the administration and faculty. A half-time Assessment Coordinator, and the Director for Institutional Research provide professional support to all departments as well as taking responsibility for summarizing departmental reports for dissemination to both internal external stakeholders. In addition, there is an Assistant Dean for Accreditation and Assessment for the School of Education. These individuals work closely with departments and faculty in the school or department on designing and implementing assessment processes that align with the college's mission and clearly articulated expected student program learning outcomes, and assessment methods and analyses that provide clear evidence of what students know, think, and can do at the conclusion of their chosen major/program. The Team applauds SUNY Oswego for its continued support of faculty professional development in assessment initiatives by providing necessary resources for both on- and off-campus workshops. This is confirmed by its commitment of more than $70,000 per year to this activity over the past two years in support of faculty development initiatives on assessment.

The Team believes that SUNY Oswego has made good progress on assessment of student learning from 2007 when it was said to be in its infancy. The institution clearly demonstrates that assessment results are being used for continuous improvement of student learning. It is not surprising that programs with professional accreditations (i.e., Business Administration and Accounting [AACSB], Education [NCATE], Art [NASAD], Music[NASAD], Chemistry, [ACS], and Theatre) are further along with creating a culture of assessment as they can adapt their assessment plans and data collected for meeting such accreditations to meet the Middle States' assessment of student learning requirements effectively. The Art Department has identified learning outcomes for its five programs—Bachelor's Degrees in Studio Art/Graphic Art, Bachelor's Degree in Art History, Bachelor's Degree in Studio Art, Bachelor of Fine Art Degree in Graphic Design and a Master's Degree(s) in Studio Art and Graphics Design. All these programs have clearly articulated learning goals and selected the portfolio, comprehensive examinations or project paper as tools for assessing student learning. The Music Department has articulated five learning goals for its students and offers a capstone course that is assessed using a term paper on a theoretical analysis, and an audition of student performance using a principal instrument that is juried. Grades are awarded on a competency testing basis and that students must achieve a score of 80% on the assessments to demonstrate mastery. However, the Team notes that use of grades unless they are accompanied by a rubric can undermine the usefulness of results for continuous improvement of student learning.

Other examples of progress in non-professionally accredited disciplines at undergraduate level include but are not limited to Anthropology, Geology, Economics, Global and International Studies, Human Development, Modern Languages, and Philosophy. For several of these programs, SUNY Oswego demonstrates that it is closing the loop by using assessment results to enhance lower level courses. The development and use of a capstone course or experience enables the programs to focus on program level assessment, rather than the assessment of students in every course (i.e., course-based assessment). Development and use of capstone courses, internship experience with a project paper and or comprehensive final examinations as well as vendor developed testing tools will wean programs from the complexity of course based assessments. Student outcomes assessment by professional accreditors should be seen as a

source of data and information for providing evidence and not as a substitute for meeting Middle States standards.

There is strong evidence that clearly articulated assessment plans are used in assessing student learning in professionally accredited programs such as business, and education at the Master's Degree level. In the MBA program a Major Field Test developed by the Education Testing Service has been/is being used and in 2009 students who took this test showed strong performance across the five major areas of Marketing, Management, Finance, Managerial Accounting, and Strategic Integration. This enables SUNY Oswego to compare its students' performance using national norms and consequently, adds value to the MBA in addition to the Association for Advancement of Collegiate Schools of Business (AACSB) accreditation. However, more progress is needed for developing and implementing strong assessment processes for all other master's programs at SUNY Oswego. The Team further agrees that the system of sharing assessment results should be improved to ensure that program decisions are based on assessment results, rather than hunch.

2. Suggestions

The Team suggests that SUNY Oswego make effective use of assessment results from capstone courses/experiences that provide opportunities for students. These courses allow students to master competencies in General Education, critical knowledge or skills in General Education, and/or their majors for program level assessment instead of using assessment data collected from assessments of numerous courses at different levels. This will reduce complexity of assessment processes for programs and facilitate use of results.

The Team also suggests that the Assessment Advisory Committee should be more proactive about providing advice and guidelines to departments for continuing to develop and fine-tune their assessment plans. The Assessment Advisory Committee should also encourage departments to develop and utilize analytical rather than holistic rubrics for assessing artifacts to facilitate use of results for continuous improvement.

Response to SUNY Oswego Self-Made Recommendations (1-31)

Recommendation #, Standard(s)	Response to Recommendations Section Sub-Heading and Page Number	Recommendation (as reported in Self-Study)	URL for evidence and further information, if applicable
Recommendation 1, Standards 1 and 6	Communication and Inclusion, pages 7-10	*Ensure that newer faculty and staff members know the college's mission and strategic directions and encourage the involvement of this group in the development of annual goals to further these strategic directions.*	Tomorrow: Greater Impact and Success: www.oswego.edu/tomorrow With Passion and Purpose Campaign: www.oswego.edu/campaign SUNY Excels/Tomorrow Advisory Group: https://www.oswego.edu/suny-excels-tomorrow/ The Digital Campus: technology for an enhanced Tomorrow: http://www.oswego.edu/Documents/ctab/Oct%20Draft%20IT%20Strategic%20Plan.pdf Student Affairs and Enrollment Management Strategic Plan: https://www.oswego.edu/student-affairs/sites/www.oswego.edu.student-affairs/files/saem_strategic_plan_2016.2020.pdf
Recommendation 2, Standards 1 and 6	Mission, Strategic Plan and Budget, pages 6-7	*Improve on communication of decisions based on the college's mission and goals. While we find that our mission and goals shape budgetary priorities, we need to*	President's Budget Advisory Group: https://www.oswego.edu/budget-advisory-group/ SUNY Excels/Tomorrow Advisory Group: https://www.oswego.edu/suny-excels-tomorrow/

		communicate these linkages more effectively and consistently.	
Recommendation 3, Standards 1 and 6	*An Engaged Faculty, pages 11-13*	*Evaluate how we promulgate policies regarding human and animal studies on campus. In this area, we might use as a model our successful efforts in disseminating the importance of internal controls across college operations.*	Institutional Animal Care and Use Committee: https://www.oswego.edu/provost/institutional-animal-care-and-use-committee. Human Subjects Committee: https://www.oswego.edu/human-subjects-committee/
Recommendation 4, Standards 1 and 6	*An Engaged Faculty, pages 11-13*	*Develop and provide training to faculty and staff members responsible for administering sponsored programs that entail financial and programmatic requirements. This training should assess the grantee's understanding of basic grant requirements and could be online and interactive.*	Office of Research and Sponsored Programs: https://www.oswego.edu/orsp/ Resources for Scholarly and Creative Activity: https://www.oswego.edu/provost/resources-scholarly-and-creative-activity Guidelines for External Grants: https://www.oswego.edu/provost/guidelines-external-grants

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Recommendation 5, Standards 2 and 3	*Mission, Strategic Plan and Budget, page 6*	*Complete a technology plan in support of the college's strategic plan.*	The Digital Campus: technology for an enhanced Tomorrow: https://www.oswego.edu/ctab/technology-strategic-plan
Recommendation 6, Standards 2 and 3	*Mission, Strategic Plan and Budget, page 6*	*Make our strategic planning effort even more transparent and vital. While not all members of the campus community wish to be directly involved in such planning, it is essential that all know how the college's strategic plans and allocation of institutional resources reflect our broader mission. Developing a virtual planning infrastructure and related processes is one way to support broad participation.*	Tomorrow: Greater Impact and Success: www.oswego.edu/tomorrow With Passion and Purpose Campaign: www.oswego.edu/campaign SUNY Excels/Tomorrow Advisory Group: https://www.oswego.edu/suny-excels-tomorrow/ President's Budget Advisory Group: https://www.oswego.edu/budget-advisory-group/
Recommendation 7, Standards 2 and 3	*Providing for Institutional Vitality, pages 13-15*	*Optimize alternative revenue streams and continue to pursue new alternative revenue streams to ensure long-term fiscal health and stability.*	Extended Learning: https://www.oswego.edu/extended-learning/ With Passion and Purpose Campaign: www.oswego.edu/campaign

Response to SUNY Oswego Self-Made Recommendations (1-31)

			SUNY Oswego Extended Learning Extension Programs: https://www.oswego.edu/extended-learning/extension-programs
Recommendation 8, Standards 2 and 3	*Providing for Institutional Vitality, pages 13-15*	*Ensure that, as demand continues to increase, we maintain adequate resources for information technology and technology support.*	See Campus Technology Services 2015-2016 Annual Report: https://acquia-prod.oswego.edu/cts/sites/acquia-prod.oswego.edu.cts/files/cts_2015-16_annual_report.pdf
Recommendation 9, Standards 4 and 5	Communication and Inclusion, pages 7-10	*Create structures that will encourage more student involvement in decision-making processes across the college.*	School of Business Student Advisory Council: https://www.oswego.edu/business/student-advisory-council Diversity and Inclusion Committee: https://www.oswego.edu/diversity/about-diversity-and-inclusion
Recommendation 10, Standards 4 and 5	*Communication and Inclusion, pages 7-10*	*Identify and mentor potential candidates for leadership roles, particularly among the more recently hired faculty members, so that they will be prepared to step into roles in faculty governance and departmental administration.*	SUNY Oswego President's Faculty Fellow: https://www.oswego.edu/communications-and-marketing/release/kristen-eichhorn-named-dean-graduate-studies-suny-oswego ACE Fellow: http://www.oswego.edu/news/index.php/site/news_story/eichhorn_ace_fellow Higher Education Resource Services (HERS) Bryn Mawr Summer Institute http://www.oswego.edu/news/index.php/site/news_story/hers_institute_2016

Response to SUNY Oswego Self-Made Recommendations (1-31)

			SUNYCON Faculty Fellow: https://www.suny.edu/suny-news/press-releases/october-2015/10-29-15-sunycon-fellows/chancellor-zimpher-introduces-sunycon-fellows-class-of-2015.html
Recommendation 11, Standards 4 and 5	*Communication and Inclusion, pages 7-10*	*Develop more effective communication practices, particularly with respect to administrative requests for information and data and the rationale behind the resulting decisions.*	President's Budget Advisory Group Comments/Questions online form: https://www.oswego.edu/budget-advisory-group/comments-questions
Recommendation 12, Standards 4 and 5	*An Engaged Faculty, pages 11-13*	*Review official Faculty Assembly guidelines, membership, and culture in an effort to ensure that this body represents the will of faculty and is viewed as a relevant, important organization by newer faculty members.*	Faculty Assembly: https://www.oswego.edu/faculty-assembly/ Faculty Bylaws updated January 2016: https://acquia-prod.oswego.edu/faculty-assembly/sites/acquia-prod.oswego.edu.faculty-assembly/files/sunyoswegobylawssecure.pdf
Recommendation 13, Standards 8 and 9	*Learner Centered, Completion Focused, pages 10-11*	*Develop and enhance our retention efforts with the formation of a comprehensive retention plan that outlines goals and objectives for the next several years. The early alert intervention*	Tomorrow strategic plan: https://tomorrow.oswego.edu/impact1

		pilot efforts show great promise for identifying those students most in need of support. We need to continue to assess and move toward institutionalizing these efforts.	
Recommendation 14, Standards 8, 9 & 10	*Accomplishments and Responses to Recommendations, pages 47-49*	*Expand institutional retention efforts in the first year and beyond to include targeted cohorts (sophomores, under-represented students, transfers, STEM majors) where the data indicate an opportunity for improved retention and persistence.*	Expanded Math Summer Bridge Camp (2016): http://www.oswego.edu/news/index.php/site/news_story/expanded_math_camp Academic Probation Procedures: https://www.oswego.edu/advisement/academic-probation-procedures Starfish Early Alert System: https://www.oswego.edu/first-year/starfish-early-alert-system Mandatory Math Placement was implemented in Fall 2015 utilizing ALEKS PPL math placement software. www.oswego.edu/mathplacement
Recommendation 15, Standards 8, 9 & 10	*Accomplishments and Responses to Recommendations, pages 47-49*	*Evaluate the growing demand for health, disability, and tutoring services in relation to the college's resources in this area.*	Office of Learning Services Tutoring Center: https://www.oswego.edu/ols/tutoring-center Office of Learning Services Writing Center: https://www.oswego.edu/ols/writing-center

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Recommendation 16, Standards 8, 9 & 10	*Accomplishments and Responses to Recommendations, pages 47-49*	*Guide the mix of services and continued refinement of existing services with ongoing assessment. In this era of shrinking state resources, it is crucial that programs have clear goals and demonstrate the achievement of those goals. Many assessment projects in the Division of Student Affairs are under way, but the next step is to use the information gathered for improvement.*	Assessment and Academic Program Review: https://www.oswego.edu/provost/assessment-and-academic-program-review Assessment Programs and Reports: https://www.oswego.edu/institutional-research/assessment-programs-and-reports
Recommendation 17, Standards 7, 10 & 14	*Accomplishments and Responses to Recommendations, page 49-51*	*Document the impact of faculty professional development on student learning outcomes more effectively. The Academic Affairs Division should regularly report out and archive this documentation.*	SUNY Oswego Center for Excellence in Learning and Teaching: https://www.oswego.edu/celt/ Learning Outcomes Assessments: https://www.oswego.edu/institutional-research/learning-outcomes-assessment Learning Outcomes Assessment: Executive Summaries: https://www.oswego.edu/institutional-research/learning-outcomes-assessment-executive-summary-0
Recommendation 18, Standard 10	*An Engaged Faculty, pages 11-13*	*Review the process for evaluating and assessing the work of adjunct faculty members, with*	Not applicable

		standard guidelines available for all departments. This important analysis should be combined with a larger discussion on what is the appropriate use of full- and part-time instruction in light of recent budgetary constraints.	
Recommendation 19, Standard 10	*An Engaged Faculty, pages 11-13*	*Investigate ways to streamline faculty service obligations.*	Assigned Time Guidelines: https://www.oswego.edu/provost/faculty-assigned-time-guidelines
Recommendation 20, Standards 8, 9 & 10	*Accomplishments and Responses to Recommendations, pages 47-49*	*Develop systemic strategies for enhancing the quality of academic advising, including strengthening orientation, training, and development of advisors; evaluating the quality of advising from the perspectives of both advisors and students; and providing incentives and rewards for high-quality advising.*	Article on "Advisor Boot Camp": http://nsse.indiana.edu/pdf/LFF_3.pdf

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Recommendation 21, Standards 11 and 13	*Learner Centered, Completion Focused, pages 10-11*	*Evaluate the suitability and viability of our current mix of majors. This investigation is important for the college to remain responsive to the future needs of students and the region given the changing needs of a dynamic society.*	NYS Labor Market Data: http://www.labor.ny.gov/jobs/regional.shtm
Recommendation 22, Standards 11 and 13	*A Culture of Continuous Improvement, pages 15-16*	*Develop more comprehensive assessment practices in the Division of Graduate Studies. We need a clear mission statement along with stronger focus on curriculum, programs, and placement. The impact of changing demographics, as well as retention and placement of graduate students, need further study.*	Division of Graduate Studies: https://www.oswego.edu/graduate/
Recommendation 23, Standards 11 and 13	*A Culture of Continuous Improvement, pages 15-16*	*Implement richer assessment of the placement of our graduates to provide additional data for program improvement.*	"Beyond Oswego" First Destination Results: https://www.oswego.edu/career-services/first-destination-results

Response to SUNY Oswego Self-Made Recommendations (1-31)

		We need a college wide plan, customized for specific programs.	
Recommendation 24, Standard 12	*Accomplishments and Responses to Recommendations, pages 46-47*	*Improve communication of assessment results back to the departments and instructors. Regular assessment of general education standards fulfills its commitment to address deficiencies only if these issues are well communicated to the departments and instructors teaching the affected courses.*	Assessment Programs and Reports: https://www.oswego.edu/institutional-research/assessment-programs-and-reports
Recommendation 25, Standard 12	*Learner Centered, Completion Focused, pages 10-11*	*Make transparent the logic of general education to faculty members and students alike. For a general education curriculum to be effective, students need to understand the value of it, rather than see these courses as a burden.*	General Education: https://www.oswego.edu/general-education/ GE21 Assessment: https://www.oswego.edu/general-education/ge21-assessment General Education Approved Courses: https://www.oswego.edu/general-education/approved-courses
Recommendation 26, Standard 12	*Learner Centered, Completion Focused, pages 10-11*	*Encourage efforts to expand general education course offerings related to civic engagement,*	Climate Academic Steering Committee (CASC): https://www.oswego.edu/sustainability/committees

		sustainability, and the arts.	
Recommendation 27, Standards 7, 12 & 14	*Accomplishments and Responses to Recommendations, pages 46-47*	*Increase the visibility of assessment plans and summaries to the campus community. Creating a more visible platform for communicating assessment plans and accomplishments should assist in creating an improved culture of assessment and individual accountability.*	Assessment and Academic Program Review: https://www.oswego.edu/provost/assessment-and-academic-program-review Assessment Programs and Reports: https://www.oswego.edu/institutional-research/assessment-programs-and-reports
Recommendation 28, Standards 7, 12 & 14	*Accomplishments and Responses to Recommendations, pages 46-47*	*Regularly communicate resource allocation decisions resulting from assessment findings. Recognition of the link between resources and sound assessment processes will further incentivize assessment activities across programs.*	Not applicable

Response to SUNY Oswego Self-Made Recommendations (1-31)

Recommendation 29, Standards 7, 12 & 14	*Accomplishments and Responses to Recommendations, pages 46-47*	*Improve the system of sharing assessment results. Opportunities for sharing across programs, along with richer top-down feedback, will strengthen the effectiveness and sustainability of all assessment systems.*	Assessment Programs and Reports: https://www.oswego.edu/institutional-research/assessment-programs-and-reports
Recommendation 30, Standards 7, 10 & 14	*Accomplishments and Responses to Recommendations, page 49-51*	*Integrate graduate program assessment into the program review cycle.*	Assessment of Learning Outcomes: Undergraduate and Graduate Timetable: https://www.oswego.edu/institutional-research/assessment-learning-outcomes-undergraduate-and-graduate-timetable
Recommendation 31, Standards 7, 12 & 14	*Accomplishments and Responses to Recommendations, pages 46-47*	*Create a climate of reflection and action for use of findings in program planning and improvement. All units in the Divisions of Academic Affairs and Student Affairs should sponsor annual retreats to reflect on current assessment data and devise improvement*	Not applicable

		plans for the coming years.	

The Digital Campus
technology for an enhanced tomorrow

SUNY Oswego

IT Strategic Plan

2015 – 2018

IT Steering Committee:

Adrienne McCormick	Dean	Liberal Arts and Sciences
Jerret Lemay	Registrar	Office of the Registrar
Jill Pippin	Dean	Extended Learning
Kelly Roe (co-chair)	Associate Professor	Art
Kristi Eck	Chief of Staff	President's Office
Marcia Burrell (chair ITC)	Chair	Curriculum & Instruction
Mark Hardy (chair CTAB)	Chair	Technology Education
Michael Pisa	Associate Director	Campus Technology Services
Nicole Decker	Associate Director	Campus Technology Services
Sean Moriarty (co-chair)	Chief Technology Officer	Campus Technology Services

What is The Digital Campus?

What is The Digital Campus? Through our extensive planning process, we have asked that question to over 200 community members of SUNY Oswego. Throughout this document, we have summarized responses into a narrative. Some of the answers told us that The Digital Campus consists of

- **seamless anytime, anywhere access**
- **systems that are intuitive to use**
- **a highly skilled workforce that utilizes technology**
- **easy, secure access to data to support decision making and initiatives**
- **technology that is utilized in new and innovative ways**
- **access to the services essential to thrive and succeed**

"The Digital Campus – technology for an enhanced Tomorrow" is intended to be a campus Information Technology strategic plan which moves us towards the vision that the community has voiced. The plan is intended to tightly align with the strategic priorities outlined in the College's *Tomorrow - Greater Impact and Success plan.*

This is the second IT strategic plan for the College. The first plan achieved a more stable and robust infrastructure including enhanced wireless and internet access, improved classroom spaces, increased access to technology for students in the classroom and enhanced administrative systems and processes. It is the intent of this plan to continue to add more of the building blocks necessary and build on these successes and utilize technology in new and innovative ways.

It is recognized there is a need to build nimbleness and agility into the plan to support the ever-changing state of higher education, technology and the dynamic needs of our students. The college is confident we are meeting the needs of our current students, but needs to continue to innovate for the student of the future. This future includes remaining true to our role as a residential college as well as preparing our students for the lifelong learning they will require.

Collaboration and communication are key to all technology initiatives. Planning, projects and service delivery need to be done as partnerships with stakeholders and Campus Technology Services (CTS) contributing equally to deliver value to our community. Oswego has a great history of student centeredness to bring focus to the work required to reach the goals as outlined in this plan.

The plan is intended to address the needs of all stakeholders. This includes not only the faculty, staff and students on campus, but also those at distance and satellite locations. It also recognizes our need to provide service to other constituencies, such as alumni, and the broader community of Oswego, SUNY and Central New York.

The plan is intended to be a guide, with annual review and assessment. We need to stay true to the priorities of the institution and utilize technology to move us as efficiently as possible.

Finally, the plan is comprehensive and an effective tool to guide decision making to help us build the digital campus that enables our community to thrive and meet the grand challenges of our time.

College and SUNY Context

With the release of the College's strategic plan *Tomorrow – Greater Impact and Success*, Oswego has reaffirmed its mission and vision and identified five impacts that lay the foundation for what our work eventually means.

The *Tomorrow* plan is aligned with the SUNY Excels plan which addresses success by working together and channeling systemness. The goals of the Digital Campus directly address the priorities and will play a role in Oswego achieving the goals outlined in SUNY Excels.

Mission

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

Vision

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

Impacts

1. Our students and graduates thrive & succeed

2. Our education ecosystem is highly collaborative and engaged

3. Our communities and partnerships are enriched and supported

4. Our institution is highly effective and sustainable.

5. Our faculty, staff and students move the dial on grand challenges of our time.

The *Tomorrow* plan introduces Performance Drivers, Key Indicators and Impacts that will drive the institution forward. It is recognized that technology will be a tool in support of both achieving success with many of the drivers identified in the plan, and in assessing the success of the plan. As Oswego's focus moves to becoming a data-driven decision-making College, the campus will require systems that provide timely analysis.

The *Tomorrow* plan clearly identifies priorities that will help SUNY Oswego continue to thrive as a residential campus and to operate in the evolving enterprise of higher education. This presents Oswego, as well as all of the education sector, with a bold opportunity to move people from prospects to learners to professionals to advocates (all deeply connected to the college digitally). New business models for Higher Education are being explored on our campus, which will require new ways of thinking in the systems we develop and implement.

A focus of the *Tomorrow* plan is to enhance the College's impact in our broader community. This includes the physical presence of our branch campus in SUNY Oswego's Metro Center and other satellite locations, and the virtual extension through the expansion of our programs in Open SUNY. The Digital Campus will support these ambitions by ensuring the technology and infrastructure in these locations support the planned programs and outcomes.

IT context

We are living in a time of great technical change. Mobile, social, the cloud and an abundance of data and information are changing the way our community interacts with the environment around us.

Technology is changing people's experience and expectations. There is constant pressure on IT organizations to offer a "Starbucks experience" and deliver services "as good as Google". This means: 24/7 access, seamless connectivity, responsive, robust systems that are intuitive to use and personal in interaction.

Technology is embedded in every aspect of the College.

- **Students are bringing more devices than ever before to connect to the network.**

- **Instructional technology is providing constructs that are engaging students in rich and meaningful online and classroom experiences.**

- **Faculty are adopting mobile devices and tablets into their classroom.**

- **Digital materials are used increasingly in the classroom.**

- **Students expect an "at home" experience in their residence.**

- **New niche applications in the cloud are helping streamline administrative tasks to help faculty, staff and students be more productive.**

- **There is increased need to manage and secure data, convert it into information, and use it for effective decision-making, problem solving and opportunities.**

As a result of these increasing demands, CTS must deliver service at a faster pace than in years past. The Tomorrow plan is an evolving document; agility and nimbleness will be required to deliver the services and projects required for the College to achieve the expected impact. Many of the projects require a new way of thinking to deliver systems, services and projects in this digital landscape. As IT professionals, we must examine the role technology will take, and collaborate and adapt with stakeholders to ensure the achievement of clearly stated strategic outcomes.

Feedback indicates that CTS is a strong organization that can build on successes from the past. Talented staff and a strong infrastructure leave the College in a position to collaborate with others across the college to achieve more. It is clear that IT touches all operations at the college. And, the dependence on technology is only going to increase in the years' ahead as every department and unit on campus is becoming more integrated in the use of technology.

Goal

Goal 1 — Students, faculty and staff succeed by seamlessly integrating technology into their teaching, learning and research

The digitally enhanced campus is a community that implements technology, embraces change, thinks of the future and the next generation, and strives to make our campus, programs, and students successful. It provides every student with the tools they need to ensure a successful academic tenure, moving from acceptance to graduation in a timely manner.

Objective 1 – Provide a digitally rich ecosystem that encourages access to technology

Initiatives

1. Develop and implement technology lifecycle replacement plans for faculty and staff equipment in the laboratory, office and classroom to support their teaching, research and creative activities

2. Develop a campus-wide strategy for general and departmental lab spaces that supports learning and research objectives and compliments the technology required in the programs

3. Support implementation of new technologies including mobile to support teaching, learning, knowledge creation and consumption

Objective 2 – Position faculty and students for success by addressing access and affordability of teaching and learning resources

Initiatives

1. Develop processes to support digital content (Etexts/econtent/Open Educational Resources) in the classroom that reduces the cost of education

2. Support innovation by continuing to provide opportunities for departments to gain access to emerging technologies through competitive processes such as Technology Innovation Program (TIP) grants

3. Develop opportunities to provide students with access to software and technology that will position them to succeed in the workplace or graduate/professional school

4. Enhance and increase the use of video capture to ensure students have convenient access to classroom materials

5. Investigate opportunities to provide a unique flexible learning space for faculty to experiment with new technology

S

1. Students, faculty and staff thrive by seamlessly integrating technology into their teaching, learning and scholarly activities.

2. Our community is efficient and creates value with our technical resources.

3. Service excellence provides efficient support through robust, green and secure infrastructure and processes.

4. Effective IT planning and governance ensure campus priorities are achieved.

Goal 2 Our community is service oriented, efficient and creates value with our technical resources

The digitally enhanced campus communicates and delivers information seamlessly and efficiently. It allows faculty, staff, and administration to focus on their teaching, scholarship and work. It provides the necessary data and information to support timely decision-making.

A digitally enhanced campus is service oriented, has efficient processes and personnel who are adept practitioners of their craft, are partners with the community in enabling their success, communicate well, and deliver results.

Objective 1 – Support student success by leveraging technology to enable data-driven decision-making

Initiatives
1. Examine and implement technologies that assist student success by focusing on retention and completion

2. Examine and implement technologies that assist in the implementation and measurement of the Tomorrow plan

3. Examine and implement systems that assist with managing client relationships from prospect to alumni and external partners

Objective 2 – Support new digital business models by ensuring systems and processes are agile

Initiatives
1. Develop processes and procedures to streamline and support departmental implementation of cloud technologies

2. Implement new digital workflows that eliminate paper, reduce cycle times and provide efficient and secure information exchange

Objective 3 – Ensure core administrative systems enable enhanced service to our communities

Initiatives
1. Develop a strategy to implement administrative technologies providing leading edge student services. This includes implementing Banner XE and other supporting systems

2. Provide the ability to securely handle transactions for administrative systems on mobile devices

3. Enhance our administration and information systems to provide an individualized and personal experience on web and mobile platforms

Goals
cont.

Goal 3 — Service excellence provides efficient support through robust, green and secure infrastructure and user-friendly processes

A digitally enhanced campus is a home to students and faculty throughout the year who rely upon the stability of the infrastructure, depend upon the security, and push the limits of its possibilities. It integrates seamlessly into their learning and lifestyle.

A digitally enhanced campus has a green and healthy infrastructure and an IT support department with efficient processes. Staff who are expert practitioners of their craft, are partners with the community in enabling their success, communicate well and deliver results.

Objective 1 – Provide a robust infrastructure that delivers anytime, anywhere service

Initiatives

1. Ensure ample internet bandwidth to meet growing academic, scholarly and residence needs

2. Ensure wireless connectivity meets requirements for learning and teaching needs in academic areas and delivers an at-home experience in the residences

3. Reduce the footprint and environmental impact of our data centers

4. Implement guest wireless to provide seamless network access for our entire community

5. Develop a strategy that outlines when the College will move services to off campus service providers (into the cloud)

6. Develop a campus strategy to support technology life cycles to ensure servers and network infrastructure match the campus cloud strategy and current and future requirements.

Objective 2 – Balance openness, agility and security

Initiatives

1. Implement Identity Management processes to improve service and reduce risk

2. Examine and mitigate Disaster Recovery risks

3. Examine and update security policies

4. Examine and implement technologies that simplify secure, seamless off-campus access

5. Continually improve security awareness through education and widespread communication of security risks and initiatives

Objective 3 – Provide user-friendly, efficient processes with skilled staff to deliver service excellence

Initiatives

1. Implement and improve IT Service Management through continual improvement. Increase the use of analytics, use analytics to improve processes and expand the Service Catalog

2. Implement effective Project Portfolio Management practices to deliver campus-wide value from all investments and initiatives

3. Communicate with students, faculty and staff to provide greater awareness of technology resources available to them

4. Develop staff to have the skill set required to succeed in a dynamic environment

Goal 4 — Effective IT planning and governance ensure campus priorities are achieved

A digitally enhanced campus has a clear road map, deliverables, project plans and assessment criteria to achieve its goals. Decisions are timely and value is produced from all investments.

Objective 1 – Develop IT funding models that sustain core service, support innovation, and facilitate growth

Initiatives
1. Create and implement a flexible multi-year IT budget to upgrade and improve campus infrastructure, and address lifecycle replacement

Objective 2 – Implement an IT governance model that oversees the implementation of the strategic plan and assures alignment with strategic goals

Initiatives
1. Create and implement a governance process that has input from all levels of campus; aligns, balances and prioritizes initiatives; ensures technical strategy is aligned with strategic goals. IT initiatives receive value, resources and risk are managed, and performance is measured

Time line

Fall 2014
- Strategic Planning Steering Committee formed
- Events & Meetings planned

January
- Strategic Planning Kickoff Event with CTS Jan. 12
- Kickoff Event with Ted Dodds & Various stakeholders Jan 22
- Campus Technology Advisory Board, Meeting Event

February
- Focus Group Discussions
- College of Liberal Arts and Sciences
- Extended Learning

March
- Focus Group Discussions
- School of Communication Media and the Arts
- School of Education
- Resident Assistant Focus Group

April
- Focus Group Discussions
- School of Business
- Alumni

May
- Focus Group Discussions
- President Stanley
- Human Resources
- Registrar
- Information Technology Council

June & July
- Outline & Draft
- Strategic Planning Steering Committee Meetings

August – November
- Administrative Department Focus Group
- Draft Strategic Plan written
- Input from Key Stake holders & Campus community
- Publish Draft on Web
- Faculty Assembly Presentation
- President's Council Presentation

December 2015
- Finalize IT Strategic Plan & Publish

Goal Alignment

IT Strategic Plan Goals	Tomorrow Plan Impacts					Academic Affairs Goals				
	Impact 1 Students & Graduates	Impact 2 Education Ecosystem	Impact 3 Communities & Partnerships	Impact 4 Institution	Impact 5 Grand Challenges	Goal 1 Enrich academic excellence	Goal 2 Support personal growth	Goal 3 Provide educational opportunity	Goal 4 Promote social responsibility	Goal 5 Demonstrate accountability
Students, faculty and staff thrive by seamlessly integrating technology into their teaching, learning and scholarly activities.										
1.1 Provide a digitally rich ecosystem that encourages access to technology		☑	☑		☑	☑			☑	
1.2 Position faculty and students for success by addressing access and affordability of teaching and learning resources	☑	☑						☑		
Our community is service oriented, efficient and creates value with our technical resources										
2.1 Support student success by leveraging technology to enable data-driven decision-making	☑			☑				☑	☑	
2.2 Support new digital business models by ensuring systems and processes are agile				☑			☑	☑		☑
2.3 Ensure core administrative systems enable enhanced service to our communities	☑		☑	☑				☑	☑	
Service excellence provides efficient support through robust, green and secure infrastructure and user-friendly processes										
3.1 Provide a robust infrastructure that delivers anytime, anywhere service	☑	☑	☑	☑	☑				☑	
3.2 Balance openness, agility and security		☑	☑	☑					☑	
3.3 Provide user-friendly, efficient processes with skilled staff to deliver service excellence	☑			☑			☑	☑		
Effective IT planning and governance ensure campus priorities are achieved										
4.1 Develop IT funding models that sustain core service, support innovation, and facilitate growth	☑	☑		☑			☑			☑
4.2 Implement an IT governance model that oversees the implementation of the strategic plan and assures alignment with strategic goals	☑	☑		☑			☑			☑

STRATEGIC PLAN

OSWEGO
STATE UNIVERSITY OF NEW YORK

STUDENT AFFAIRS
and
ENROLLMENT MANAGEMENT
2016-2020

OSWEGO
STATE UNIVERSITY OF NEW YORK

INSTITUTIONAL PROFILE

State University of New York at Oswego is a comprehensive college and one of the 13 university colleges in the 64-campus SUNY system, offering more than 110 major, minor and graduate programs. SUNY Oswego enrolls about 8,000 students, including over 7,000 full-time undergraduate students, 4,400 of whom reside on campus in 13 residence halls.

In Fall 2015, more than 1,500 first-year students enrolled, with a mean high school grade average of 90 and average SAT of 1110 (math/verbal), and about 700 transfer students enrolled with an average GPA of 3.0. Overall, SUNY Oswego annually provides nearly $6 million in merit-based scholarships and more than $80 million in need-based grants, loans and work-study awards to support undergraduate student success. Academic programs are offered through the College of Liberal Arts and Sciences; School of Education; School of Business; School of Communication, Media and the Arts; and the Divisions of Extended Learning and Graduate Studies.

Located along the shores of Lake Ontario, the campus stretches for nearly 700 acres and includes 58 buildings.

It is with great pleasure that I present the 2016 – 2020 Strategic Plan for the Division of Student Affairs and Enrollment Management. Our strategic plan is the result of a yearlong collaboration of division staff coming together to define who we are, what we do, and how we contribute to the success of our students. Our plan is aligned with the institutional strategic plan, *Tomorrow: Greater Impact and Success*.

This plan will guide our efforts, programs, and activities as we seek to afford experiences that heighten student awareness; enhance student opportunities for success inside and outside of the classroom; and position students to be contributing members of a global community. We are looking forward to the next four years as we commit to doing our part to achieve "*greater impact and success*."

Jerald Jones Woolfolk, PhD, CFRM
Vice President for Student Affairs and Enrollment Management

ABOUT STUDENT AFFAIRS and ENROLLMENT MANAGEMENT

The Division of Student Affairs and Enrollment Management is a learner-centered division where our primary goal is student success. We recruit and enroll students who will be successful here and help them learn about all the opportunities that exist on campus. We support the growth and development of our students inside and outside of the classroom by providing programs, services and opportunities that actively engage students in our campus community.

We are committed to our students and to the student experience at Oswego. We seek out opportunities to hear the voice of our students and to serve as role models and advocates. We believe in a holistic approach to student success and strive to create an environment where all students will flourish.

Student Affairs and Enrollment Management Strategic Planning:

We maintain an ongoing commitment to strategic planning and assessment. Several members of the Division of Student Affairs and Enrollment Management participated in the College's strategic planning process in 2013-2014 that culminated with the campus strategic plan, *Tomorrow: Greater Impact and Success.* Committed to supporting that plan, the division embarked on a strategic planning process in 2015 and developed our mission, vision, values and goals which guide our work for 2016-2020. Our planning and assessment activities are aligned with the *Tomorrow* plan and provide evidence of our effectiveness in achieving our goals.

OUR DEPARTMENTS/UNITS

Admissions	Community Services	Lifestyles Center
Athletics	Counseling Services	Orientation
Auxiliary Services	Dean of Students Office	Residence Life & Housing
Campus Life	Disability Support Services	Student Conduct
Campus Recreation	Event Management	Student Involvement
Career Services	Financial Aid	Walker Health Services

MISSION Our mission is to enroll and engage students in a vibrant out-of-class learning environment that supports and fosters student success.

VISION The Division of Student Affairs and Enrollment Management at SUNY Oswego will be recognized as an exemplary student-centered division by providing transformative student life experiences that will develop talented, accomplished and confident students and help produce graduates who will engage with their professions and their communities to make a difference in the world.

VALUES *The members of the Division of Student Affairs and Enrollment Management are committed to the values of:*

Diversity and Inclusion
Diversity refers to the ways we differ, including those differences we were born with as well as those characteristics that make us unique. Inclusion refers to bringing people together and benefiting from the collection of our perspectives and experiences. Diversity and inclusion together create a community distinguished by respect, involvement, and connection where our individual ideas, backgrounds and perspectives are harnessed and valued.

Mutual Respect
Mutual respect is the foundation for honesty, trust, and meaningful communication and involves both individual and shared concern for ourselves and others. Mutual respect accords dignity to different feelings, beliefs, and values.

Community
Community involves a set of interrelationships connecting students, faculty and staff who recognize and celebrate a shared vision, purpose and values. These relationships create a sense of belonging and responsibility where caring, respect, justice and fairness are expected and embraced.

Responsibility
We recognize the well-being and governance of our community are a shared responsibility. Being responsible means that decisions are made by acknowledging the context and considering consequences, both intended and unintended, of any course of action. A sense of responsibility requires careful reflection on one's moral obligations to be thoughtful stewards of resources, accountable to ourselves, to each other, and to the community we serve.

Engagement
Engagement refers to the energy and commitment that students dedicate to out of class activities that develop their knowledge, skills and competencies. Engagement also refers to the energy and commitment provided by the College to foster student participation in those activities.

DIVISIONAL GOALS

The Division of Student Affairs and Enrollment Management is committed to achieving excellence in the following areas:

Student Success
To provide programs and services which enhance student success

- Engage students in meaningful out-of-class experiences
- Collaborate with academic and community partners
- Recognize and celebrate student success

Enrollment
To maintain a robust undergraduate enrollment

- Enhance recruitment efforts
- Strengthen retention efforts
- Support initiatives that enhance graduation rates

Diversity and Inclusion
To create a community in which students embrace the value of diversity and inclusion

- Infuse diversity and inclusion education and awareness throughout the student experience
- Promote a welcoming and inclusive campus climate

Staff Development
To provide opportunities for staff to engage in professional development

- Participate in appropriate national, statewide and/or regional professional organizations
- Expand knowledge of current issues in higher education
- Create a community of scholars/practitioners where staff demonstrate excellence within their area of expertise

Division of Student Affairs and Enrollment Management Strategic Planning Committee

2015-16
Kathy Evans, Chair
Mallory Bower
Angela Brown
Jerri Drummond
Michael Flaherty
Allison German
Daniel Griffin
Mark Humbert
Richard Kolenda
Gary Morris
Barbara St. Michel
Susan Viscomi
Earnest Washington

OSWEGO
STATE UNIVERSITY OF NEW YORK

Office of the Vice President for Student Affairs and Enrollment Management
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Academic Affairs Goals 2016-2017						
Impact I: Our students and graduates thrive through knowledge, experience perspectives and discovery gained here that animates and informs their work, their communities and their personal lives.						
Linkage to SUNY Excels: Access, Completion, Engagement						
Created: November 1, 2016; Update of April 1, 2017						
				Projected	**Apr 1**	
		Person or unit		**Resource**	**Status**	
Driver	**Subdriver: action to be taken**	**Accountable**	**Expected Outcome**	**Requirements**	**Report**	**Results**
1. Foster a college-wide culture of caring that provides supportive, effective advisement and personalized mentoring.						
	a. Introduce OLS tutoring programs at Metro Center during Spring 2017	OLS, Metro Center, EL	Increase tutoring support available to Metro Center students; establish baseline retention metrics.	salaries for support staff	Discussions begun with Branch Campus staff; action deferred	
	b. Orient new SASS staff by November 1; refine current programs to address needs of undeclared first year students on academic probation.	OLS	Improved retention vis-a-vis baseline figures for preceding year.	resource library	curricular revisions to EDU 104 course applying "Make It Stick" principles; learning skills workshops developed; February attendance at national NACADA assessment conference	
	c. Inform Deans and department chairs on issues related to retention.	IR&A	Deans and department chairs empowered to take corrective action		Have shared the FR and TRS retention reports with Deans and Enrollment Mangement Committee. In addition, for TRS , there has been a number of meetings with the Associate Deans to identify specific issues related to TRS in different programs.	Plan has been developed to assess impact of AP policy on retention. A series for specific action plan has been developed
	c. Support use of data for early outreach by advisors to at risk students (e.g. starfish data). Particularly for FITW program and transfer population.	IR&A	Continued improvement in year to year retention		Transfer list and all information related to the start of the semester and Mid-term has been shared with appropriate advisor. However the overall schem of providing students with support appears to be uncleared is NOT proactive. therefore our supports may be under utilized.	Timely outreach and follow up by FITW advisers to TRS from OCC, CCC, MVCC. However supplemental advising for other transfers is not systematic.
	d. IRA director will continue as co-chair of RAAP in planning for a pilot implementation of new advisement model.	IR&A	Recommendation to Provost regarding implementation of Pilot (Dec 15); implementation (Aug 2017) of Pilot; initial evaluation of Pilot (Feb 2018)		Recommdation received; Pilot authorized; renamed as OTEAM; hiring underway	Pilot underway for professional advising model beginning with new FR in selected major , Fall 2017. RAPP has been restructured and moved to OTeam Implementation.
	e. Improve online user experience for prospective graduate students	Grad Studies	Increase avg. time on page by 5%		Overall increase of time spent on pages. Monitoring contiues.	
	f. Create "group" brochures	Grad Studies	Six group brochures for recruitment use		Printed and distributed	
	f.1. Strengthen undergraduate recruiting for graduate programs	Grad Studies	Discuss grad technologies with undergrad admissions; email campaigns to underclassmen; attend orientations		Met w/ugrad admissions re: Hobson's/Radius; 12/16 email campaign re: new programs; attended summer '16 orientations	
	g. Continue AP Program; evaluate first year of activity	Provost Off	Associate Provost working with associate deans and other advisers identifies and contacts students with deficient grades; set up program for recovery and communication; implement		Number of DQs appears substantially reduced entering spg 2017. We are supporint approximately 750 students this spring. IR is performacing assessment for retention and persistence at this time.	
	h.. CLAS/SCMA will pilot professional advisement and faculty mentoring project in beginning fall 2017 with select programs to improve student advisement and increase retention.	CLAS, SCMA Deans	Improved student retention in pilot majors in 2017-18, improved satisfaction with advisement, and identification of areas for improvement in test of model.	Salary for professional adviser; mentor training for faculty	Recommdation received; Pilot authorized; renamed as OTEAM; hiring underway	

	i. Mentor-Scholar Program: increase number of SUNY Oswego college students (mentors) to 120	CEL	More college students learning about their community and service as well as enriching the lives of middle school students		123 Oswego college registrations for fall 2016, anticpate same number for spring 2017
	j.. Establish a college wide resource list of Prior Learning Assessments and recommend additional ways to evaluate college level learning in order to provide access to higher education for non-traditional students	EL	Existing PLA opportunities on website and shared with campus community, Recommendations for additional PLA opportunities shared		Current PLA activities shared with Deans in December; Task Force actively meeting
	k. Provide customized instruction and mentoring for special student populations.	Library	Maintain or increase the number of EOP, transfer students, honors students, and other special student populations who receive targeted library instruction.	Partner with EOP and other units.	Ongoing. Will compare 2015-2016 statistics (number of sessions taught and participants attending) with 2016-2017 statistics, which will not be complete until summer 2017.
	l. Support individuals in use of information sources, learning technologies, and collections.	Library	Maintain or increase the use of library services and resources (print, electronic, or technology; virtual and face-to-face).		Ongoing. Will compare 2015-2016 reference statistics with 2016-2017 reference statistics, which will not be complete until summer 2017.
	m. Provide one-on-one mentoring to all Honors students; monitor academic performance	Honors	increase Honors students retention		Update to Deans Council in Dec
	n. Increase utilization and awareness of Starfish Early Alert and it's functions.	1st-year Program	improve identification and support for at-risk students		Starfish is used for all students on AP. We continue to preform progress surveys on new and at-risk students. Behavioral flags is the most significant communication tool faculty are now using to report behavioral concerns about their students. Multiple workshops were delivered on Starfish that were well-attended by faculty and staff.
	o. Analyze the results of the Math Placement data on student success and repeat rates for the math courses with mandatory prerequisites.	1st-year Program	improve student success in math courses		this work is still in progress.
2. Provide diversified outreach programs to increase alumni engagement and lifelong affiliation with the institution.					
	a. SoE Assessment Committee will collaborate with the Alumni Office in fall 2016 to collect information from our alumni to increase alumni engagement.	SoE, Alumni Office	Meet with the Alumni and Parent Relations Office to develop a survey to be sent to designated SOE alumni to increase alumni engagement.		Assessment committee to meet wtih Alumni and Parent Relations Office in February
	b. SoB will work with the Oswego Alumni Association to host alumni participating in the 2016 Business Symposium.	School of Business & Alumni Assn	Enhance student perspectives and promote alumni affinity with the college	$2,000	The Business Symposium was held on October 14, 2016 and featured ten alumni who visited classes and participated in a breakout session. The Symposium also featured a panel discussion.
	c. Support ongoing and increased outreach to SCMA alumni through established programs and new programs that pair alumni with students both on and off campus	SCMA in collaboration with ARTSwego, Career Services and Alumni Office	Robust attendance at alumni events on campus and off	$6,000	SCMA week events successful and well attended including Alumni Arts Career Panel, Media Summit, Career Connectors in NYC. Just returned from very successful Hollywood P.O.V. program with 16 students meeting alumni in the entertainment business in L.A.
	d. Increase student placement with alumni in internships and co-ops	CEL	increases affiliation with the college and student opportunities		Baseline was zero; this year: 4

	e. Improve sharing and access to our unique Special Collections and archives by launching the Oswego Digital Library and publicizing the college history holdings.	Library	Oswego DL will be linked from the library homepage by Spring 2017. Partner with campus alumni office/groups to promote.	Time. Collaboration from initial project partners to populate their collections.	Oswego DL was linked from the library homepage on 3/24/17 in a "soft release." Detailed instructions for uploading content have been published online. Partnering with multiple faculty members and Quest for content.
3. Plan for, recruit and retain a highly diverse, prepared and talented student body.					
	a. Increase the quality of services provided to international students and students seeking academic support and to demonstrate this improvement	OLS staff and director	Proposal for CRLA accreditation for tutoring program will be submitted in February '17.	Annual membership fee	Grammar & writing skills walk-in tutoring sessions will be added to schedule targeting ELL population; extension of walk-in availability for STEM courses; writing center pilot to provide all walk-in service; received 5 Smart boards from TIP grant to be used by tutors in all areas;
	b. Provide tutors with professional development opportunities.	OLS staff and director	2 tutors and 1 staff will participate in and present at a national conference in spring 2017	Conference travel for 2 tutors and 1 staff	CRLA annual conference is scheduled for Sept. 27-30th; Call to conference July 5, '17. Action deferred
	c. Implement Holmes Scholars; partner with Eagle Academies; Expand TOC; participate in SCSD Breakfast; partner with FITW; host Technology Conference	SoE	Increase number of students of color in on-campus programs; strengthen partnerships with feeder schools.		We've been authorized to proceed with Holmes Scholars Program; developing MOA for Eagle Academy, TOC grant - received preliminary approval; SCSD breakfast table reserved, FITW transfer gateway conference held 10/28/2016 - passports nearly finalized; 2016 Technology Fall Conference held 10-27 & 10/28/16 - 400+ attendees.
	d. Offer the Career Opportunities in Accounting Program to under-represented minority high school rising seniors	SoB	Increase awareness of opportunities in the Accounting profession. Recruit potential students to the SUNY Oswego Accounting Program	$5,000	Planning underway for the 2017 summer program. NYSCPA indicated that although less programs will be sponsored this year, they will support the SUNY Oswego program.
	e. Offer a New York City networking event for online MBA and MBA-Health Service Administration students	SoB	Enhance online MBA student connectivity to the School	$3,000	Networking event held at the SUNY Global Center on Wednesday, October 26th. Approximately 15 students attended. Participants appreciated the opportunity to meet other students and MBA representatives.
	f. Continue to promote SUNY Oswego by responding to all college ranking/publications and participating in President's Honor Roll.	IR&A	Continued visibilitiy; continued movement up rankings		In process; on plan	. Rise in US New ranking for SUNY Oswego, as well as online MBA tied for 20th among online master of business administration programs nationally—the highest of any institution in the state, according to U.S. News' 2016 "Best Online Degree Programs: MBA" rankings published Jan. 12.

	g.. Support admission recruitment activities through database of markets and study of yield.	IR&A	Continued undergraduate (FTFR, Transfer) recruiting success		In process; on plan	Contributed to robust and successful admissions cycle. Increasing understanding of yield and target high schools. Contributing to selection criteria for admissions CRM.
	h. Increase graduate diverse acceptances; added focus to GEOP, current undergrads	Grad Studies	Diverse acceptances above 20%. EOP/undergrad outreach activities		Have implemented targeted 30 day follow up for incomplete applications of diverse applicants.	
	i. Support outreach efforts of all departments in recruiting students through visits to high schools in NY State as well as to high school conferences and two-year colleges	SCMA	Increased enrollment and diversification of students in art, music and theatre	$4,785	Art department visits to Westchester and Dutchess CC. Nov_16. First In the World Transfer pathways meeting scheduled for April 21. Departments working on "passports"	
	j. Identify and execute new international student sources	OIEP	Gain enhanced market understanding and recruitment indicators		Latin America & Caribbean markets were identified, recruiting visits to Mexico and Bahamas	
	k. Increase K-12 and College partnerships,	CEL	Interaction with high risk middle school students interacts with diversifed student body that leads to greater understanding of varied community needs		STEM Pilot in Spring 2017 at CITI as new Mentor Scholar site	
	l. Recruit current and past students participating in SUNY Oswego in the High School and New Vision Programs in both traditional semesters and Summer / Winter sessions.	EL	Campaign established (with Admissions) to reach out to past high school program students for traditional semester recruitment and another campaign for Summer / Winter Sessions enrollment		Sending flyer to 2016/17 participants within their grade notifications at the end of the class; In Process of providing email for all HS students so we can email regarding Summer& Winter sessions later	
	m. Increase numbers and diversity of international student population in Intensive English programs	EL	Reach out to new schools and countries to promote GO ESL and SIEP Programs; run table at NAFSA; professionalize website		Exhibited @ NAFSA; OIE sending flyer to students; Updated website and promotional material; approaching new countries & schools, applying for 2017 Proyecta students; Working with International office to recruit for ESL / IEP programs	
	n. Work with Communications & Marketing, Admissions and Extended Learning staff to develop integrated and seamless recruitment, admission and retention strategies for locally anchored students living within an hour's drive of Syracuse taking courses at the Metro Center branch campus.	EL	Increased inquiry, applications and enrollment/matriculation in Metro Center courses and programs	PT Secretarial support at Metro Center $25,000 (reallocation); Addl. Marketing funding	Developed and presented 5-yr business plan at Deans Council and at President's Council; recruitment plan and marketing campaigns in place, advocating for Syracuse Recruiter position	
	o. Increase access and services to adult and non traditional student audiences via pursuance and promotion of inclusive strategies such as Prior Learning Assessment, Online / Hybrid course offerings, Metro Center program offerings, Veteran appreciation and non traditional student engagement events.	EL	Clearly communicated opportunities for engagement and increased course offerings / programs leading to increased enrollment and retention		Successful Non Trad Student Week & launch of Non Trad Student lounge; Veterans Day Appreciation Lunch, earned 4 Veteran Friendly Awards, and NYSID Grant for Veteran Student Lounge & Programming; Developed 6 Hybrid courses + 3 in Summer, evaluating feasibility of additional programs in Syracuse and crafting PLA list and policy	
	p. Participate in outreach activities/events to local high school students (including library instruction for AP classes and high school visits) and at Admissions events.	Library	Showcase library facilties, services, and support offerings as another reason to choose SUNY Oswego at events like Cruising the Campus, Community/Educator and High School Student Borrower card, and faciliate the regional high school/college group of K-12 educators.		Have participated in Cruising the Campus and hosted numerous high school groups.	
	q. Develop institution specific articulation/advising guides, based on the top incoming transfer majors	Trans Svcs	Improved relationship with sister institutions and clarity path to graduation for transfers		responded elsewhere in the spreadsheet	

	r. Develop a vision and strategy for the College tracking interactions with stakeholders including prospective students, applicants, students, graduates and people with relationships with Oswego.	CTS	Improved integration of data and view of College intereactions with stakeholders; improved recruiting capability	OurOswego database est at <$100K over 3 years; Admissions CRM TBD	CRM selected by Dec 31, 2016; ready to pilot in Feb 2017 and implement Aug 1, 2017	Business case pesented to the president. Based on funding the project is on hold.
	s. Develop and implement a mobile app improvement that helps students more efficiently select classes and track their progress towards graduation.	CTS, Registrar, Marketing & Communication	In collaboration with Registrar, implement a feature in mobile app that allows online registration for all 2017. (added from Registrar) The new mobile application will be used in a controlled beta test this summer.	$20K	Application will be ported from one platform to another in January 2017. Application provides new functionality, which will be implemented as approved by the Steering Committee. A focus is to ensure that the application compliments changes made in other areas such as Registrar's office and advising.	Application is substantially written. Pilot is set to begin in April.
4. Encourage critical thinking, leadership synthesis of knowledge and motivation to lead active, engaged lives.						
	a. Develop a tutor assessment instrument to assess tutee satisfaction, their knowledge of subject matter, and identification of new skills acquired by tutees.	OLS; IR&A	Use 2013 survey as baseline; develop instrument by Dec 2016; collect data Dec 2016; analyze and report in spring 2017; close the loop;	no resources at this time	survey results are available; report will be written by March 1	
	b. Assess current status of applied learning; identify external collaborators and impact; develop recommendation in response to SUNY request.	IRA/CEL/Provost Office/FA	Timely submission (May 1) to SUNY regarding adding an applied learning experience as a graduation requirement.		CEL submitted inventory of external collaborators and impact 12/1/6	IRA revised applied learning attributes assigned to courses. Identified programs with applied learning as a requirement along with % of graduates with applied learning experiences. (% of degree recipients with at least one required applied learning: 93.6%)
	c. Enhance database to capture student engagement in community service outside of their coursework.	IR&A	peer mentoring program		The plan has been delayed due to change of staffing in Community Service area.	
	d. Complete new InFocus profiles with redesign highlighting engaged lives.	Grad Studies	Four new InFocus profiles online and in print		1 completed	
	e. Name and begin assessing of common Student Learning Outcomes on education abroad programs	OIEP	Refine assessment plan for 3 new SLOs		1. Self-awareness in a global context; 2. Appreciation for global cultural diversity; 3. Understanding of global systems	
	f. Offer high-impact internships to help students gain experience in real-world conditions and help them prepare for life after graduation.	Sustainability	Employment in their career field within three months of graduation.		Bike Share Intern has expanded to include web design internship, Social Media Internship expanding to include Public Relations. Four consecutive Graphic Design Interns employed in chosen career field within 6mos graduation, former intern currently interviewing with UB Sustainability Office, former Social Media Intern currently working for online publication	
	g. Increase number of Mentor-Scholar (M-S) sites by working with CITI	CEL	Number of mentees increases; number of mentors increases; positive reception in community of new sites.		Pilot in spring	
	h. Sharpen and hone HON 350: Beginning the Honors Thesis	Honors	Increase the # of students who complete the thesis		will be determined at the end of the academic year.	
	i. Equip students with critical literacies for lifelong learning.	Library	Instruct students in information and digital literacies so they can become sophisticated consumers of information.	Equipment and facilities funding	Ongoing. Received a TIP grant for additional technologies.	

	j. Support student presentations at local, regional, national and international conferences	RISE	90 students participate in local, regional, national and internations conferences with $25,000 in RISE support		Progress good. Applications consistent with last year and on track for 90 students.	
	k. Highlight and celebrate student research and creative activity	QUEST	Students offer 400 presentations/posters on their research and creative activity at campuswide event in April 2017		Ontrack. Forms and registration disseminated across campus with outreach scheduled each week.	

Student Affairs and Enrollment Management Annual Goals Chart 2016-17

Impact I: Our students and graduates thrive through knowledge, experience perspectives and discovery gained here that animates and informs their work, their communities and their personal lives.

Linkage to SUNY Excels: Access, Completion, Engagement

Driver	Subdriver: action to be taken	Person or unit Accountable	Expected Outcome	Projected Resource Requirements	April 1 Status Report	Results		
1. Foster a college-wide culture of caring that provides supportive, effective advisement and personalized mentoring.								
	To improve the current academic successes of the student-athletes	Athletics	As a result of having enhanced study table hours with additional hours in an on-campus location 50% or more of student-athletes in the program will use the new times/location during the 2016-2017 academic year		Continuing to gather data			
	Provide tailored career development programs & services for students through an industry model that includes faculty, staff, industry experts, and alumni	Career Services	As a result of increased faculty engagement, 50% of undergraduate students we engage with through our 1:1 coaching appointments and/or Resource Center will be based on faculty referral	$7500 professional development; $1500 marketing materials	Of recorded appointments with Career Services professional staff, 70% were based on faculty referral. Data collection is still occuring on the number of presentations and students assisted through our Resource Center.			
	Students who are unconfirmed about their major or career aspirations will engage in self-assessment & exploration activities designed to help them make timely & informed decisions about their academic & career path	Career Services	As a result of increased engagement with students and faculty in selected majors, graduates working or studying in their field of choice will increase from less than 60% to at least 75%	Departmental resources	Increased outreach to all majors, but particularly to selected majors that fell below 60% threshold. Outreach included dept. meetings, Mailchimp newsletters to faculty and students, specialized events, etc. Data on the graduate survey results for this cohort will be finalized July 2018			
	The CSC creates a safe, welcoming space for students to access supports	Counseling Services	10% more students will utilize consultation services (e.g. Let's Talk") and group counseling services (as compared to previous year)	Departmental resources	Group counseling appointments are up by 300%, Let's Talk continues to be reviewed.			

	Provide a welcoming environment for residential students	Residence Life & Housing	As a result of community enrichment programming the sense of community among residents will increase 5% from 2015-2016	Existing resources	Working on analysis. Due May 2017		
2. Provide diversified outreach programs to increase alumni engagement and lifelong affiliation with the institution.							
	To increase outreach to alumni athletes to encourage greater engagement with our individual sports programs	Athletics	Viewership is tracked through the alumni office (# of opened emails) and a baseline figure of 2924 as established in 2015-2016. Our goal is to have an average of 3070 opened emails, a 5% increase		Continuing to gather data		
	Provide tailored career development programs and services for students through an industry model that includes faculty, staff, industry experts, and alumni.	Career Services	As a result of outreach efforts, graduates are engaged in meaningful work or study related to their field of choice, resulting in stronger affiliation with the institution.		From 2015 class, 95% graduates are employed or attending graduate school (stats for class of 2016 will be available July 2018 – assessment ongoing). We are currently collecting data, but we believe that they participated in over 60% of Career Services programs.		
	Students who are unconfirmed about their major or career aspirations will engage in self-assessment & exploration activities designed to help them make timely & informed decisions about their academic & career path.	Career Services	As a result of increased engagement with students and faculty in selected majors, graduates working or studying in their field of choice will increase from less than 60% to at least 75%		Increased outreach to all majors, but particularly to selected majors that fell below 60% threshold. Outreach included dept. meetings, mailchimp newsletters to faculty and students, specialized events, etc. Data on the graduate survey results for this cohort will be finalized July 2018		
3. Plan for, recruit and retain a highly diverse, prepared and talented student body.							

		Increase Office of Admissions interactions with parents and guardians of prospective students	Admissions	Increase communication to parents/guardians by 20% by May 1, 2017	Staff time	Sent voice & email blast to all residences in metro NYC promoting bus options. Sent additional emails to all parents of admitts for admitted student days.			
		Increase our interactions with students, their families, and school counselors from the greater metro-NY area	Admissions	Maintain our enrollment of students from the greater metro-NY area	$5000 for additional bus; $1500 for receptions	Implemented trial student calling program to NYC admitted students. Increased bus trip availability for yield events. Hosted Orange Co Cnslr Reception for approx 45 Cnslrs in March. Co-hosting reception for 100+ LI School Counselors in April.			
		Continue to increase our enrollment efforts with out of state students	Admissions	Applications from target areas will rise by at least 5% as a result of increased and more strategic efforts with students from NJ & DC.		Currently tracking applications, will know more definitive results after May 1			
		Improve upon the competitiveness of teams within the Department of Athletics	Athletics	To increase by one quarter point in the overall SUNYAC Commissioner's Cup standings. 2015-2016 points: 4.93; 2016-2017 goal: 5.18.	Salary for one additional full-time coach	Point totals are accrued at the end of the spring season.			
		The CSC is an accessible service to SUNY Oswego students who are marginalized (at risk) as a result of societal barriers relative to their multi-cultural identity	Counseling Services	Students from marginalized populations will use the CSC services at a higher rate than the campus population (>30%)	Departmental resources	As of 4/10/17 the rate is at about 33%. We continue to offer affinity groups and advertise services to ALANA organizations.			
		Enhance awareness of registered students with disabilities of the office and all it has to offer	Disability Support Services	As a result of an email and flyer campagin, by Spring semester 25% more students registered with Disability Support Services will be aware of services	Departmental resources	We had the highest number of registered students in Fall 2016.			

	Ensure student accommodations are meeting their needs	Disability Support Services	65% of students using SMART pen technology find it to be effective	Departmental resources	We conducted a SMART pen survey and most students found it to be more effective than a notetaker.			
	Implement new initiatives to reduce student loan default	Financial Aid	Reduce federal student loan default rate		Complete and on-going. 3 year rate has improved for the 3rd year in a row.			
	Supporting recruitment & retention efforts	Financial Aid	Increase staff participation in recruitment activities	Staff time	Complete and on-going. Increased participation in Admission programs including more staff involved in recruitment cycle, participation in "Financial Aid Nights" at most area high schools, and increased collaboration with the Admissions Office (PPY & Excelsior Scholarship program).			
	Improve timeliness of returning student financial aid application completion	Financial Aid	Increase the number of returning students who complete FAFSA by 4/1/17.		Complete and on-going. We have implemented strategies to encourage returning students to complete their FAFSA's earlier. Returning student applications are currently running about 10% of 2016-17 applications to date.			
	To educate SUNY Oswego students on the impact of personal choices regarding substance use	Lifestyles	As a result of the educational campaign there will be a 10% decrease in the number of open container, public urination and fake ID cases in the first six weeks of school		Still waiting on final numbers on violations from student conduct			

	To educate SUNY Oswego students on the impact of personal choices regarding substance use	Lifestyles	As a result of the educational events, students will be able to verbalize 3 ways in which tobacco negatively effects the campus community	Departmental resources	Finishing up last outreach event 4/18		
	Educate SUNY Oswego students on the impact of personal choices regarding substance use	Lifestyles	Students who participated in the awareness program will be able to verbalize two ways in which heroin affects them		Still collecting survey data and plan to use in September for recovery awareness month		
	Engage new and incoming students in ongoing programming that supports their transition and retention	Orientation	Students report satisfaction with summer orientation and an appropriate level of connectedness with our campus community.		First Year students highly rated several Orientation sessions; Transfer students expressed concerns with advising components.		
	Evaluate pre-enrollment processes to reduce summer melt.	Orientation	Students can easily navigate the pre-orientation program requirements.	Staff time	Redesigned summer publication, analysis underway.		
	Increase patient service satisfaction rates with Mary Walker Health Center's exceptional student driven services.	Walker Health Services	1) Increasing appointment times will show a 10% increase in satisfaction with services provided as compared to 2012. 2) Mary Walker Health Center will exceed patient satisfaction rates as identified on the ACHA-PSAS survey by 5% as compared to other reporting colleges.		Extra appointments were added to the schedule Spring 2017. This was unable to be evaluated by the ACHA-PSAS survey.		
	Diversify student programming	SAEM	More opportunities for students to engage in on campus activities				
4. Encourage critical thinking, leadership synthesis of knowledge and motivation to lead active, engaged lives.						

To develop and provide quality cultural, educational, social, school spirited, and recreational programs relevant to the needs of the SUNY Oswego Community	Campus Life	Greek Life Organizations will have an increased awareness and understanding of the Standards of Excellence guidelines and submission review system by attending informational trainings and one-on-one sessions with the Student Involvement Advisor throughout the 2016-2017 academic year	Staff time	6 student sessions for learning were held this year. The first Greek Council of each semester an overview was provided. In Fall 2016 a training on chapter goal setting and the mid year review were provided and in Spring there was two sessions, one on the full year review and one on the assessment of the standards of excellence. In October 2 Advisor meetings were also held that allowed alumni and on campus advisors to have an overview and training of the information about the Standards of Excellence program. A newsletter to advisors (on campus and off) was provided in August and in Janurary, each held sections about the Standards of Excellence. One on one sessions were held throughout both semesters with students who requested additional support for submission. Final submissions are due 4/22/17. We will be using the Greek Awards on 4/30 to recongize chapters that excelled in areas of the Standards and provide more positive programming for the areas that we evaluate.			

	To develop and provide quality cultural, educational, social, school spirited, and recreational programs relevant to the needs of the SUNY Oswego Community	Campus Life	To increase the number of entered Experiences in Laker Life from 15 to at least 400 by the end of the academic year		We are pleased to report that at this time we are close to having 700 Experiences self-reported since August of 2016			
	To develop and provide quality cultural, educational, social, school spirited, and recreational programs relevant to the needs of the SUNY Oswego Community	Campus Life	To determine studetn perceptions and attitudes about campus-wide programs and activities (baseline data).		This data has been collected and assessed.			
	To enhance student learning and meet departmental student employment needs by providing meaningful work experiences	Campus Life	As a result of training, Campus Recreation Building Managers will be able to identify how 6 skills learned are used in their job.		As a result of Campus recreation Building Manager training, all 20 students were able to identify six skills learned and were able to demonstrate how these learned skills are used in their job.			
	Enhance our student leadership development program	Residence Life & Housing	As a result of our Resident Student Staff (RSS) Program 85% of RSS will be prepared to successfully create a positive community on their floor using leadership skills developed through their role as an RSS member	Departmental resources	Working on analysis. Due May 2017			
	Enhance student growth and personal success through engagement	Residence Life & Housing	As a result of participating in hall programs 20% of residents will pursue other engagement activities on campus		Working on analysis. Due May 2017			

Academic Affairs Annual Report 2015-2016

Your Oswego email (e.g. firstname.lastname@oswego.edu)

SUNY Oswego ID (as found on your campus ID card)

Save and Continue

Academic Affairs Annual Report 2015-2016

Template for submitting information for the Academic Affairs Annual Report

Due date: June 1, 2016

Please summarize the contributions of all programs and people within your unit into one report. Use this form to submit your responses. If you have nothing to report this year in response to a particular question, please state that in the text box. Likewise, if a question is not applicable to your unit, simply state that.

Memo from Acting Provost Walter Roettger

School or Division:

       College of Liberal Arts and Sciences
       Extended Learning
       Graduate Studies
       Library
       School of Business
       School of Communication, Media & the Arts
       School of Education

Department:

(Click here to choose)

Save and Back | Save and Continue | Save and Exit

Academic Affairs Annual Report 2015-2016

Enter your unit's accomplishments according to the key indicators under the appropriate section organized around the five strategic impacts outlined in Tomorrow: Greater Impact and Success. **(Please submit in a numbered list - outline format.)**

IMPACT I. Our Students and Graduates: Our students and graduates thrive through knowledge, experience, perspectives and discovery gained here that animates and informs their work, their communities and their personal lives. (click here for details)

Performance Drivers and Key Indicators

Driver 1: What has your unit done to foster a college-wide culture of caring that provides supportive, effective advisement and personalized mentoring? Please submit in a numbered list any ways in which you improved your advisement and/or mentoring activities. (Click here to see key indicators):

Driver 2: In what ways has your unit provided diversified outreach programs to increase alumni engagement and lifelong affiliation with the institution? Please submit in a numbered list. (Click here to see key indicators):

Driver 3: How has your unit planned for, recruited and retained a highly diverse, prepared and talented student body? For example, events inviting high school students to campus, or faculty visiting high schools, would apply. Please submit in a numbered list. (Click here to see key indicators):

Driver 4: How has your unit encouraged critical thinking, leadership, and synthesis of knowledge in your students, and motivated them to live active, engaged lives? Please submit in a numbered list. (Click here to see key indicators):

Save and Back   Save and Continue   Save and Exit

Academic Affairs Annual Report 2015-2016

Enter your unit's accomplishments according to the key indicators under the appropriate section organized around the five strategic impacts outlined in Tomorrow: Greater Impact and Success. **(Please submit in a numbered list - outline format.)**

IMPACT II: Our Education Ecosystem: Our academic quality is demonstrated, extended, recognized, sought-after and heralded. (click here for details)

Performance Drivers and Key Indicators

Driver 1: How has your unit created and delivered innovative, rigorous academic programs that match society and student need and maintained existing programs that have proven effective? Please submit in a numbered list. (Click here for key indicators):

Driver 2: How has your unit provided high-impact, inspiring and transformative learning experiences? Please submit in a numbered list. (Click here for key indicators):

Driver 3: What has your unit done to recruit and retain a diverse and accomplished faculty and staff, and ensure equitable employment policies and practices? Please submit in a numbered list. (Click here for key indicators):

Driver 4: How has your unit incorporated and infused dynamic and effective teaching practices in your curriculum? Please submit in a numbered list. (Click here for key indicators):

> [text area]

Driver 5: How has your unit implemented robust and creative professional development activities readily accessible to all faculty and staff? Please submit in a numbered list. (Click here for key indicators):

> [text area]

Driver 6: How has your unit empowered and/or recognized faculty and staff participation in collaborative and cross-cutting research and creative work, and in scholarly and creative activities in general? (Do not list faculty accomplishments here, as those will be collected from the Online Activity Reports. Please share any displays or events associated with faculty research and creative accomplishments, or support provided to increase collaboration and innovative work.) (Click here for key indicators):

> [text area]

| Save and Back | Save and Continue | Save and Exit |

Academic Affairs Annual Report 2015-2016

Enter your unit's accomplishments according to the key indicators under the appropriate section organized around the five strategic impacts outlined in Tomorrow: Greater Impact and Success. **(Please submit in a numbered list - outline format.)**

IMPACT III: Our Communities and Partnerships: Communities we touch experience increased prosperity, social equity, sustainability, self-sufficiency and greater educational attainment. (click here for details)

Performance Drivers and Key Indicators

Driver 1: How has your unit elevated and supported productive external partnerships? Please submit in a numbered list. (Click here for key indicators):

Driver 2: How has your unit integrated and embedded arts, athletics and/or recreation offerings in the community? Please submit in a numbered list. (Click here for key indicators):

Driver 3: How has your unit widened and deepened college programming that serves the social needs of the community and clearly communicated the presence and value of these programs? Please submit in a numbered list. (Click here for key indicators):

| Save and Back | Save and Continue | Save and Exit |

Academic Affairs Annual Report 2015-2016

Enter your unit's accomplishments according to the key indicators under the appropriate section organized around the five strategic impacts outlined in Tomorrow: Greater Impact and Success. **(Please submit in a numbered list - outline format.)**

IMPACT IV. Our Institution: Our proven institutional effectiveness results in increased resources, flexibility, academic capacity and institutional success. (click here for details)

Performance Drivers and Key Indicators

Driver 1: How has your unit supported a culture of program review and data-rich assessment to provide a systematic feedback loop? (Please do not replicate information included in your annual assessment report, but do mention efforts to improve upon your assessment plan or unit program review process). Please submit in a numbered list. (Click here for key indicators):

Driver 2: How has your unit partnered with the Development Office to solicit and obtain robust private support? (Do not provide amounts of gifts received, but do describe pertinent collaboration efforts to solicit support, such as alumni events, donor drives, etc.) Please submit in a numbered list. (Click here for key indicators):

Driver 3: How has your unit partnered with the Office of Research and Sponsored Programs to solicit and obtain extramural funding for sponsored projects? (Do not list information already provided in the Online Activity Report, but rather provide any additional pertinent information.) Please submit in a numbered list. (Click here for key indicators):

Driver 4: How has your unit put physical resources, capital assets, and technological capabilities to their highest usefulness and ensured they are protected against waste and deterioration and are renewed and strengthened to advance continuous improvement? Please submit in a numbered list. (Click here for key indicators):

Driver 5: How has your unit conducted practices that enable natural resources and the environment to be responsibly and proactively stewarded and protected? Please submit in a numbered list. (Click here for key indicators):

| Save and Back | Save and Continue | Save and Exit |

Academic Affairs Annual Report 2015-2016

Enter your unit's accomplishments according to the key indicators under the appropriate section organized around the five strategic impacts outlined in Tomorrow: Greater Impact and Success. **(Please submit in a numbered list - outline format.)**

IMPACT V. Our Grand Challenges: Our work contributes to finding solutions for the grand challenges of our time. (click here for details)

Performance Drivers and Key Indicators

Driver 1: How has your unit provided solutions to the critical challenges of our time? Please submit in a numbered list. (Click here for key indicators):

Driver 2: How have your faculty, staff and students engaged in multidisciplinary investigation of problematic social and global issues? Please submit in a numbered list. (Click here for key indicators):

Driver 3: How has your unit promoted learning and knowledge to advance the common good and lay the foundation for a better world? Please submit in a numbered list. (Click here for key indicators):

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Academic Affairs Annual Report 2015-2016

If there is any other activity or accomplishment you would like to report, please share it here:

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Non-Academic Units
Academic Affairs Annual Report
2015-2016

Your Oswego email (e.g.
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SUNY Oswego ID (as found on your campus
ID card)

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Non-Academic Units
Academic Affairs Annual Report
2015-2016

Template for submitting information for the Non-Academic Affairs Academic Affairs Annual Report

Due date: June 1, 2016

Please summarize the contributions of all programs and people within your unit into one report. Use this form to submit your responses. If you have nothing to report this year in response to a particular question, please state that in the text box. Likewise, if a question is not applicable to your unit, simply state that.

Memo from Acting Provost Walter Roettger

Office or Unit:

Campus Technology Services
Center for Experiential Learning (CEL)
First Year Programs
Institutional Research & Assessment (IRA)
Office of International Education and Programs (OIEP)
Office of Learning Services (OLS) & Education Opportunity Program (EOP)
Office of Research and Sponsored Programs (ORSP)
Registrar
Research and Individualized Student Experiences (RISE)
Scholarly and Creative Activity Committee (SCAC)
Sustainability
Transfer Services
Center for Excellence in Learning and Teaching (CELT)
English for Academic Purposes (EAP)

ARTSwego
Advanced Wireless Research Center

| Save and Back | Save and Continue | Save and Exit |

Non-Academic Units
Academic Affairs Annual Report
2015-2016

Enter your unit's accomplishments according to the key indicators under the appropriate section organized around the five strategic impacts outlined in Tomorrow: Greater Impact and Success. One source for this section is your annual assessment report, particularly the "alignment" section. **(Please submit in a numbered list - outline format.)**

IMPACT I. Our Students and Graduates: Our students and graduates thrive through knowledge, experience, perspectives and discovery gained here that animates and informs their work, their communities and their personal lives. (click here for details)

Performance Drivers and Key Indicators

Driver 1: What has your unit done to foster a college-wide culture of caring that provides supportive, effective advisement and personalized mentoring? Please submit in a numbered list any ways in which you improved your advisement and/or mentoring activities. (Click here to see key indicators):

Driver 2: In what ways has your unit provided diversified outreach programs to increase alumni engagement and lifelong affiliation with the institution? Please submit in a numbered list. (Click here to see key indicators):

Driver 3: How has your unit planned for, recruited and retained a highly diverse, prepared and talented student body? Please submit in a numbered list. (Click here to see key indicators):

Driver 4: How has your unit encouraged critical thinking, leadership, and synthesis of knowledge in your students, and motivated them to live active, engaged lives? Please submit in a numbered list. (Click here to see key indicators**):**

| Save and Back | Save and Continue | Save and Exit |

Non-Academic Units
Academic Affairs Annual Report
2015-2016

Enter your unit's accomplishments according to the key indicators under the appropriate section organized around the five strategic impacts outlined in Tomorrow: Greater Impact and Success. **(Please submit in a numbered list - outline format.)**

IMPACT II: Our Education Ecosystem: Our academic quality is demonstrated, extended, recognized, sought-after and heralded. (click here for details)

Performance Drivers and Key Indicators

Driver 1: How has your unit created and delivered innovative, rigorous academic programs that match society and student need and maintained existing programs that have proven effective? Please submit in a numbered list. (Click here for key indicators):

Driver 2: How has your unit provided high-impact, inspiring and transformative learning experiences? Please submit in a numbered list. (Click here for key indicators):

Driver 3: What has your unit done to recruit and retain a diverse and accomplished faculty and staff, and ensure equitable employment policies and practices? Please submit in a numbered list. (Click here for key indicators):

Driver 4: How has your unit incorporated and infused dynamic and effective teaching practices in curriculum across the college? Please submit in a numbered list. (Click here for key indicators):

Driver 5: How has your unit implemented robust and creative professional development activities readily accessible to all faculty and staff? Please submit in a numbered list. ([Click here for key indicators](#)):

Driver 6: How has your unit empowered and/or recognized faculty and staff participation in collaborative and cross-cutting research and creative work, and in scholarly and creative activities in general? Please submit in a numbered list. ([Click here for key indicators](#)):

| Save and Back | Save and Continue | Save and Exit |

Non-Academic Units
Academic Affairs Annual Report
2015-2016

Enter your unit's accomplishments according to the key indicators under the appropriate section organized around the five strategic impacts outlined in Tomorrow: Greater Impact and Success. **(Please submit in a numbered list - outline format.)**

IMPACT III: Our Communities and Partnerships: Communities we touch experience increased prosperity, social equity, sustainability, self-sufficiency and greater educational attainment. (click here for details)

Performance Drivers and Key Indicators

Driver 1: How has your unit elevated and supported productive external partnerships? Please submit in a numbered list. (Click here for key indicators):

Driver 2: How has your unit integrated and embedded arts, athletics and/or recreation offerings in the community? Please submit in a numbered list. (Click here for key indicators):

Driver 3: How has your unit widened and deepened college programming that serves the social needs of the community and clearly communicated the presence and value of these programs? Please submit in a numbered list. (Click here for key indicators):

| Save and Back | Save and Continue | Save and Exit |

Non-Academic Units
Academic Affairs Annual Report
2015-2016

Enter your unit's accomplishments according to the key indicators under the appropriate section organized around the five strategic impacts outlined in Tomorrow: Greater Impact and Success. **(Please submit in a numbered list - outline format.)**

IMPACT IV. Our Institution: Our proven institutional effectiveness results in increased resources, flexibility, academic capacity and institutional success. (click here for details)

Performance Drivers and Key Indicators

Driver 1: How has your unit supported a culture of program review and data-rich assessment to provide a systematic feedback loop? (Please do not replicate information included in your annual assessment report, but do mention efforts to improve upon your assessment plan or unit program review process.) Please submit in a numbered list. (Click here for key indicators):

Driver 2: How has your unit partnered with the Development Office to solicit and obtain robust private support? (Do not provide amounts of gifts received, but do describe pertinent collaboration efforts to solicit support, such as alumni events, donor drives, etc.). Please submit in a numbered list. (Click here for key indicators):

Driver 3: How has your unit solicited and obtained extramural funding for sponsored projects? Please submit in a numbered list. (Click here for key indicators):

Driver 4: How has your unit put physical resources, capital assets, and technological capabilities to their highest usefulness and ensured they are protected against waste and deterioration and are renewed and strengthened to advance continuous improvement? Please submit in a numbered list. ([Click here for key indicators](#)):

Driver 5: How has your unit conducted practices that enable natural resources and the environment to be responsibly and proactively stewarded and protected? Please submit in a numbered list. ([Click here for key indicators](#)):

| Save and Back | Save and Continue | Save and Exit |

Non-Academic Units
Academic Affairs Annual Report
2015-2016

Enter your unit's accomplishments according to the key indicators under the appropriate section organized around the five strategic impacts outlined in Tomorrow: Greater Impact and Success. **(Please submit in a numbered list - outline format.)**

IMPACT V. Our Grand Challenges: Our work contributes to finding solutions for the grand challenges of our time. (click here for details)

Performance Drivers and Key Indicators

Driver 1: How has your unit provided solutions to the critical challenges of our time? Please submit in a numbered list. (Click here for key indicators):

Driver 2: How has your unit engaged in multidisciplinary investigation of problematic social and global issues? Please submit in a numbered list. (Click here for key indicators):

Driver 3: How has your unit promoted learning and knowledge to advance the common good and lay the foundation for a better world? Please submit in a numbered list. (Click here for key indicators):

Save and Back | Save and Continue | Save and Exit

Non-Academic Units
Academic Affairs Annual Report
2015-2016

If there is any other activity or accomplishment you would like to report, please share it here:

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Final

Student Affairs & Enrollment Management Annual Report 2015-2016

Your Oswego email (e.g. firstname.lastname@oswego.edu)
SUNY Oswego ID (as found on your campus ID card)

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Student Affairs & Enrollment Management Annual Report 2015-2016

Template for submitting information for the Student Affairs & Enrollment Management Annual Report.

Due date: June 30, 2016.

Please summarize the contributions of all programs and people within your unit into one report. Use this form to submit your responses. If you have nothing to report this year in response to a particular question, please state that in the textbox. Likewise, if a question is not applicable to your unit, simply state that.

School or Division:

> College of Liberal Arts and Sciences
> Extended Learning
> Graduate Studies
> Library
> School of Business
> School of Communication, Media & the Arts
> School of Education

Department:

(Click here to choose) ∨

Save and Back   Save and Continue

Student Affairs & Enrollment Management Annual Report 2015-2016

Enter your unit's accomplishments under the appropriate section organized around strategic directions outlined in Tomorrow: Greater Impact and Success. (**Please submit in a numbered list - outline format**)

IMPACT I. Our Students and Graduates (click here for details)

Performance Drivers and Indicators

Driver 1: What has your unit done to foster a college-wide culture of caring that provides supportive, effective advisement and personalized mentoring? For example, include programs/services that enhance retention & graduation. Please submit in a numbered list. (Click here to see key indicators):

Driver 2: In what ways has your unit provided diversified outreach programs to increase alumni engagement and lifelong affiliation with the institution? Please submit in a numbered list (Click here to see key indicators):

Driver 3: How has your supported the recruitment and retention of a highly diverse, prepared and talented student body? What were the results of your efforts? Please submit in a numbered list (Click here to see key indicators):

Driver 4: How has your unit encouraged critical thinking, leadership, and synthesis of knowledge in your students, and motivated them to live active, engaged lives? Include leadership development programs/opportunities as well as specialized focused training opportunities for employees or special coharts you serve. Please submit in a numbered list (Click here to see key indicators):

Save and Back   Save and Continue

Student Affairs & Enrollment Management Annual Report 2015-2016

Enter your unit's accomplishments under the appropriate section organized around strategic directions outlined in Tomorrow: Greater Impact and Success. (**Please submit in a numbered list - outline format**)

IMPACT II: Education Ecosystem: Our academic quality is demonstrated, extended, recognized, sought-after and heralded (click here for details)

Performance Drivers and Indicators
Driver 1: How has your unit created and delivered innovative, rigorous academic programs that match society and student need and maintained existing programs that have proven effective? Please submit in a numbered list (Click here for key indicators):

(Not applicable for SAEM)

Driver 2: How has your unit provided high-impact, inspiring and transformative learning experiences? For example, include educational programs and opportunities with high impact from your area. Please submit in a numbered list (Click here for key indicators):

Driver 3: What has your unit done to recruit and retain a diverse and accomplished staff, and ensure equitable employment policies and practices? Please submit in a numbered list (Click here for key indicators):

Driver 4: How has your unit incorporated and infused dynamic and effective teaching practices in your curriculum? Please submit in a numbered list (Click here for key indicators):

(Not applicable for SAEM)

Driver 5: How has your unit implemented robust and creative professional development activities readily accessible to all staff? Please submit in a numbered list (Click here for key indicators):

Driver 6: How has your unit empowered and/or recognized staff participation in collaborative and cross-cutting research and creative work, and in scholarly and creative activities in general? (Do not list individual staff):

Save and Back | Save and Continue

Student Affairs & Enrollment Management Annual Report 2015-2016

Enter your unit's accomplishments under the appropriate section organized around strategic directions outlined in Tomorrow: Greater Impact and Success. **(Please submit in a numbered list - outline format)**

IMPACT III: Our Communities and Partnerships: Communities we touch experience increased prosperity, social equity, sustainability, self-sufficiency and greater educational attainment (click here for details)

Performance Drivers and Indicators
Driver 1: How has your unit elevated and supported productive external partnerships? Please submit in a numbered list (Click here for key indicators)**:**

Driver 2: How has your unit integrated and embedded arts, athletics and/or recreation offerings in the community? Include those programs/offerings available to our local, national and regional communities. Do not include programs that are specific to our campus community. Please submit in a numbered list (Click here for key indicators)**:**

Driver 3: How has your unit widened and deepened college programming that serves the social needs of the community (local, national, international) and clearly communicates the presence and value of these programs? Please submit in a numbered list (Click here for key indicators)**:**

Save and Back | Save and Continue

Student Affairs & Enrollment Management Annual Report 2015-2016

Enter your unit's accomplishments under the appropriate section organized around strategic directions outlined in Tomorrow: Greater Impact and Success. (**Please submit in a numbered list - outline format**)

IMPACT IV. Our Institution: Our proven institutional effectiveness results in increased resources, flexibility, academic capacity and institutional success (click here for details)

Performance Drivers and Indicators
Driver 1: How has your unit supported a culture of program review and data-rich assessment to provide a systematic feedback loop? (Please do not replicate information included in your departmental assessment reports (Part III), but do mention efforts to use results to improve your programs and services. Please submit in a numbered list (Click here for key indicators):

Driver 2: How has your unit partnered with the Development Office to solicit and obtain robust private support? Do not provide amounts of gifts received, but do describe pertinent collaboration efforts to solicit support, such as alumni events, donor drives, etc.). Please submit in a numbered list (Click here for key indicators):

Driver 3: How has your unit partnered with the Office of Research and Sponsored Programs to solicit and obtain extramural funding for sponsored projects? Please submit in a numbered list (Click here for key indicators):

Driver 4: How has your unit put physical resources, capital assets, and technological capabilities to their highest usefulness and ensured they are protected against waste and deterioration and are renewed and strengthened to advance continuous improvement (if pertinent in your unit)? Please submit in a numbered list (Click here for key indicators):

Driver 5: How has your unit conducted practices that enable natural resources and the environment to be responsibly and proactively stewarded and protected (if pertinent in your unit)? Please submit in a numbered list (Click here for key indicators):

Save and Back   Save and Continue

Student Affairs & Enrollment Management Annual Report 2015-2016

Enter your unit's accomplishments under the appropriate section organized around strategic directions outlined in Tomorrow: Greater Impact and Success. (**Please submit in a numbered list - outline format**)

IMPACT V. Our Grand Challenges: Our work contributes to finding solutions for the grand challenges of our time
(click here for details)

Performance Drivers and Indicators
Driver 1: How has your unit provided solutions to the critical challenges of our time? Please submit in a numbered list (Click here for key indicators):

Driver 2: How have your staff and students engaged in multidisciplinary investigation of problematic social and global issues? Please submit in a numbered list (Click here for key indicators):

Driver 3: How has your unit promoted learning and knowledge to advance the common good and lay the foundation for a better world? Please submit in a numbered list (Click here for key indicators):

Save and Back   Save and Continue

OSWEGO

Student Affairs & Enrollment Management Annual Report 2015-2016

If there is any other activity or accomplishment you would like to report, please share it here:

Save and Back   Save and Submit

President's Office Annual Report 2015-2016

Your Oswego email (e.g. firstname.lastname@oswego.edu)

SUNY Oswego ID (as found on your campus ID card)

Save and Continue

President's Office Annual Report 2015-2016

Template for submitting information for the President's Office Annual Report 2015-2016

Due date: June 1, 2016

Please summarize the contributions of all programs and people within your unit into one report. Use this form to submit your responses. If you have nothing to report this year in response to a particular question, please state that in the text box. Likewise, if a question is not applicable to your unit, simply state that.

Department/Unit:

(Click here to choose) ∨

Save and Back | Save and Continue

President's Office Annual Report 2015-2016

Enter your unit's accomplishments according to the key indicators under the appropriate section organized around the five strategic impacts outlined in Tomorrow: Greater Impact and Success. If you have nothing to report this year in response to a particular question, please state that in the text box. Likewise, if a question is not applicable to your unit, simply state that. (**Please submit in a numbered list - outline format.**)

IMPACT I. Our Students and Graduates: Our students and graduates thrive through knowledge, experience, perspectives and discovery gained here that animates and informs their work, their communities and their personal lives. (click here for details)

Performance Drivers and Key Indicators

Driver 1: What has your unit done to foster a college-wide culture of caring that provides supportive, effective advisement and personalized mentoring? For example, include programs/services that enhance retention & graduation. Please submit in a numbered list. (Click here to see key indicators):

Driver 2: In what ways has your unit provided diversified outreach programs to increase alumni engagement and lifelong affiliation with the institution? Please submit in a numbered list. (Click here to see key indicators):

Driver 3: How has your unit planned for, recruited and retained a highly diverse, prepared and talented student body? For example, include initiatives/programs that supported recruitment and retention. Please submit in a numbered list. (Click here to see key indicators):

Driver 4: How has your unit encouraged critical thinking, leadership, and synthesis of knowledge in your students, and motivated them to live active, engaged lives? Include leadership development programs/opportunities, as well as specialized focused training opportunities for employees or special cohorts you serve. Please submit in a numbered list. (Click here to see key indicators):

| Save and Back | Save and Continue |

President's Office Annual Report 2015-2016

Enter your unit's accomplishments according to the key indicators under the appropriate section organized around the five strategic impacts outlined in Tomorrow: Greater Impact and Success. If you have nothing to report this year in response to a particular question, please state that in the text box. Likewise, if a question is not applicable to your unit, simply state that. (**Please submit in a numbered list - outline format.**)

IMPACT II: Our Education Ecosystem: Our academic quality is demonstrated, extended, recognized, sought-after and heralded. (click here for details)

Performance Drivers and Key Indicators
Driver 1: How has your unit created and delivered innovative, rigorous academic programs that match society and student need and maintained existing programs that have proven effective? Please submit in a numbered list. (Click here for key indicators):

Driver 2: How has your unit provided high-impact, inspiring and transformative learning experiences? For example, include educational programs and opportunities with high impact from your area. Please submit in a numbered list. (Click here for key indicators):

Driver 3: What has your unit done to recruit and retain a diverse and accomplished staff, and ensure equitable employment policies and practices? Please submit in a numbered list. (Click here for key indicators):

Driver 4: How has your unit incorporated and infused dynamic and effective teaching practices in your curriculum? Please submit in a numbered list. (Click here for key indicators):

Driver 5: How has your unit implemented robust and creative professional development activities readily accessible to all staff? Please submit in a numbered list. (Click here for key indicators):

Driver 6: How has your unit **empowered** and/or **recognized** staff participation in collaborative and cross-cutting research and creative work, and in scholarly and creative activities in general? (Do not list individual staff contributions.) Please submit in a numbered list. (Click here for key indicators):

Save and Back   Save and Continue

President's Office Annual Report 2015-2016

Enter your unit's accomplishments according to the key indicators under the appropriate section organized around the five strategic impacts outlined in Tomorrow: Greater Impact and Success. If you have nothing to report this year in response to a particular question, please state that in the text box. Likewise, if a question is not applicable to your unit, simply state that. (**Please submit in a numbered list - outline format.**)

IMPACT III: Our Communities and Partnerships: Communities we touch experience increased prosperity, social equity, sustainability, self-sufficiency and greater educational attainment. (click here for details)

Performance Drivers and Key Indicators

Driver 1: How has your unit elevated and supported productive external partnerships? Please submit in a numbered list. (Click here for key indicators):

Driver 2: How has your unit integrated and embedded arts, athletics and/or recreation offerings in the community? Include those programs/offerings available to our local, national and regional communities. Do not include programs that are specific to our campus community. Please submit in a numbered list. (Click here for key indicators):

Driver 3: How has your unit widened and deepened college programming that serves the social needs of the community (local, national, international) and clearly communicated the presence and value of these programs? Please submit in a numbered list. (Click here for key indicators):

Save and Back   Save and Continue

OSWEGO
STATE UNIVERSITY OF NEW YORK

President's Office Annual Report 2015-2016

Enter your unit's accomplishments according to the key indicators under the appropriate section organized around the five strategic impacts outlined in Tomorrow: Greater Impact and Success. If you have nothing to report this year in response to a particular question, please state that in the text box. Likewise, if a question is not applicable to your unit, simply state that. **(Please submit in a numbered list - outline format.)**

IMPACT IV. Our Institution: Our proven institutional effectiveness results in increased resources, flexibility, academic capacity and institutional success. (click here for details)

Performance Drivers and Key Indicators

Driver 1: How has your unit supported a culture of program review and data-rich assessment to provide a systematic feedback loop? (Please do not replicate information included in your departmental assessment reports (Part III), but do mention efforts to use results to improve your programs and services.) Please submit in a numbered list. (Click here for key indicators):

Driver 2: How has your unit partnered with the Development Office to solicit and obtain robust private support? (Do not provide amounts of gifts received, but do describe pertinent collaboration efforts to solicit support, such as alumni events, donor drives, etc.). Please submit in a numbered list. (Click here for key indicators):

Driver 3: How has your unit partnered with the Office of Research and Sponsored Programs to solicit and obtain extramural funding for sponsored projects? Please submit in a numbered list. (Click here for key indicators):

Driver 4: How has your unit put physical resources, capital assets, and technological capabilities to their highest usefulness and ensured they are protected against waste and deterioration and are renewed and strengthened to advance continuous improvement? Please submit in a numbered list. (Click here for key indicators):

Driver 5: How has your unit conducted practices that enable natural resources and the environment to be responsibly and proactively stewarded and protected? Please submit in a numbered list. (Click here for key indicators):

Save and Back | Save and Continue

President's Office Annual Report 2015-2016

Enter your unit's accomplishments according to the key indicators under the appropriate section organized around the five strategic impacts outlined in Tomorrow: Greater Impact and Success. If you have nothing to report this year in response to a particular question, please state that in the text box. Likewise, if a question is not applicable to your unit, simply state that. (**Please submit in a numbered list - outline format.**)

IMPACT V. Our Grand Challenges: Our work contributes to finding solutions for the grand challenges of our time. (click here for details)

Performance Drivers and Key Indicators

Driver 1: How has your unit provided solutions to the critical challenges of our time? Please submit in a numbered list. (Click here for key indicators):

Driver 2: How have your staff and students engaged in multidisciplinary investigation of problematic social and global issues? Please submit in a numbered list. (Click here for key indicators):

Driver 3: How has your unit promoted learning and knowledge to advance the common good and lay the foundation for a better world? Please submit in a numbered list. (Click here for key indicators):

Save and Back   Save and Continue

President's Office Annual Report 2015-2016

If there is any other activity or accomplishment you would like to report, please share it here:

| Save and Back | Save and Submit |

Thank you for completing this survey.

Strategic Planning Indicators 2015-2016

SUNY Oswego email address (e.g. xxxxxx@oswego.edu):

Continue | Reset

Strategic Planning Indicators 2015-2016

SUNY Oswego Divisions:

Academic Affairs: Acting Provost Walter Roettger
Development and Alumni Relations: Vice President Kerry Dorsey
Student Affairs and Enrollment Management: Vice President Jerald Woolfolk

Note: The 2015-2016 data for the Office of President and Office of Administration and Finance have already been collected.

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Strategic Planning Indicators 2015-2016

Academic Affairs

Office of the Provost
Arts Programming (Artswego)
Center for Experiential Learning (CEL)
Office of Institutional Research and Assessment (IRA)
Office of Research and Sponsored Programs (ORSP)
School of Education (SOE)
School of Communication, Media and Arts (SCMA)
Sustainability
Office of Learning Services (OLS)
Center for Excellence in Learning and Teaching (CELT)
Campus Technology Services (CTS)

Note: The 2015-2016 data for SOB, CLAS, Library, Extended Learning, and Graduate Studies have already been collected.

| Select Different Division | Continue | Exit | Reset |

Strategic Planning Indicators 2015-2016

Office of Provost

Academic Year 2015-2016 (including Summer 2015):

	Number or Amount ($)	Actual or Estimated?
Total amount awarded in faculty and/or student grant funding opportunities: RISE ($)		(Click here to choose) ⌄
Total amount awarded in faculty and/or student grant funding opportunities: SCAC ($)		(Click here to choose) ⌄
Total amount awarded in faculty and/or student grant funding opportunities: Challenge Grant ($)		(Click here to choose) ⌄
SUNY Innovative Instruction Grants (IITG) received (#)		(Click here to choose) ⌄
Total amount of SUNY Innovative Instruction Grants (IITG) received ($)		(Click here to choose) ⌄

Notes:

Save and Back   Save and Submit   Reset

Strategic Planning Indicators 2015-2016

Arts Programming (Artswego)

Academic Year 2015-2016 (including Summer 2015):

Arts programs offered to the public	Title	Brief Description	Location	Number of Attendees	Open to Public?	# of Students Involved in Planning	# of Faculty and Staff Involved in Planning	# of Students Involved in Implementation	# of Faculty and Staff Involved in Implementation	# of Students Involved in Production
Program 1			(Click here to choose) ⌄		(Click here to choose) ⌄					
Program 2			(Click here to choose) ⌄		(Click here to choose) ⌄					
Program 3			(Click here to choose) ⌄		(Click here to choose) ⌄					
Program 4			(Click here to choose) ⌄		(Click here to choose) ⌄					
Program 5			(Click here to choose) ⌄		(Click here to choose) ⌄					
Program 6			(Click here to choose) ⌄		(Click here to choose) ⌄					
Program 7			(Click here to choose) ⌄		(Click here to choose) ⌄					
Program 8			(Click here to choose) ⌄		(Click here to choose) ⌄					
Program 9			(Click here to choose) ⌄		(Click here to choose) ⌄					
Program 10			(Click here to choose) ⌄		(Click here to choose) ⌄					

Notes:

Save and Back   Save and Submit   Reset

Strategic Planning Indicators 2015-2016

Center for Experiential Learning

Academic Year 2015-2016 (including Summer 2015):

	Number of Applications	Actual/Estimated
Students applied for co-op		(Click here to choose) ∨
Students applied for internship		(Click here to choose) ∨

Notes:

Save and Back   Save and Submit   Reset

Strategic Planning Indicators 2015-2016

Office of Institutional Research and Assessment

IRA Reports

Student Profile
New underrepresented freshmen
New underrepresented transfers
Freshmen by Region: All other counties
Freshmen by Region: Oswego & Contiguous Counties
New undergraduate out-of-state, degree-seeking freshmen
Undergraduate and graduate student diversity (Total #)
Women in Science (Undergraduate women students in STEM majors)

Enrollment:
Declared majors of undergraduates
Winter and Summer sessions course enrollment (Total #)
Full-time graduate and undergraduate student
Declared majors of undergraduates: SCMA
Declared majors of undergraduates: SOB
Declared majors of undergraduates: SOE
Total enrollment status & gender of undergraduate students
Total enrollment status & gender of graduate students
International Student Enrollment by term
Summer session (Total enrollment)
Online courses (Total # undergraduate offered, fall term)
Open SUNY+ program enrollment
Student/Faculty Ratio
Number of courses offred at HS
Number of students in courses offered at HS
% of students enrolled in courses offered at HS who became SUNY Oswego students

Degree:
Graduate degrees granted: CLAS
Graduate degrees granted: SCMA
Graduate degrees granted: SOB
Graduate degrees granted: SOE
Bachelor degrees granted: CLAS
Bachelor degrees granted: SCMA
Bachelor degrees granted: SOB
Bachelor degrees granted: SOE
Graduate degrees granted: Interdisciplinary

Retention and Graduation
Graduation rate (6 years)
Graduation rate (4 year)
Retention rate (First-year student)

Service /Community Based Learning
Collaborative Online International Learning (COIL) Courses (# offered)
Student Teaching, Practicum, Clinical placement (# of unduplicated undergraduate and graduate students placed)
Student Teaching, Practicum, Clinical - International placements (students)
tudent Teaching, Practicum, Clinical - International placements (countries)
Student Teaching, Practicum, Clinical - Out of state placements (students)
Research/Entrepreneurship/Field Study (# of students placed)
Work study (# of work study placements)
Community service (total # of students who performed community service)
Total number of Service-Learning courses offered
Internships (# students in paid and unpaid formal internships)
Co-op programs (# of students)
Service Learning (# of students enrolled in S-L courses or projects)

International and Study Abroad
International Experience (semester, full year, short-term, faculty-led)
Number of Global Labs programs
Number of faculty lead Global Labs programs
Number of student participating in Global Labs programs
Number of SUNY Oswego Study Abroad programs
Number of students participting in SUNY Oswego Study Abroad programs
Number of Study Abroad programs administered by other institutions

https://www.surveys.oswego.edu/se.ashx

Strategic Planning Indicators 2015-2016

Number of students participated in Study Abroad programs administered by other institutions
Matriculated and exchange international students (Total #)
Number of Exchange programs
Number of students in Exchnage programs (receving, sending)

Faculty
Total # faculty scholarly and creative recognition awards
Diverse full-time faculty (need to define diversity) –same as Race?
Number of full-time faculty (%)
Number of part-time faculty (%)
Total number of faculty (Full-time and Part-time)
Faculty with terminal degrees
Gender of full-time faculty and staff
Race/ethnicity of full-time faculty and staff
Total # scholarly publications by faculty and staff
Total # conference presentations by faculty and staff
Total # of exhibitions, performances, shows

Class Size
Average class
Class size <= 19 (%)
Class size <= 50 (%)

Financial Aid
Total # of students receiving Institutional Scholarship
Total amount awarded in Institutional Scholarship
Total amount awarded in student grant funding opportunities
Total amount of Tuition and Fee

Other:
Total number of student clubs and organizations (registered in Laker Life)
List of courses for whcih tutoring is available

Back   Exit

Strategic Planning Indicators 2015-2016

Office of Research and Sponsored Programs

Academic Year 2015-2016 (including Summer 2015):

	Number or Amount ($)	Actual/Estimated
Grant applications/contracts submitted (#)		(Click here to choose) ▾
Total amount requested in grant applications/contracts submitted ($)		(Click here to choose) ▾
Grants/contracts awarded (#)		(Click here to choose) ▾
Total amount of grants/contracts awarded ($)		(Click here to choose) ▾
Awarded academic and educational support grants/contracts (#)		(Click here to choose) ▾
Total amount awarded in academic and educational support grants/contracts ($)		(Click here to choose) ▾
Awarded institutional support grants/contracts (#)		(Click here to choose) ▾
Total amount awarded in institutional support grants/contracts ($)		(Click here to choose) ▾
Awarded research grants/contracts (#)		(Click here to choose) ▾
Total amount awarded in research grants/contracts ($)		(Click here to choose) ▾
Awarded public service grants/contracts (#)		(Click here to choose) ▾
Total amount awarded in public service grants/contracts ($)		(Click here to choose) ▾

Notes:

Save and Back | Save and Submit | Reset

Strategic Planning Indicators 2015-2016

School of Education

Academic Year 2015-2016 (including Summer 2015):

Student Teaching, Clinical Placement and Practicum Partners	Number of Partners	Actual/Estimated
Districts		(Click here to choose) ∨
Schools		(Click here to choose) ∨
Countries		(Click here to choose) ∨

Notes:

Save and Back | Save and Submit | Reset

OSWEGO

Strategic Planning Indicators 2015-2016

School of Communications, Media, and Arts

Academic Year 2015-2016 (including Summer 2015):

Student Performances	Total #	# On-campus	# Off-campus Oswego county	# Off-campus NY state (not Oz)	# Off-campus US (not NY state)	# Off-campus International	# of students involved	# of faculty involved	# of attendees
Music - Ensembles									
Music - Solo									
Theatre - Mainstage									
Theatre - Other									

Student Exhibitions	Total #	# On-campus	# Off-campus Oswego county	# Off-campus NY state (not Oz)	# Off-campus US (not NY state)	# Off-campus International	# of students involved	# of faculty involved	# of attendees
Art - Group									
Art – Solo									

Faculty Performances	Total #	# On-campus	# Off-campus Oswego county	# Off-campus NY state (not Oz)	# Off-campus US (not NY state)	# Off-campus International	# of students involved	# of faculty involved	# of attendees
Music – Ensembles									
Music – Solo									
Theatre – Mainstage									
Theatre – Other									

Faculty Exhibitions	Total #	# On-campus	# Off-campus Oswego county	# Off-campus NY state (not Oz)	# Off-campus US (not NY state)	# Off-campus International	# of students involved	# of faculty involved	# of attendees
Art - Group									
Art - Solo									

	Total #	# of attendees
Master Classes		
Visiting Artists		

Special Arts Programs	Total #	# On-campus	# Off-campus	# of sessions/yr	# of SUNY Oswego students involved	# of faculty involved	# of non-SUNY Oswego participants	Performances/Exibitions
Oswego Youth Orchestra								
Oswego Youth Conservatory								
At The Art Studio								
Other								

Notes:
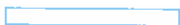
Save and Back   Save and Submit   Reset

Strategic Planning Indicators 2015-2016

Sustainability

Academic Year 2015-2016 (including Summer 2015):

	Number or Percentage	Actual/Estimated?
Average energy use intensity (EUI) (kBtu/sq.ft.)		(Click here to choose) ⌄
Average energy use intensity (EUI) reduction (%)		(Click here to choose) ⌄
Percentage of sub-metering and monitoring equipment/software installed (%)		(Click here to choose) ⌄
Total Greenhouse gas emission (#)		(Click here to choose) ⌄
Total Greenhouse gas emission reduction (%)		(Click here to choose) ⌄
Renewable energy installed on campus (kW)		(Click here to choose) ⌄

Notes:

[Save and Back] [Save and Submit] [Reset]

Strategic Planning Indicators 2015-2016

Office of Learning Services

Academic Year 2015-2016 (including Summer 2015):

Tutoring participation	Number of Students	Actual/Estimated?
Learning Center		(Click here to choose) ⌄
Math Center		(Click here to choose) ⌄
Writing Center		(Click here to choose) ⌄

Notes:

Save and Back | Save and Submit | Reset

Strategic Planning Indicators 2015-2016

CELT

Academic Year 2015-2016 (including Summer 2015):

	Number or Amount ($)	Actual/Estimated?
Total faculty professional development programs offered (#)		(Click here to choose) ∨
Total (duplicated) participation in faculty professional development programs (#)		(Click here to choose) ∨
Total amount of institutional funds invested in faculty development by CELT ($)		(Click here to choose) ∨
Total number of badges awarded (#)		(Click here to choose) ∨
Total number of people earning a badge (#)		(Click here to choose) ∨

Notes:

| Save and Back | | Save and Submit | | Reset |

Strategic Planning Indicators 2015-2016

CTS

Academic Year 2015-2016 (including Summer 2015):

Technology Improvement (TIP) Grant	Number or Amount ($)	Actual/Estimated?
Applications (#)		(Click here to choose) ⌄
Total amount granted ($)		(Click here to choose) ⌄
Total projects awarded (#)		(Click here to choose) ⌄

Notes:

Save and Back | Save and Submit | Reset

Strategic Planning Indicators 2015-2016

Development and Alumni Relations

Oswego College Foundation, Inc.
Office of Alumni and Parent Relations

Select Different Division | Continue | Exit | Reset

Strategic Planning Indicators 2015-2016

Oswego College Foundation, Inc.

Academic Year 2015-2016 (including Summer 2015):

	Number or Amount ($)	Actual/Estimated?
Total amount of alumni giving ($)		(Click here to choose) ⌄
Total number of alumni donors (#)		(Click here to choose) ⌄
Total annual giving to SUNY Oswego ($)		(Click here to choose) ⌄
Profile of gifts and bequests received (total giving) ($)		(Click here to choose) ⌄
Donor restricted net assets ($)		(Click here to choose) ⌄
Endowment assets ($)		(Click here to choose) ⌄
Number of students receiving privately funded scholarships (#)		(Click here to choose) ⌄
Amount of funding provided for campus departments and programs ($)		(Click here to choose) ⌄

Notes:

| Save and Back | Save and Submit | Reset |

Strategic Planning Indicators 2015-2016

Office of Alumni and Parent Relations

Academic Year 2015-2016 (including Summer 2015):

	Number	Actual/Estimated?
Alumni		(Click here to choose) ⌄
Alumni Sharing Knowledge (ASK) participation - mentors		(Click here to choose) ⌄
Alumni Sharing Knowledge (ASK) participation - mentees		(Click here to choose) ⌄
Total number of Alumni Sharing Knowledge (ASK) applications		(Click here to choose) ⌄
Alumni-in-Residence participation (AIR)		(Click here to choose) ⌄
Total number of students reached by Alumni-In-Residence (AIR) visitors		(Click here to choose) ⌄
NYC Career Connections (NYCCC) participation - alumni		(Click here to choose) ⌄
NYC Career Connections (NYCCC) participation - students		(Click here to choose) ⌄
Total number of alumni attendees at on- and off-campus events		(Click here to choose) ⌄
Total number of alumni volunteers		(Click here to choose) ⌄

Notes:

Save and Back | Save and Submit | Reset

Strategic Planning Indicators 2015-2016

Student Affairs and Enrollment Management

Admissions
Campus Life
Financial Aid
Residence Life & Housing
Career Services

Select Different Division | Continue | Exit | Reset

Strategic Planning Indicators 2015-2016

Admissions

Fall 2016 (Data submission due by December 1, 2016):

	Number or Percentage	Actual/Estimated?
Percentage of applications from first time full time culturally diverse students (%)		(Click here to choose)
Number of first time full time culturally diverse students enrolled (#)		(Click here to choose)
Average GPA of "regular admits"		(Click here to choose)
SAT of "regular admits"		(Click here to choose)
Percentage of students in Groups 1 and 2 (%)		(Click here to choose)
Number of students entering in Groups 1 and 2 (#)		(Click here to choose)
Number of entering Presidential, Co-op, and Possibility Scholars (#)		(Click here to choose)
Number of first time full time culturally diverse students receiving scholarhsips (#)		(Click here to choose)
Percentage of first time full time culturally diverse students receiving scholarhsips (%)		(Click here to choose)

Notes:

Save and Back | Save and Submit | Reset

Strategic Planning Indicators 2015-2016

Campus Life

Fall 2016 (Data submission due by December 1, 2016):

	Number	**Actual/Estimated?**
Total memberships in student clubs and organizations		(Click here to choose) ⌄

Campus Life Programs	Title	Brief Description	Location	Number of Attendees	# of Students Involved in Planning and Implementation	# of Faculty and Staff Involved in Planning and Implementation	# of Students Participated
Program 1			(Click here to choose) ⌄				
Program 2			(Click here to choose) ⌄				
Program 3			(Click here to choose) ⌄				
Program 4			(Click here to choose) ⌄				
Program 5			(Click here to choose) ⌄				
Program 6			(Click here to choose) ⌄				
Program 7			(Click here to choose) ⌄				
Program 8			(Click here to choose) ⌄				
Program 9			(Click here to choose) ⌄				
Program 10			(Click here to choose) ⌄				

Notes:

Save and Back   Save and Submit   Reset

Strategic Planning Indicators 2015-2016

Financial Aid

Academic Year 2015-2016 (including Summer 2015):

	Percentage	Actual/Estimated?
Student loan default rate (3 years)		(Click here to choose) ▾

Notes:

[Save and Back] [Save and Submit] [Reset]

Strategic Planning Indicators 2015-2016

Residence Life & Housing

Academic Year 2015-2016 (including Summer 2015):

	Number	Actual/Estimated?
Students attending <u>required</u> Residence Life programs		(Click here to choose) ⌄
Students attending <u>optional</u> Residence Life programs		(Click here to choose) ⌄
Student staff employed by Residence Life and Housing		(Click here to choose) ⌄
Residence hall occupancy Fall		(Click here to choose) ⌄
Residence hall occupancy Spring		(Click here to choose) ⌄
Residence hall occupancy Summer		(Click here to choose) ⌄
Summer conferences hosted		(Click here to choose) ⌄
Summer conferences occupancy (total)		(Click here to choose) ⌄

Notes:

| Save and Back | Save and Submit | Reset |

Strategic Planning Indicators 2015-2016

Career Services

Academic Year 2015-2016 (including Summer 2015):

	Number or Percentage	Actual/Estimated?
Total class (undergraduate degree recipients) (#)		(Click here to choose) ∨
Post-graduation information available (% knowledge rate)		(Click here to choose) ∨
Percentage employed (%)		(Click here to choose) ∨
Percentage in graduate school (%)		(Click here to choose) ∨
Percentage employed and in graduate school (%)		(Click here to choose) ∨
Percentage working in a field of choice (%)		(Click here to choose) ∨

Activities related to college sponsored job fairs and other employment related events including interviews and networking programs

Recruitment Event	Title	Brief Description	Number of Students Attended	Number of Alumni Attended	Total Number of Students Attended who Got Internship or Job as a Result of the Event
1.					
2.					
3.					
4.					
5.					

Notes:

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Thank you.

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THE OSWEGO WAY

2015-16 annual report

SUNY Oswego's abiding commitment to access and opportunity drives us to deliver America's promise to those who seek the personal and professional fulfillment that a college degree offers over the course of their lives. Further, along with the benefits derived to the individual, we believe that ensuring inclusion of those from widely diverse backgrounds and experiences invigorates our learning environment and serves to produce a better-informed, more creative and productive citizenry for all.

SUNY Oswego delivered effectively and accountably in 2015-16. We continued on our compelling path, building on our significant successes while also vigilantly keeping an eye on creating an innovative and responsive future.

We sought to understand the pulse of our society and the state of our economy and, in turn, reach even further by forecasting industry demand and developing interdisciplinary offerings that will propel both today's and tomorrow's students and position them to thrive long into the future. Operating on the belief that communities we touch experience increased

prosperity, social equity, sustainability, self-sufficiency and greater educational attainment, SUNY Oswego elevated and supported productive external partnerships; integrated arts, athletics and recreation offerings in the community; and broadened college programming that serves the social needs of our campus and neighboring communities.

We are proud of our hallmark of strength, quality and value, and the role SUNY Oswego plays to ensure collective prosperity, equity, resilience and success for all – that is The Oswego Way. I invite you to join us along this path as you review this report.

Deborah F. Stanley

President

STUDENT FOCUSED

Our students and graduates thrive through knowledge, experience, perspectives and discovery gained at SUNY Oswego that animates and informs their work, their communities and personal lives. Throughout the 2015-16 year, a year in which the college welcomed the most culturally diverse freshman class in its history, SUNY Oswego broadened its access to education, expanded its applied and international learning opportunities, and continued to celebrate excellence and leadership amongst the student body.

Paths to prosperity

The university system's Investment and Performance Fund, established in the 2015-16 state budget, infused resources for SUNY and CUNY campuses to support initiatives aimed at supporting student access and completion, and boosting the number of degrees awarded annually by bringing evidence-based programs to scale.

SUMS

Mathematics professor Chris Baltus works with incoming freshmen Marc DiRaimo (left), an electrical and computer engineering major, and Aubrey Nooks, a software engineering major, during a precalculus class.

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We created the SUNY Undergraduate Mathematics Success (SUMS) initiative to intensify support to an increasingly broad range of incoming students who encounter mathematics as a barrier to academic success. The implementation of SUMS is also connected to SUNY Oswego's efforts to increase retention and graduation rates of science, technology, engineering and math (STEM), education and eventually all students who might find math to be a stumbling block. SUMS combines and expands several strategies already proving successful at Oswego including the creation of an on-campus and virtually accessible math tutoring center; a weeklong summer bridge camp for all incoming STEM and childhood education students; and the establishment of hybrid instruction models and learning cohorts for select introductory math courses.

SUNY Labs to Jobs Consortium

The SUNY Labs to Jobs Consortium, led by Onondaga Community College and including SUNY Oswego, Upstate Medical University, SUNY College of Environmental Science and Forestry, and Morrisville State College, will provide students with lab spaces that simulate various workplaces and house workforce development training in fields such as medicine, engineering and business. Together these campuses will share seven advanced labs located across the region, and work together and collaborate with business partners to lift the health and vitality of our region.

SUNY Oswego's campuses in Oswego and Syracuse will have two of the consortium's new labs, costing just over $2 million. A $1.42 million research lab is planned at SUNY Oswego in Syracuse to support the college's forthcoming master's degree in biomedical and health informatics, an interdisciplinary field that studies and uses biomedical data, information and knowledge to improve human health. The lab will be used to train students and professionals to apply the most advanced information technology to develop solutions in health care, health services and health research.

The $230,000 teaching lab, in the college's electrical and computer engineering department in the Shineman Center for Science, Engineering and Innovation on the college's main campus, will feature 12 workstations, at which students can work in groups of two, learning basic electrical engineering fundamentals and applying those skills to the operation, design and construction of biomedical instruments.

Cancer research, education and care

SUNY Oswego is a partner in a third project, announced in 2016, that will establish a cancer study and care center at Upstate Medical University. The SUNY Institute for Precision Cancer Research, Education and Care will fuse a patient's personal data to cancer treatments they receive in the clinic. SUNY Upstate Medical University originated the proposal with partnering campuses SUNY Oswego, Onondaga Community College and the SUNY College of Environmental Science and Forestry. Oswego's software engineering faculty and students are among those who will participate in the institute's work.

Student leadership

Oswego encourages critical thinking, leadership, synthesis of knowledge and motivation so that our students go on to live active, engaged lives. In 2015-16, many well-deserving students were recognized for their success and leadership.

SUNY Chancellor's Award for Student Excellence

Three SUNY Oswego students active in academics, leadership and community service received the 2016 SUNY Chancellor's Award for Student Excellence—the highest student recognition through the statewide university system. Oswego honorees for outstanding achievements inside and outside the classroom in 2015-16 were Juanita Diaz, a zoology major with minors in geology and biocultural anthropology; Tyler Pelle, an honors program dual major in meteorology and applied mathematics; and Iain Thompson, a biochemistry major with a pre-health emphasis.

Oz Leads Leadership Institute

Oz Leads, a new SUNY Oswego leadership institute funded by William Spinelli '84, develops students' skills for top positions on campus and in life beyond. The 25 students selected for the first Oz Leads attended a series of 20 weekly workshops to build skills in identity, teamwork, consciousness of self and more. Along the way, participants worked as a cohort, created leadership projects, attended a leadership conference and visited a leadership organization. More than 50 students applied for the leadership institute, which is geared to any student who has an interest in being a leader or a desire to better understand leadership. One student revealed an interest to "learn how to get myself out there, build confidence and take more chances with the opportunities on campus."

Applied learning with a global perspective

SUNY Oswego provides myriad opportunities for students to form meaningful

relationships with each other, with faculty and staff and with communities near and far through service-learning coursework, volunteer experiences, research and study abroad. The college continues to be a recognized leader in experiential education, inquiry and engagement. Oswego leads nationally in service learning and community service, earning the United States President's Higher Education Community Service Honor Roll with Distinction since 2011 as well as holding the prestigious Carnegie Community Engagement Classification since 2011.

Experiential learning

A campus-based video production business launched in 2015-16, giving students experience with running a business. Lakeside Media @ SUNY Oswego operates as a student-staffed, faculty-mentored video production business, with professional responsibilities that include everything from on-time delivery of high-quality video to keeping the books. According to the dean of the college's School of Communication, Media and the Arts, "It's actual professional experience that these students are getting, with faculty oversight; the work is contracted and the students are paid."

In November 2015, WCNY-TV public television in Syracuse aired three episodes of a 1960s-style sci-fi horror series titled "Spectral Transmission," produced start to finish by SUNY Oswego students from Jacob Dodd's cinema and screen studies class. Inspired by such cult classics as "Twilight Zone" and "Outer Limits, " the anthology series demonstrates Oswego students' creativity in tandem with retro technology: 16mm black-and-white film, audio from metal cassette tapes, eerie piano music and classic special effects.

International perspective

A record number of SUNY Oswego short-term courses followed by travel sent

students and mentors to the Bahamas, Benin, Cuba, Ecuador and India over the 2015-16 winter break, helping students put into immediate context and practice what they learned in class.

Students traveling to the island of San Salvador in the Bahamas saw what a devastating hurricane does to beaches and to objects as large as boulders. Other eight-week courses wound up with study abroad for 7 to 17 days. Students traveled to Calcutta to perform on stage with actors from India, to Benin in West Africa to share knowledge about permaculture, to Cuba to experience culture through photography and music, and to Ecuador for a mountain-climbing expedition.

The trips enhanced active research projects, ongoing activities in learning, and followed a well-designed course structure that produced authentic, rich encounters with people and cultures abroad.

SPOTLIGHT

Inclusive study-abroad initiative earns national honor

A SUNY Oswego campaign to extend international study opportunities to a wider diversity of students won national recognition in 2016. The Institute for International Education chose Oswego's "I, Too, Am Study Abroad" campaign for honorable mention in its Andrew Heiskell Awards for Innovation in International Education. The honor was one of only three awarded in the study-abroad category.

An initiative of the college's Office of International Education and Programs and students serving as study-abroad mentors, "I, Too, Am Study Abroad" sought to raise awareness among students who have been underrepresented in study abroad of the benefits of international education and the availability of scholarships to help pay for it.

Dr. Joshua McKeown, Oswego's director of international education and programs, said that for too long, the paradigm nationally for study abroad has been overwhelmingly female, low in minority participation, focused on the social sciences and humanities, and directed toward Western Europe.

SUNY Oswego's aggressive expansion and diversification of its study-abroad portfolio, coupled with increases in targeted institutional grants, have moved the campus toward ensuring that education abroad is attainable by all students. In 2010-11, underrepresented groups comprised 13 percent of students going abroad from Oswego; by 2014-15, more than 25 percent of study-abroad participants were from underrepresented groups, mirroring the college's diversity.

ACADEMIC EXCELLENCE

O ur academic quality is demonstrated, extended, recognized, sought-after and heralded, and our education ecosystem is driven by devoted and talented faculty who work collaboratively, resourcefully and creatively to enhance our dynamic course offerings, programs and research, as well as the applied learning experiences we provide our students.

Faculty contributions

Our professors earned significant recognition in 2015-16 – a year highlighted by many contributions and academic offerings. Here is a sampling:

Dr. Alfred Frederick, distinguished service professor of education at SUNY Oswego, receives the International Center of Syracuse Outstanding International Educator Award from Dr. Elane Granger Carrasco.

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Distinguished Service Professor of Education Alfred Frederick received the International Center of Syracuse's 2015 Outstanding International Educator Award. The award recognizes and honors an outstanding individual whose lifetime achievement has deepened Central New York's connections to the rest of the world and has had a lasting global impact, according to the center. Frederick was recognized for his efforts in creating meaningful ties between Central New York and the communities of Benin and Brazil through effective educational projects.

SUNY Oswego management and marketing professor Barry A. Friedman, an accomplished researcher specializing in business organizational behavior and human resource management, earned a Fulbright Specialist grant to teach a business ethics and corporate social responsibility seminar at the Hamburg School of Business Administration in Germany.

Jaclyn Schildkraut of Oswego's public justice faculty co-authored a book — "Mass Shootings: Media, Myths, and Realities" — that probes myths and hysteria provoked by mass shootings, and puts into context the statements often heard and read in the media about the prevalence and frequency of these deadly attacks in the United States.

From domestic violence, concussions and on-field assaults to video gaming,

fantasy sports and online gambling, SUNY Oswego's Tim Delaney, professor and chair of the sociology department, and co-author Tim Madigan of St. John Fisher College teamed to update "The Sociology of Sports: An Introduction" for the latest generation of students and fans.

The Eastern Communication Association (ECA) honored communication studies department chair Mary C. Toale as an ECA Teaching Fellow at its 2016 annual conference in Baltimore. The designation recognizes a distinguished career of teaching excellence in the field of communication.

Helen J. Knowles, political science faculty member, co-edited and helped write "Judging Free Speech," a new book exploring the First Amendment opinions of nine key justices over the course of 100 years of Supreme Court decisions.

Faculty by the numbers

82%
classes taught by full time faculty

60%
of faculty members are full time

351
full time faculty

20.8%
of faculty are from underrepresented groups

Innovative fields of study

SUNY Oswego's School of Education unveiled a new master of science degree in education this past year to fill a demonstrated workforce need—regionally, across the state and nationally—for teachers of special education in grades 7 to 12. The new master's degree will lead to initial state certification for generalist special-education teachers—those who can co-teach in a variety of subject areas—in middle and high schools.

A graduate degree in strategic communication launched in 2015-16, adding a master's-level program that will encompass many potential career paths across multiple disciplines. Candidates completing the degree in strategic communication will gain heightened knowledge and a sharpened skill set in producing effective and appropriate messages to create change, solve problems, influence others, highlight important issues within specific environments or strategically communicate with individuals at all levels of an organization.

Mary Toale (right), chair of communication studies, and graduate student Kristan Johnson-Thomas discuss the new master's degree program in strategic communication.

We also added a new minor in graphic design in the fall 2015, providing the tools for visual communication, visual literacy and problem solving to students in disciplines across campus. Accredited by the National Association of Schools of Art and Design, the art department added the new minor to equip students to identify methods, tools and strategies for design planning, production, publication and distribution; develop technical, typographic, perceptual and visual organization skills; and evaluate design solutions using the elements and principles of design.

The state approved a new online graduate certificate program at SUNY Oswego in behavioral forensics, a multidisciplinary field that relates human behavior to the criminal justice system. The post-baccalaureate certificate program provides opportunities for law enforcement, court, corrections, mental health counseling and other professionals to advance their knowledge about the signs and motivators of behavior in those within or headed toward the criminal justice system.

Connecting academics to the workforce

The college earned three SUNY High Needs grants—a competitive grant program that funds academic programs that connect directly to specific workforce needs of New York state—to expand programs in human development, health services administration, and biomedical and health informatics.

The master of business administration in health services administration received a grant for promotion and marketing to "develop tomorrow's health care leaders." SUNY Oswego's master of business administration (MBA) in health services administration targets mid-career health care professionals as well as people in other sectors wishing to make the switch to health care. The program meets the increased need for the efficient and effective delivery of services in the health care sector, a large and growing industry and is timely for Central New York -- a region that has a concentration of health care-related organizations.

Two additional grants were awarded to expand the undergraduate human development program "to meet the need for community and social service workers" and a second year of support for Oswego's proposed new biomedical and health informatics master's degree program.

High rankings for School of Business

SUNY Oswego's online MBA tied for 20th among online master of business administration programs nationally—and the highest of any institution in New York state—according to U.S. News' 2016 "Best Online Degree Programs: MBA" rankings published Jan. 12, 2016. Oswego's School of Business was the only public school in New York to crack the list's top 100 online graduate business programs.

"The U.S. News & World Report ranking is an affirmation of the quality of our online MBA program. The ranking is based on measures of student engagement, admissions selectivity, peer reputation, faculty credentials, student services and technology," said Richard Skolnik, dean of Oswego's School of Business.

"Our ranking reflects the expertise of our faculty, the support services provided by the MBA Office, the quality of our MBA students, the expertise of the

Extended Learning instructional design team, and the commitment to online learning provided by the college," Skolnik said. "Our nationally ranked online MBA program provides educational access to individuals who because of work, family or location are unable to enroll in classroom-based programs."

In addition, The Princeton Review named the School of Business at SUNY Oswego among the nation's most outstanding MBA-granting business schools for the 12th consecutive year. The private education services company features SUNY Oswego in its new book "The Best 295 Business Schools"—2016 Edition.

PROSPERING TOGETHER

SUNY Oswego continued to respond to and prepare to meet the current and future needs of its increasingly culturally diverse students, faculty and staff. In 2015-16, SUNY Oswego engaged with its surrounding communities through research partnerships, community and service-learning programs, economic development, and a rich assortment of cultural, recreational and academic performances, events, and lectures.

Expanding our reach

SUNY Oswego strives to elevate and support productive external partnerships; collaborate on research projects and applied work with industry partners; and engage in mutually beneficial agreements and commitments

that lead to educational, civic and business advancement.

World class anechoic chamber debuts

A $3.1 million, "next-generation" echo-free chamber debuted in SUNY Oswego's Wilber Hall in 2015-16, formally crowning the college's new capability for developing and testing wireless devices ranging from tiny blood pressure sensors to the antennas on a Humvee. The anechoic chamber—at 45 by 32 by 16 feet, the size of a small gymnasium—is actually a building within a building, albeit one studded inside with thousands of blue and gold cones made of carbon-impregnated foam. It rides on a concrete foundation separated from the rest of Wilber Hall with a two-inch gap, one of many features that keep vibrations and electromagnetic and sound waves out in order to provide a pure environment for measuring wireless signals.

Advanced Wireless Systems Research Center

The chamber and the rest of the college's Advanced Wireless Systems Research Center took wing thanks to a SUNY High Needs Grant and a collaborative SUNY 2020 grant on which SUNY Upstate Medical University, SUNY College of Environmental Science and Forestry and Onondaga Community College partnered. The research facilities

Dr. Patanjali Parimi, director of the college's Advanced Wireless Research Center, stands outside the dedicated work space.

are rich with promise for other partnerships of many kinds, as expressions of interest in Oswego's capabilities range from as far away as China and as near as companies in our own region. The wireless center—a companion lab is in SUNY Oswego's Richard S. Shineman Center for Science, Engineering and Innovation—also provides academic opportunity aplenty.

In the summer of 2015, SUNY Oswego's Advanced Wireless Systems Research Center won a two-year, $100,000 research grant from a Western New York

antenna manufacturer to co-develop high-efficiency compact antennas for railway transportation systems and, potentially, other applications. Under terms of the grant, Oswego's wireless center will be responsible for design, simulation, measurement and preliminary prototyping of miniaturized, omnidirectional antennas for STI-CO Industries of Orchard Park.

Arts, athletics & recreation

SUNY Oswego continued in 2015-16 to integrate and embed arts and entertainment, athletics and recreation offerings in its campus programming. Committed to being a good neighbor, the college has made most of its programs and events open to the community.

Continued Cruisin'

Wintertime fun takes on a wide variety of entertaining, recreational and educational forms as SUNY Oswego continued its annual tradition of inviting the greater Oswego County community to a series of family-friendly activities and events in late December and the first three weeks of January. The program also serves the community during the public Pre K-12 schools' Thanksgiving, winter and spring breaks.

Genius Olympiad

SUNY Oswego once again hosted and co-sponsored (with Pathfinder Bank) the GENIUS Olympiad – a global high school competition for environmental innovation and advocacy.
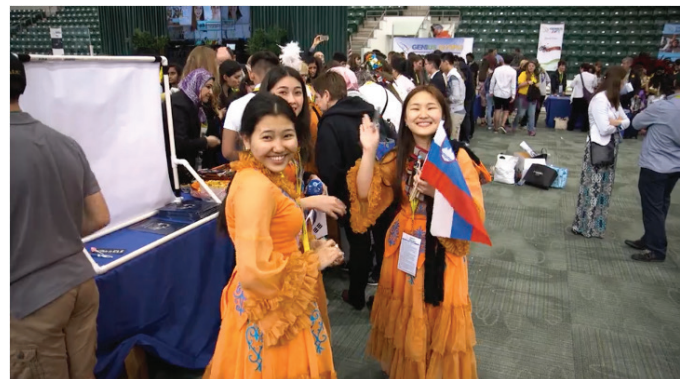
Youth Conservatory for choral training

SUNY Oswego assembled the first class for the new Oswego Youth Conservatory, reaching out to area schools by offering extracurricular training in choral singing to middle school, high school and home-schooled

students ages 12 to 18. The fall 2015 class culminated in a gala holiday concert in December, as the Oswego Youth Conservatory joined the college's State Singers, the College Choir and a group that long has welcomed adult members of the college and community, the Festival Chorus.

Laker pride in the community

After two thrilling NCAA Division III Tournament wins propelled the men's basketball team to reach the program's first-ever Sweet 16, Oswego State hosted tournament action in Laker Hall in 2016. The Lakers lost a heartbreaker 66-65 to the College of Wooster in the round of 16 but were supported by a packed, passionate crowd in Max Ziel Gymnasium.

Laker baseball enjoyed a breakout year in 2016, cracking the Top 5 in D-III national rankings and reaching the NCAA Division III Baseball Championship for the second-straight year.

SUNY Oswego hosted the 10th annual Pathfinder Bank Oswego State Hockey Classic in January 2016. The Classic is a great example of a thriving college and community partnership -- the seats in the Marano Campus Center arena fill up each year with over 2,000 community members and visitors to our campus and the Oswego community for this holiday tournament.

Pathfinder Bank continued its support beyond sponsorship of the Hockey Classic and Genius Olympiad, by making a $30,000 gift to SUNY Oswego in December 2015 to endow a scholarship to create opportunities for students with financial need.

Making a difference

Our students, faculty and staff participated in a number of efforts in 2015-16 that supported the social interests and needs of the wider community. Whether academic, career-focused or volunteer-related, the campus community was active in serving our neighbors.

It's On Us

SUNY Oswego's Title IX Committee sponsored information sessions and teamed with other offices and organizations around campus to recognize and support victims of sexual assault. Students, faculty and staff engaged in open discussion and spearheaded a community effort to raise awareness.

The SUNY Council of Chief Student Affairs Officers' top annual awards recently went to groundbreaking SUNY Oswego programs designed to shift campus culture in reporting and response to sexual violence and to build respect for those of different races and ethnicities. A program titled "Creating a Culture of Reporting and Response: A Collaborative Approach" won the council's Outstanding Student Affairs Program Award in the category of violence education and prevention, crisis management, campus security and related programs. The college's multifaceted "I Am Oz" campaign won a similar honor in the international, multicultural, gender, LGBTQ, spirituality, disability and related programs category.

Community service & outreach

Oswego's Intercollegiate Athletics Department once again earned national recognition from the National Association of Division III Athletics Administrators for its community service and outreach efforts. In 2015-16, twenty-four Laker teams set new marks for the number of different projects

(60) and the number of various organizations supported (42). Many projects were continued annually by their respective teams: Lighthouse restoration by track and field, Green/Gold/Pink Game by men's lacrosse, Skate with the Lakers United Way benefit by the ice hockey teams, Special Olympics bowling event by baseball, the For the Kids benefit for the Child Advocacy Center of Oswego County by men's ice hockey, and the April 2016 St. Baldrick's event -- the athletic department's 10th annual fundraiser for childhood cancer research led by men's lacrosse with assistance and participation from men's and women's ice hockey, cross country and women's lacrosse teams.

Families from the community join the Oswego men's and women's hockey teams for an open skate session.

Additional benefit events included Alex's Lemonade Stand by volleyball, Stride to SAVE Lives 5K by four squads, bell ringing at Salvation Army kettles by women's lacrosse and field hockey, and Leukemia and Lymphoma Society fundraisers by women's basketball.

SUNY Oswego stood tall in 2016, working with the One Love Foundation, SUNYAC and students, faculty and staff on campus to bring Yards for Yeardley to Oswego in 2016. The event was a success, bringing numerous organizations together to run over one million yards in a single day to raise awareness and put an end to domestic and relationship violence.

SUNY Oswego was named a "Community Champion" for the month of February 2016 by Recognize Oswego County for the 3,000 hours of tutoring and mentoring provided by Mentor Oswego to over 500 children in three school districts and two community centers.

Serving our senior population

In its effort to improve the lives of Americans, 55 years of age or older, strengthen communities and foster civic engagement through service and volunteering, SUNY Oswego's Retired and Senior Volunteer Program (RSVP) celebrated its forty-second year of operation in 2015-16.

Over the past year, RSVP cultivated 400 senior volunteers who provided 42,225 hours of volunteer service to the community. RSVP volunteers provided direct support and training on location at 21 Osteo strengthening activity sites throughout Oswego County utilizing 60 certified instructors with a combined monthly total of 200 participants. In addition, our volunteers provided support and training for four "6 Steps to a Better Balance" classes – a six-week program that served 30 participants in the community.

SPOTLIGHT

Agricultural Testing and Analysis Labs at the Port of Oswego and the Shineman Center

SUNY Oswego's enterprising Agricultural Testing and Analysis Labs at the Port of Oswego and the Shineman Center were created to close an export loop in the regional economy. Utilizing trained student inspectors to test and analyze grain for quality, quantity and food safety, the laboratories have met the needs of one of the Port of Oswego Authority's largest customers, Perdue AgriBusiness, and provided on-the-job business experience for undergraduates.

Supported in part with a commitment of $250,000 through Gov. Andrew Cuomo's office to equip the laboratories, the college's program seized an opportunity presented by Perdue and its determination to reduce its energy footprint while shipping 30,000 tons of grain a year through the Port of Oswego to its facility in Norfolk, Virginia, for export. The college ultimately seeks to have its student inspectors obtain U.S. Department of Agriculture certification to provide USDA weights, grades and testing, enabling the port to export grain and increasing the volume of corn, soy and wheat passing through Oswego.

"We truly had a call to action by key stakeholders in order to move this project forward," said Pamela Caraccioli, deputy to the president for external partnerships and economic development. The college made an "active, dynamic and responsive" proposal to Perdue, the Port of Oswego Authority and government leaders.

The two-year-old program, under the leadership of biological sciences faculty member Anthony Contento, has so far trained 26 students in a five-week course coupled with three weeks of on-the job mentoring to ensure excellence, consistency and safety in testing and analysis year-round, including summers.

INSTITUTIONAL STRENGTH

Our college continues to be guided by a shared vision, a strategic plan and a commitment to institutional effectiveness that results in increased resources, flexibility, academic capacity and success for SUNY Oswego.

Recognition and Rankings

We are meeting the goals of our strategic plan and, as our recent rankings reflect, we are positioned for continued success and achievement in the years ahead. A sampling of the recognition received in 2015-16 included:

"Top Public Regional Universities in the North" for 2016 – U.S. News & World Report

#1 online MBA program in New York state; #20 national ranking – U.S. News

& World Report

"Best in the Northeast" college – The Princeton Review

"Best Business Schools"– The Princeton Review

"Green College" – Listed among the world's most environmentally responsible colleges by The Princeton Review

"Best for Vets College" and "Best for Vets Business School" – Military Times Awards of excellence

SUNY Oswego received the Seal of Excellence (2016) from the Institute of International Education (IIE) for being one of 12 institutions nationally to have already exceeded its 2020 goal of boosting study abroad participation among students to 20% through the IIE Generation Study Abroad Commitment. This was achieved through our significant student participation in study abroad programs and our increase of culturally diverse students choosing to study abroad. In 2015-16, more than 25% of SUNY Oswego study abroad participants identified as culturally diverse compared to just 13% in 2010-11.

The Carnegie Foundation for the Advancement of Teaching in 2015 reaffirmed the college's Carnegie Community Engagement Classification through 2020. This designation recognizes the college for deeply intertwining community engagement in our leadership, curriculum, outreach programs, strategic planning and community partnerships.

Our Office of Career Services received two SUNY Excellence in Programming Awards in 2015-16. Its "Industry-Centric" operational model received the prestigious "Capstone Award" for best overall program in the SUNY system, and the Office Operations and Communications award.

University Police at SUNY Oswego attained state accreditation in 2016, an achievement that marks it as one of only 10 departments in the State University system and fewer than 150 police agencies of all kinds statewide to meet scores of exacting standards of professionalism. Achieving accreditation

requires a department to demonstrate the effectiveness of its policies supporting 133 standards, covering everything from fiscal responsibility to firearms training, treatment of crime victims to evidence handling.

Unparalleled Passion and Pride

$43,483,781
from With Passion &
Purpose Campaign

16,113
donors

163%
endowment growth

46,518
endowments

"With Passion & Purpose: The Campaign for SUNY Oswego" came to a successful close in June 2016, with final numbers announcing a five-year campaign total of $43,483,781. Surpassing its most ambitious goal in college history by $3.48 million, the campaign is also the largest completed among all SUNY comprehensive colleges, and the total is nearly double Oswego's last campaign, which raised $23.8 million. The campaign engaged and inspired the Oswego family, including more than 16,000 donors representing alumni, employees, students, parents and friends during the five-year fundraising period.

"Oswego has never been as strong as it is today. We are tremendously proud of what has been accomplished through this campaign, With Passion & Purpose," said SUNY Oswego President Deborah F. Stanley. "We are grateful to the generous support of many -- alumni, employees, students,

parents and friends -- who helped us surpass our historic goal. Their support is having a direct impact on the lives of our students and in the vibrancy of the communities where our graduates live and work.

"We stayed true to our enterprising spirit to build an endowment that invigorates our intellectual environment, and that increases and diversifies scholarship funds, experiential learning opportunities and student success programs," added President Stanley.

Most significantly, the success of the campaign has enabled the endowment to grow 163 percent from $11.5 million in 2011 to $30.3 million as of August 2016, adding financial stability and a predictable source of revenue that helps the college plan and build programs.

A Culture of continuous improvement

We remain focused on putting physical resources, capital assets and technological capabilities to their highest usefulness, and ensuring they are protected against waste and deterioration and are renewed and strengthened to advance continuous improvement.

Waterbury Hall renovation

Waterbury Hall, a 211-bed residence hall that opened in 1960 along the lakeshore at SUNY Oswego, reopened in August 2015 after $8.8 million in renovations were made over a seven-month span. Renovations included adding lounges on each floor and a solar chimney; making all floors, rooms and common spaces wheelchair

A newly renovated Waterbury Hall reopened in August 2015.

accessible; rebuilding the restrooms in modern configurations; upgrading technology and mechanical systems; and installing new windows and a new entrance, roof and lakeside terrace and otherwise rehabilitated the exterior.

Laker Turf Stadium

After years of planning, SUNY Oswego unveiled its new, first-ever outdoor turf field on Sept. 1, 2015. The new facility has raised the sights and spirits for Laker field sports and is helping a number of our athletic programs strive for excellence.

Tyler hall renovation

In 2016, SUNY Oswego completed a two-year, $22.2 million first phase of 48-year-old Tyler Hall, a popular campus destination to many in the Oswego and Central New York communities, especially those with an interest in and appreciation for the visual and performing arts. The rejuvenation of Tyler Hall included a renovated Waterman Theatre, a soaring new instrumental rehearsal room, a new choral rehearsal room, a state-of- the-art recording studio, modernized Tyler Art Gallery, and a sweeping new lobby with a curved-glass theater façade.

SRC establishes endowed scholarship program for SUNY Oswego business, engineering students

SUNY Oswego will offer four new scholarships to Central New York students, thanks to the generosity of a Syracuse-based research and development company.

SRC Inc., which develops solutions for customers in the defense, environment and intelligence industries, established the scholarships to support future STEM and business professionals and to acknowledge the role a vibrant workforce plays in creating a successful Central New York community.

"This leadership gift from one of our most valued and esteemed community partners reinforces what we know to be true," said Deborah F. Stanley, SUNY Oswego president. "Our students and graduates provide their communities with the intellectual capital, professional expertise and ethical service that they

need to thrive. By establishing these scholarships, SRC is investing in the future of not only its prospective employee pool but also in the larger community. We are grateful for their support of our students and our region."

"SRC knows how important it is to cultivate an interest in STEM and business to be successful," said Paul Tremont, president and CEO of SRC Inc. "These students will help us and other companies prosper, and we look forward to continuing the relationship with SUNY Oswego and the students."

ADDRESSING GRAND CHALLENGES

I t is the belief of the SUNY Oswego community that we can delve into multidisciplinary investigation of problematic social and global issues; promote learning and knowledge to advance the common good; and contribute at the highest levels of theory and application to provide solutions to the grand challenges of our time.

Investing in our future

SUNY Oswego and its students in a variety of majors were proud to partner with CiTi BOCES in an alternative learning program to help boost disengaged Oswego County high school students who may have lost hope of earning a diploma. The program began in September 2015 as the Center for Instruction, Technology and Innovation (CiTi) responded to a call from superintendents,

teachers and parents in districts around the county to launch a program that allows students who have fallen behind in a traditional school setting to accrue credits toward graduation and embrace learning in nontraditional ways.

SUNY Oswego students Harry Kandaras (standing) and Justin D'Antonio (second from left) work with high school sophomores Zachary Cronk (left) and Brandon Dobbs in an alternative learning initiative in Wilber Hall.

Nestled in Wilber Hall's lower level, the CARE—Credit Accrual and Recovery for Everyone—program hosted 11 students in grades 9 to 12 who worked one-on-one with a CiTi teacher, School of Education faculty members and students from around campus. The goal of CARE is to rekindle a fire for learning in the high schoolers that had dimmed due to impediments to success in a traditional setting.

SUNY Oswego students Harry Kandaras (standing) and Justin D'Antonio (second from left) work with high school sophomores Zachary Cronk (left) and Brandon Dobbs in an alternative learning initiative in Wilber Hall.

Environmental stewards

EPA grant

SUNY Oswego students Harry Kandaras (standing) and Justin D'Antonio (second from left) work with high school sophomores Zachary Cronk (left) and Brandon Dobbs in an alternative learning initiative in Wilber Hall.

Under a $1.5 million share of an Environmental Protection Agency grant, SUNY Oswego and its Environmental Research Center will continue to have the opportunity to document marked declines in older chemical pollutants

in the Great Lakes. The new effort aims, in part, to expand the list of target chemicals, and to identify new threats before they become potential health problems for fish, other lake inhabitants and the people in the Great Lakes Basin who consume them.
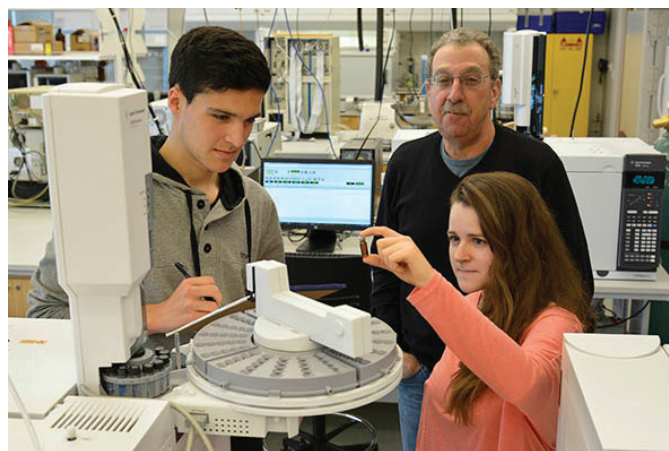
Working in SUNY Oswego's Environmental Research Center, junior chemistry major Jesse Mazur (left) and senior biochemistry major Hannah Valentino work with Jim Pagano, director of the center, to check a sample of fish tissue bound for a gas chromatograph, which will analyze the sample for chemical compounds.

In its partnership with Clarkson University and SUNY Fredonia, SUNY Oswego will continue to lead the effort to monitor such persistent toxic chemicals as PCBs, dioxins, furans and a long list of other legacy pollutants.

Student action award

This past fall (2015), SUNY Oswego achieved the silver level in Purposeful Networks' Student Actions Awards, earning the honor for demonstrated student leadership and engagement in activities that positively impact the community and the planet. My Student Actions, formerly called myActions, recognized 125 colleges and universities nationwide. Among the several dozen institutions earning silver recognition, Oswego joined three of SUNY's university centers—Albany, Buffalo and Stony Brook—and SUNY Geneseo.

"The power of student leaders to build community and inspire action for causes and programs they support is tremendous," said Kristine Sturgeon, president of Purposeful Networks, which creates digital platforms and programs to encourage and mobilize global citizenship.

LEED gold certification

SUNY Oswego's Richard S. Shineman Center for Science, Engineering and Innovation, which opened in fall 2013, received the Leadership in Energy and Environmental Design (LEED) Gold rating from the U.S. Green Building

Council in the fall of 2015.

LEED is a green building certification program that recognizes best-in-class building strategies and practices, according to the council. LEED-certified buildings save money and resources and have a positive impact on the health of occupants, while promoting renewable, clean energy.

Among Shineman's green features are the state's largest geothermal-well installation, recycled fly ash in the estimated 13,000 cubic yards of concrete, state-of-the art foam insulation and curtain-wall construction that help seal the building, innovative windows and shades that optimize daylight and energy savings, a vertical

LEED gold certified Shineman Center

wind turbine and rooftop solar panels that tie in to the building's electrical system, water bottle filling stations, chemical fume hoods with energy-efficiency controls and monitoring, a solvent recycler to reduce the amount of acetone used in experiments, small roof gardens and four storm-water retention basins, as well as systems for monitoring water, light, heat and air conditioning.

Moving toward carbon neutrality

SUNY Oswego's Richard S. Shineman Center for Science, Engineering and Innovation has set a landmark on the college's charted course to carbon neutrality by 2050. The Presidents' Climate Commitment, signed by SUNY Oswego President Deborah F. Stanley in 2007, pledges to reduce the college's carbon footprint 40 percent by then.

All new construction on campus since 2007 has been designed to at least LEED Silver standards. The Shineman Center is the second campus facility to achieve LEED Gold certification. The Village, a 68-unit townhouse complex for students residing on campus, won the gold rating in 2011. Both are part of the college's $800 million campus renewal, which—in addition to the primary goal of improving the learning and social environment for students—aims to meet rigorous standards of environmentally responsible construction.

"Our Shineman Center for Science, Engineering and Innovation stands out in so many ways," said President Deborah F. Stanley. "The largest project in our campus renewal program, it is a model of environmental sustainability, a model

for building teaching opportunities right into the facilities where students learn, and a model of an interdisciplinary science community that is mindful of the

FACTS AND FIGURES

Mission

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

welfare of future generations as it pursues discovery and innovation."

Founded:

1861

Statistics

Fall 2015 enrollment

TOTAL: 7,937

Undergraduate: 7,104

Graduate: 833

From NYS: 6,794 (95.6%)

From CNY: 2,045 (28.8%)

International: 128 (1.8%)

From underrepresented groups: 1,762 (24.8%)

Degrees awarded

TOTAL: 1,989

Bachelor's Degrees: 1,639

Graduate: Degrees: 350

Master's Degrees: 280

Certificate of Advance Studies 58

Advanced Certificate 12

All-college budget: $185.4 million

Revenues
- Tuition and fees (net of aid) 23.6%
- General state appropriations 38.6%
- Auxiliary enterprises 20.1%
- Grants and contracts 16.7%
- Capital and other funds 1%

Expenditures
- Instruction 42.5%
- Institutional support 10.4%
- Academic support 8.1%
- Housing, dining and other auxiliary 20.3%
- Scholarships 5.2%
- Student services 10.2%
- Research and public service 3.2%
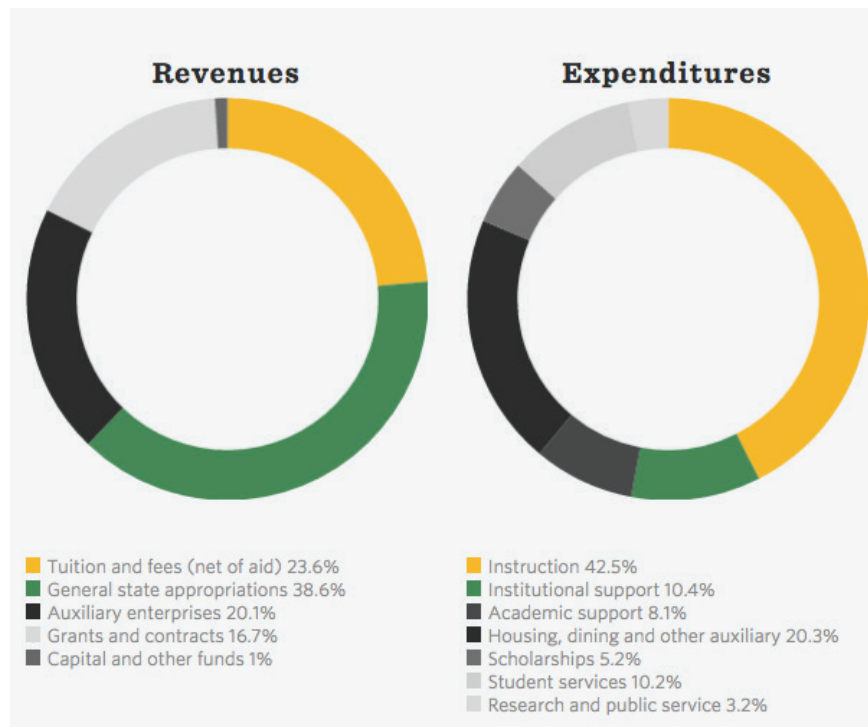
These charts reflect SUNY Oswego's operating results during the 2015-16 fiscal year, the most recent final data available through the Integrated Postsecondary Education Data System (IPEDS) Financial Survey. IPEDS no longer includes Auxiliary Services activity (dining, vending, bookstore, etc.), which amounted to $27,057,765 in 2015-16.

Cash and investments	$31,857,843
Other assets	$4,163,167
Total assets	$36,021,010
Liabilities	($978,808)
Net assets	**$35,042,202**
Contributions and other revenue	$11,315,900
Distributions	($4,974,482)
Change in net assets	**$6,341,418**

Capital outlay: $30 million

The college had capital construction and equipment outlay, across all funds and operations, amounting to $30,025,959 in 2015-16.

Oswego College Foundation

The Oswego College Foundation Inc. is a not-for-profit 501(c) (3) organization responsible for raising and administering support and revenue for the advancement of SUNY Oswego. The following summary is from the audited financial statements of the foundation for the year July 1, 2015, through June 30, 2016.

2015 admissions profile

Mean SAT score: 1,097

Mean high school average: 89.5

Applications: 12,915

Accepted: freshmen 51%, transfers 60.5%

Newly enrolled freshmen and transfers: 2,171

Newly enrolled underrepresented students: 580

Newly enrolled Central New Yorkers (Oswego and neighboring counties): 584

2015-16 employees

Full-time faculty and staff: 1,078

Part-time faculty and staff: 400

Part-time student employees: 1,588

Facilities

Acres: 720.2

Buildings: 76

2015-16 student costs (for state residents)

Full-time undergraduate tuition: $6,470

Room and full board for new students (guaranteed for four years): $12,990

Fixed fees: $1,464

Full-time graduate tuition: $10,870 ($14,410 for MBA students)

Alumni

85,948 alumni with known addresses

55,495 alumni in New York state

24,811 alumni in Central New York

Accreditations

Middle States Association of College and Schools Commission on Higher Education

AACSB International - the Association to Advance Collegiate Schools of Business

American Chemical Society

Council for Accreditation of Counseling and Related Educational Programs

Council on Technology and Engineering Teacher Education

National Association of Schools of Art and Design

National Association of Schools of Music

National Association of School Psychologists

National Association of Schools of Theatre

National Council for Accreditation of Teacher Education

Accreditation Association for Ambulatory Health Care

New York State Law Enforcement Accreditation Council

Officers of the College (2015-16)

Deborah F. Stanley

President

Walter B. Roettger

Acting Provost and Vice President for Academic Affairs

Nicholas Lyons

Vice President for Administration and Finance

Kerry Dorsey

Vice President for Development and Alumni Relations

Jerald Woolfolk

Vice President for Student Affairs and Enrollment Management

Richard Skolnik

Dean of Business

Julie Pretzat

Dean of Communication, Media and the Arts

Pamela Michel

Dean of Education

Adrienne McCormick

Dean of Liberal Arts and Sciences

Brad Korbesmeyer

Interim Dean of Graduate Studies

Jill Pippin

Dean of Extended Learning

College Council

Darlene Baker, 2007-present

Saleem Cheeks '01, 2006-present

Richard Farfaglia, 2012-2018

Michael Goldych, 2008-present

Brian McGrath, 2013-2019

James McMahon, Chair, 2008-present

Christopher Collins-McNeil '16 2015-16

Baye Muhammad, 2013-2018

William Scriber '80, 2010-2017

Tucker Sholtes '15, 2014-15

Gary Sluzar, 2009-2016

Oswego College Foundation Board of Directors

Mark Baum '81

Louis A. Borrelli Jr. '77

Rose Crane '81

Steve Doran '82

Kerry Casey Dorsey '81

Michael Durney '83

Bob Garrett '83

Bernie Henderson

Jack James '62

Matt Jenal '78

Gordon Lenz '58

Nick Lyons

Peter McCarthy '82

Doreen Mochrie '85

Robert Moritz '85

Harold E. Morse '61

Colleen Murphy '77

Suzanne Castrigno Sack '84

William Spinelli '84, Chair

Deborah F. Stanley

Marcia Thompson-Young '81

Mark Tryniski '85

Joseph Yacura '74

Oswego Alumni Association Board of Directors

Edgar Ames '68

Timothy Barnhart '02

Marc Beck '93

Paul Brennan '93

Michael Byrne '79

Michael Caldwell '70

Keith Chamberlain '87, President

Karen Colucci Coia '89

Raelynn Cooter '77

Lisa Court '83

Kerry Casey Dorsey '81

Amy Vanderlyke Dygert '01

Jerry Esposito '70

Kathy Smits Evans '84

Donna Goldsmith '82

La-Dana Renee Jenkins '94

Maureen Flynn Kratz '04

Claire Lacure '17

Donald Levine '78

Steve Messina '91

Joshua Miller '08

Dana Segall Murphy '99

Betsy Oberst

Cathleen Richards '09

Mark Salmon '93

Dan Scaia '68

Lisa Marceau Schnorr '87

Stefen Short '10

Jennifer Shropshire '86

Christie Torruella Smith '08

Jeff Sorensen '92

Deborah F. Stanley

Kevin Sutherland '05

Koren Vaughan '95

Richard Yacobush '77

Thomas Yates '89

<u>Revenue</u>

	2016-17 Plan	2017-18 Plan	2018-19 Plan	2019-20 Plan
State Tax Dollars	$15,838,400	$15,838,400	$15,838,400	$15,838,400
Tuition Revenue	<u>$51,376,700</u>	<u>$52,601,700</u>	<u>$53,851,700</u>	<u>$55,151,700</u>
Total Appropriation	$67,215,100	$68,440,100	$69,690,100	$70,990,100

<u>Expenditures</u>

	2016-17 Plan	2017-18 Plan	2018-19 Plan	2019-20 Plan
Personal Service (Regular & Temporary)	$57,442,700	$58,417,700	$59,417,700	$60,467,700
Other Than Personal Service	$4,474,600	$4,474,600	$4,474,600	$4,474,600
Tution Scholarship (TAP)	$1,700,000	$1,950,000	$2,200,000	$2,450,000
Utilities	<u>$3,597,800</u>	<u>$3,597,800</u>	<u>$3,597,800</u>	<u>$3,597,800</u>
Total Spending	$67,215,100	$68,440,100	$69,690,100	$70,990,100
Surplus/Deficit	$0	$0	$0	$0

State University of New York at Oswego

PROGRESS REPORT

Prepared for the Middle States
Commission on Higher Education

OSWEGO
STATE UNIVERSITY OF NEW YORK

Progress Report to the
Middle States Commission on Higher Education

from

STATE UNIVERSITY OF NEW YORK AT OSWEGO

Oswego, NY 13126

Deborah F. Stanley

President

Chief Executive Officer

Lorrie Clemo

Provost and Vice President for Academic Affairs

Accreditation Liaison Officer

April 1, 2014

Subject of the Follow-Up Report:

At its meeting on June 28, 2012, the Middle States Commission on Higher Education acted "to reaffirm accreditation and to request a progress report, due April 1, 2014, documenting evidence that institutional assessment findings are used to support decisions about strategic goals and plans, and that institutional and unit-level goals are appropriately integrated with one another (Standard 7)."

Introduction

In its assessment of SUNY Oswego after the 2012 site visit (April 1-4), the evaluation team representing the Middle States Commission on Higher Education concluded:

> "The decennial reaccreditation review process has been helpful to SUNY Oswego and will play a significant role in the way the college continues to chart its future." The self-study is an "honest and candid document, and is the result of the work of a large portion of the community from all areas of the college."

The evaluation team recognized Oswego for its approach to both highlight areas of accomplishment such as "creating and sustaining an organizational culture that expects assessment and allocating resources to support widespread data-gathering efforts in support of evaluation of its programs and processes," and recognize areas that need further attention.

On June 28, 2012, the Middle States Commission on Higher Education acted:

> To reaffirm accreditation and to request a progress report, due, April 1, 2014, documenting evidence that institutional assessment findings are used to support decisions about strategic goals and plans, and that institutional and unit level goals are appropriately integrated with one another (Standard 7).

In the period that has followed our reaccreditation, SUNY Oswego has made substantial progress in further enhancing our culture of assessment and implementing activities in an integrated manner to improve institutional effectiveness. We are pleased to submit to the Commission documentation associated with improvements in institutional effectiveness as a consequence of planning and assessment. This report documents our progress in Standard 7: Institutional Effectiveness in three areas: 1) shared, uniform, and centralized reporting; 2) documented alignment of unit level goals with strategic directions; and 3) assessment of 2007 Strategic Plan to inform the new strategic planning process. These activities have significantly improved cross-functional practice and enhanced our cycle of continuous improvement.

Advancing Institutional Effectiveness

The flow chart at right is a visual representation of our process for assessing institutional effectiveness. It depicts an institutional assessment system that is integrated, collaborative, and data-driven for continuous improvement. Planning and assessment inform and are informed by our college-wide strategic directions. These key directions, assessment, and resulting recommendations all occur within an inclusive framework of shared governance. The Office of Institutional Research and Assessment serves as the repository of the college's planning, assessment, and outcomes management system and provides the infrastructure for the design, implementation, analysis, and documentation of assessment at the program and institutional levels. Decisions that operationalize institutional priorities and resource allocation happen with broad input from all divisions and, in special circumstances, the campuswide Budget Advisory Group. The president holds ultimate responsibility for allocations of funds and for outcomes. The regularization of this process integrating all units of the college is a direct result of the recommendations of the Middle States Commission.

Standard 7: Institutional Effectiveness
Operational and Accountability Process

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And while this overarching planning and assessment process has been in place at SUNY Oswego for many years, it is the improvements made in recent years that have resulted in our progress in institutional effectiveness reported here. *Specifically, since our decennial site visit, the college has:*

1. Increased monitoring and accountability due to the implementation of shared, uniform, and centralized reporting of institutional assessment data. A searchable centralized reporting system has facilitated data sharing for decision-making, planning, and budget allocation. The Office of Institutional Research and Assessment acts as clearinghouse, coordinator, and repository for all program/unit level assessment plans and annual reports. This office maintains a public webpage depository of information including the SUNY Oswego Fact Book, Common Data Set, and Institutional Profile. The office has developed and maintains an online Strategic Planning Library that is password protected that includes both institutional and student learning assessment reports as well as internal documents for planning. The director also contributes to and accesses the SUNY Dash Board, a system database that supports program planning and assessment by enabling users to create customized reports about academic programs on SUNY campuses. This information and its ease of access through our centralized reporting system results in both institutional and program level analyses and reports that are widely used across the college to better inform planning, assessment, evaluation, and resource allocation.

The Office of Institutional Research and Assessment is responsible for processing and distributing/posting administrative plans and assessments for the college. In addition, the office provides ongoing assistance, training, and campus-wide workshops to support the college's planning, assessment, and outcomes management. Since Fall 2013, the president has directed the Office of Institutional Research and Assessment to provide the vice presidents, deans, and directors with systematic reports of administrative unit core metric data, which include enrollment, retention, accreditation and program self-study, student and faculty opinion survey results, instructional workload, degrees awarded, and use of results for improvement reports. This information is coupled with semester-by-semester financial reports prepared by the Office of Finance and Budget. The financial report is similarly distributed through the vice presidents to unit level directors.

2. Improved documentation of alignment of division/ unit-level goals with the college's strategic directions. Based on the suggestions of our evaluation team to facilitate documentation, a standard reporting template has been adopted by units across all divisions of our college. The reporting template is shown in Appendix A. Two completed templates — from our Offices of Research and Sponsored Programs and Campus Technology Services — are found in Appendices B. The template requires each unit to describe its objectives, align them with the goals of the college, designate who will be responsible for keeping the unit on task with each objective, and describe the metrics, results, actions, and resource implications for each objective. The campus-wide reporting system is designed to facilitate the management of planning, assessment, and budgeting activities. It is the repository of each unit's measurable objectives and action plans. Alignment of the college's Strategic Plan and other plans is made explicit in this system.

ACADEMIC AFFAIRS ANNUAL GOALS 2012-13
AND YEAR-END REPORT

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

Connection to Oswego's Strategic Directions:	**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. **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.
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.

Pie chart legend: Exceeded 15%, Met 62%, Approaching 15%, Not Met 8%

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 2012 to prepare faculty for searches.	Cathy Santos, Deans, Chairs	SCMA Dean has met with Cathy Santos about recruitment efforts within school. CLAS ~The Sociology-sponsored annual Sportsmanship Day Symposium highlights the value of diversity in the area of sportsmanship. ~All Sociology courses foster diversity (including, but not limited to, race and ethnicity, gender, LGBT, etc.) ~Prof. Minor brought in five guest speakers for his Sociology of Firearms class. He intentionally sought out speakers who had a variety of opinions about the topics discussed (e.g., the President of the New York Chapter of the NRA and the President of New Yorkers Against Gun Violence)	9 diversity fellowships were provided to graduate students. Did not meet the new academic affairs search guidelines with respect to inclusion with search committees. SOE extended invitations to meet with candidates	Met	Establish meetings with Dean's, Affirmative Action and Human Resources to discuss inclusion of Multicultural Affairs throughout the search process. Identify speakers with expertise of diversity to speak to faculty amd offer seminars/workshops to address recruitment of faculty and staff.
	Accelerate efforts to attract a more diverse population of students to STEM majors	Join National Action Council on Minorities in Education that will increase student diversity in STEM	Provost, CLAS Dean, Chairs, Shashi Kanbur	Joined new NACME pilot program that offers opportunity to recruit in partnering high schools with STEM curriculum. NACME scholarships available for Fall 2013.	Recruited 3-4 students from NACME schools.	Met	
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	Grad Off--partnered with Genius Olympiad; contacted ORSP for community foundation grant-- no progress from ORSP; recruitment effort in Turkey over WinterSession	Recruitment efforts continue; partnered with Genius Olympiad; support for Korean students this spring.	Met	

Figure 2. Standard reporting templates facilitate centralized reporting of progress and outcomes regarding strategic goals; reports are available online for public access and review.

The first round of reporting with the new template began in Fall 2013. All units are tracking and measuring their goals and objectives and connecting them back to the college's strategic directions. At the end of the fiscal year on June 30, 2014, units will be expected to report results and resource implications. This will provide feedback for the next cycle of unit-level goal setting and resource allocation.

Additionally, two connected efforts have focused on tracking progress on the Strategic Plan. First, the president periodically provides, campus stakeholders — including General Faculty, College Council, Directors and Chairs, and Oswego College Foundation, Advisory, and Alumni Association Boards — with an accounting of the college's progress vis-à-vis strategic goals and objectives. Second, in collaboration with the senior leadership of the college and informed by all units of the college, the Office of Public Affairs prepares a public online annual report that gives an overview of Oswego's progress on our strategic objectives. (Oswego.edu/2012annualreport).

The quest for continuous improvement is clearly supported across the college and within each unit's well-articulated process of identifying goals and utilizing assessment to determine the extent to which goals are achieved. All goal setting, recommendations stemming from assessment, and resource allocations are reviewed by divisional vice-presidents and approved by the president.

3. Used Assessment of the 2007 Strategic Plan to Inform the New Strategic Planning Process. The college's 2007 Strategic Plan provides a framework for the programs, initiatives, and processes that support the college's mission. Our strategic goals and initiatives are assessed and refined continuously through our robust and well understood format for feedback and readjustment, as described in #2 above. The college is using assessment of the previous strategic planning process to guide the development of a new strategic plan. As the new strategic plan is being developed, improvements are being made in the development of measurable goals and objectives to facilitate the monitoring of operational plans by division and units. The process is steered by the college's Strategic Planning Advisory Board. Working together towards accomplishing consensus goals raises the vision of key stakeholders and encourages them to reflect creatively on future directions.

The new strategic plan will help to set priorities as each department, program and unit aligns its goals with the college. The 2014 Strategic Plan is being designed with assessment at its core. This commitment to institutional assessment has come as a direct result of the assessment of our previous process.

OSWEGO
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Assessment Driven Institutional Effectiveness

A CASE STUDY IN MEETING STATEWIDE 21st CENTURY WORKFORCE NEEDS

As an example of Oswego's progress and success in using institutional assessment findings to support decisions about strategic directions, and in integrating institutional and unit level goals, we describe below the development and ongoing implementation of a comprehensive institution-wide initiative.

As a public university, Oswego has a deep commitment to the surrounding region and state, with a strong focus on addressing regional and statewide 21st century workforce needs. Our approach to the assessment of regional workforce needs complements SUNY's system-wide effort to manage enrollment, using state employment data to determine New York's workforce needs. These data together with data from the local regional economic development association (Center State CEO) provided valuable direct evidence of a workforce need for more college graduates in the STEM fields: science, technology, engineering, and math.

Our assessment of our institutional mission, programmatic and faculty strengths, and capacity for development, together with our core goal of maintaining robust enrollment of academically talented students, contributed to our strategic decision to take a number of significant actions to help meet this workforce need. The actions span all divisions of our college, involving college leaders and faculty and staff in Academic Affairs, Student Affairs, Administration and Finance, and Development and Alumni Relations. *They include:*

■ Forming strategic partnerships with economic development agencies, schools, professional associations, private donors, government funding agencies, alumni, and business and community organizations. One recent outcome of such partnerships is a $3.1 million New York State/SUNY2020 grant to establish the Wireless Solutions Lab, an innovative research center that supports relationships between business, community, and the classroom.

■ Developing new academic offerings in STEM fields, including but not limited to bachelor's degree programs in software engineering and electrical and computer engineering (ECE) and a master's degree program in human-computer interaction (HCI).

■ Hiring new full-time faculty members in biology, chemistry, mathematics, HCI, and engineering with new funding through SUNY's Incremental Tuition Revenues.

■ Assembling funding for and building a new science and engineering complex. The $118 million Richard S. Shineman Center for Science, Engineering and Innovation and a new $5.5 million Rice Creek Field Station facility opened in Fall 2013.

■ Fundraising. A major naming gift for the new Shineman Center was secured in 2012, and also provided funds to endow a chair in the chemistry department.

■ Recruiting outstanding and diverse students interested in the STEM disciplines. Over the past seven years, applicants interested in the STEM disciplines have risen over 56 percent. Enrollment in these programs has increased 26 percent in the past five years. We have attracted these students with merit scholarships and new scholarships especially for STEM majors made possible by private donors and federal and corporate grants; as well as with our outstanding faculty, new facilities, and opportunities for experiential learning in our Global Laboratories and workplace co-op and internship placements. To promote recruitment and enrollment of STEM students, the Office of Institutional Research and Assessment is assisting the Office of Admissions with a comprehensive environmental scanning project that includes a new staff member with strong background in assessment and data gathering and analysis.

■ Supporting success of STEM students in their exceptionally demanding disciplines. Extensive analysis of student success in lower division courses found a number of courses, particularly

in mathematics, creating barriers to persistence in these majors. Efforts to address these barriers include an expansion of mathematics and science tutoring services (usage and need data collected and analyzed through Tutortrac), intensive summer programs to boost student readiness for college-level mathematics and science courses (with funding from the National Science Foundation), and mentoring programs for schoolchildren, both to develop future STEM majors and develop our graduate students' teaching and outreach skills (also with federal funding). Each of these approaches is rigorously assessed.

■ Enhancing career exploration programs and students' exposure to opportunities in the STEM fields through Career Services programs including panels, videos, guest speakers, and conferences on STEM and health care professions. Career Services continues to refine these offerings based on systematic feedback from employers and students.

Over the past five years, SUNY Oswego has increased the number of graduates in the STEM fields by 23 percent, and this number continues to grow. This strategic initiative has also helped our college maintain and grow institutional revenue streams through tuition, state and federal grants and allocations, and private and corporate gifts and support.

Together, all divisions of SUNY Oswego have made great strides in contributing to the STEM workforce needs of New York State through our integrated planning process, strong operational oversight, and prudent fiscal management practices. Our 2007 Strategic Plan in addition to our operational planning, assessment, and accountability practices described above have been the underpinnings of our success.

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Conclusion

This progress report shows that SUNY Oswego has improved our documentation and use of institutional assessment findings to support decisions regarding strategic goals and plans, and that we have developed procedures for more clearly documenting the integration of institutional and unit level goals with each other.

It is without question that our institutional planning, assessment, and resource allocation processes have become systematic, integrated, and more influential on the actual operations of the college in the two years following our accreditation visit. We appreciate the advice and guidance we have received from the Middle States Commission on Higher Education through this important process. Poised to approve a new strategic plan this fall, SUNY Oswego is well prepared to continue improving student learning and institutional performance for many years to come.

Appendix A

Unit Assessment Template

Administrative Unit: _____ Contact Name: _____ Division: _____ Academic Year: _____

Unit Objectives	Strategic Plan: Key Action Area	Measurable Outcome	Describe Metrics, Instrument or Data Source Used to Measure Results	Person(s) Accountable	Achievement of Objective	Year End: Next Steps or Actions	Resource Implications
					☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded		
					☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded		
					☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded		
					☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded		
					☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded		
					☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded		

SUNY Oswego Institutional Effectiveness Map: A Narrative

This map is designed to give the institution consistent reporting of assessment across all divisions of the campus, as recommended by the MSCHE after their 2012 visit.

This map will be the product of a process that basically formalizes what all units/departments are doing intuitively every year in support of Oswego's mission.

The Prequel: An Assessment Plan
Overall, each unit/department has a mission, i.e. a purpose. Why are we here? From this purpose, there are overall goals that answer the question.
Unit Goals
This is not in the map, but it is an important first step in building the framework for annual reporting. Here you consider the big picture: What is your unit trying to accomplish overall? Why do you exist in the college? In what way are you supporting the overall mission of the college?

Completing the Institutional Effectiveness Map

Unit Objectives
With your overall goals in mind, consider 3-5 things you want to accomplish in a given year. These objectives are narrower in scope than goals.
Note: Goals and objectives are often confused. A goal is general, hard to measure, with a longer time frame. Objectives are more specific and thus easier to measure. They cover a short time frame, such as the fiscal year.
Strategic Plan: Key Action Area
Tie your objectives to the strategic directions of the college. (VIEWS)
Measurable Outcome
Objectives must be measurable. How will you gauge if this objective is met? What is the benchmark for success?
Metrics
How will you measure objective accomplishment relative to the benchmark? Describe the instrument and/or data source(s) used.
Person(s) Responsible
Who will be in charge of keeping the unit on task with this objective and measuring success?
Achievement of Objective
So what happened? Did you meet the benchmark for this objective?
Next Step or Actions
This is a reflection on the outcomes. If the objective is met, what can you take from this success? Can you apply it in other areas; does it suggest the continuation of a program or process? If the outcome is not met, consider steps towards improvement.
Resource Implications
Finally, consider the budget implications of your outcomes. Do they point to a need for additional resources? A reallocation of resources? Outcomes may even suggest budget savings with more efficient processes or ineffective programs that should not be continued.

Appendix B

Unit Examples

SUNY Oswego Institutional Effectiveness Map

Administrative Unit: Office of Research & Sponsored Programs

Contact Name: Maria Nakamura   **Division:**   **Academic Year: 13-14**

Unit Objectives	Strategic Plan: Key Action Area	Measurable Outcome	Describe Metrics, Instrument or Data Source Used to Measure Results	Person(s) Accountable	Achievement of Objective	Year End: Next Steps or Actions	Resource Implications
Redesign and expand information available on our website for faculty and staff to access on-line.	Vitality - expanded and diverse sources of revenue- & solutions	Decrease in phone call/e-mail requests for forms and information	Number of times the ORSP web site is accessed and forms information/forms are downloaded.	Maria Nakamura	☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded		Time & effort
Develop user manuals for Project Director's and staff to reference for help with policy and procedures.	Vitality - expanded and diverse sources of revenue	On-line tutorials of" how to" guidelines.	Feedback from faculty and staff who utilize the guides & number of pamphlets available as 'how to' documents	Maria Nakamura	☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded		Time & effort
Pilot a project to digitalize sponsored program records for ease of access and reference as well as replace hard copy in accordance with federal compliance guidelines.	Vitality - expanded and diverse sources of revenue	Decrease in the size of paper files & supplies necessary to retain	Number of account files that can be eliminated as a result of maintaining digital records of documents.	Maria Nakamura	☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded		Time & effort. Software, scanner and clerical assistance will be required
Pilot training sessions to selected PIs so they can directly access fiscal status updates on their awards	Vitality & solutions	Number of formal training sessions offered	Number of times a PI signs into the Oracle system to view accounts	Maria Nakamura	☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded		Time & effort
					☐ Not Met ☐ Approaching ☐ Met ☐ Exceeded		

Connection to SUNY Oswego Strategic Direction	CTS Goal	OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME (bold and change font color to indicate your choice)	NEXT STEPS OR ACTION
Vitality	Academic	Academic Projects: Lecture Capture Implementation	Select, procure and implement a campus-wide solution, equip ATCs in various buildings with the system, coordinate with the CTAB Education subcommittee and the Board as a whole to develop processes for expanding lecture capture capacity.	Ability for students to review classroom lectures, ability to record guest speakers, presentations, workshops for later review.	Dave and Nicole/Lecture Capture Committee	N/A	Panopto was selected and configured. About 15 classrooms were equipped with the service, users interested in using it were trained. Integration with ANGEL makes access to the recordings very easy.	Met	Install in 10 ATCs
World Awareness Solutions	Academic	Academic Projects: Lecture Capture Implementation	Identify interested faculty; install audio and content lecture capture capability in ten classrooms; pilot the addition of video capture capability in a lecture hall and classroom.	Lecture capture installed in 10 ATCs.	Instructional Support	N/A	Panopto recorder available in all ATCs. Audio and content capture available in 8 ATCs. Video, as well as audio and content, capture available in 6 ATCs.	Exceeded	Expand Lecture Capture further, including in Shineman
Vitality	Academic	Academic Projects: ATC Expansion and Refresh	Identify ATCs and learning spaces in need of complete installation or upgrade. Assess effectiveness of ATC configurations and standards.	Implement 10 new or refreshed classrooms. Obtain faculty input into ATC effectiveness and configuration	Instructional Support	N/A	Implemented 10 new classrooms	Met	Implement new classrooms in areas where capital renewal is taking place
Vitality	Academic	Academic Projects: Capital Project Planning and Implementation	Complete design, infrastructure installation and installation of equipment in Shineman, Park and Rice Creek.	Completion of Shineman, Park and Rice Creek	All CTS Units including Instructional Support	N/A		Approaching	Scheduled for implementation in Summer 2013
Vitality	Academic	Academic Projects: ANGEL Upgrade/Conversion	Coordinate with SLN to upgrade the LMS to ANGEL v8.0, provide professional development for faculty in preparation of utilizing ANGEL 8.0, assess with students and faculty the effectiveness of the upgrade.	Expanded features, compatibility with Safari and Chrome browsers.	Nicole/ANGEL Team	N/A	Upgrade was completed. We received some feedback from students who were very happy about the expanded browser support, especially Mac users. Communication with faculty was made in regards to the new features.	Met	Continue to support Angel. Angel will be replaced by Blackboard in January 2015
Vitality	Academic	ATC Refresh	Based on the Technology Plan Benchmark Report, assess the number and location of classrooms and learning spaces in need of an ATC upgrade.	Replacement of 1/3 of Computer Equipment within Campus Advanced Technology Classrooms	Instructional Technology	N/A	42 ATC Computers were upgraded in December 2012	Met	Plan for 2013-14 upgrades
Vitality	Academic	Application/Desktop Virtualization	Engage a vendor partner to assist in the planning for server, storage and network capacity to support an expanded virtualization infrastructure.	Planning for the implementation and expansion of Virtual Services	Instructional Technology	N/A	Partnered with ITEC for VDI (Virtual Desktop Infrastructure) pilot implementation.	Met	Will install the DEU in production in June or July, 2013.
Engagement	Academic	Application/Desktop Virtualization	Design, procure, and implement expanded virtualization infrastructure.	Build virtual environments for use by the campus	Instructional Technology	N/A	VDI hardware and software is being "leased" through ITEC for the pilot implementation. Expansion of the Virtual Lab (virtual applications) is currently being implemented within our existing infrastructure. As the use of virtual applications increases, we will need to continue to evaluate our infrastructure on an annual or semesterly basis.	Met	Evaluate success of VDI implementation and develop roadmap for service depending on funding.
Vitality	Academic	Application/Desktop Virtualization	Promote the availability and use of the "virtual computer lab" to students and faculty.	Encourage SUNY Oswego users to utilize the virtual application to identify suitability and functionality within our environment.	Instructional Technology	N/A	Over the year promotion of the "virtual computer lab" has been primarily focused on faculty. This promotion has included presentations at CTAB meetings, and updates on the virtual computer lab project in the monthly TechNews reports. Over the year CTS has also started offering virtual applications within the campus computer labs that it manages and supports, while utilizing this service, this approach has been mostly transparent to the end users.	Met	Send new staff to training, provide development opportunities for those trained in order to strengthen skills.
Vitality	Academic	Computer Laboratory Refresh	Based on the Technology Plan Benchmark Report, assess the number and location of computer labs in need of an upgrade.	Identify locations where equipment is becoming outdated, and update appropriately to maintain a high quality student experience	Instructional Technology	N/A	Locations for Summer 2012: Campus Center 170, Hewett Union 236, Mahar 302 -- Locations for Winter 2012/2013: Campus Center 163, Campus Center 207, Hart Computer Lab, Oneida Computer Lab, Scales Computer Lab	Met	Continue to update computer labs on regular schedule
Vitality	Academic	Computer Laboratory Refresh	Plan and implement computer lab upgrades.		Instructional Technology	N/A	Summer replacements completed, Winter replacements Completed	Met	Continue evaluation and replacement process
Vitality	Academic	Computer Laboratory Refresh	Coordinate with faculty and assess the effectiveness of computer lab configurations and standards.	Identify the suitibility and usability of existing lab configurations to determine whether design changes are needed during equipment refreshes and new computer lab construction.	Instructional Technology	N/A		Not Met	Reach out to academic departments to determine how reporting can be facilitated based on need.
Vitality	Academic	Application/Desktop Virtualization	Replace one or two computer labs with "thin client" devices to test virtualized applications and desktops in a lab setting.	Move virtual environment into production in a pilot mode to determine suitability and functionality of VDI and Virtual Applications for use within our environment.	Instructional Technology	N/A	It was decided to pilot VDI within Campus Center 202, and Campus Center 206 utilizing the existing equipment as "thin clients". The choice to use the existing thick clients as thin clients was made to provide an options for fallback/recovery in the event of significant issues during this pilot phase.	Approaching	ID photos will need to be included in Faculty Grade Entry (Banner XE).
Vitality Solutions	Administrative Projects	Banner XE (formerly Banner 9) Upgrade	Install the DEU release. Identify and modify ocal sqr, cobol, and sql objects with insert (table row) scripts.	Database will continue to function with added columns and (update) programs will execute without errors.	CTS - Administrative Services	N/A	DEU upgrade has been installed on two separate databases and all programs have been identified and updated.	Approaching	Will install the DEU in production in June or July, 2013.
Vitality Solutions	Administrative Projects	Banner XE Upgrade	Setup a new VM server for running SSB Faculty Grade Entry, install Tomcat, clone production Banner to Banner 9 (for development) and install the DEU.	Functional 'slice' of a Banner XE release to review and share with administrative offices. Increased understanding of the new platform for which Banner is being converted to.	Andrew Michaelis	N/A	Banner Faculty Grading installation was completed and problem reports were filed with Ellucian.	Met	Plan for production installation with possible Beta for Fall midterm grading.
Vitality Solutions	Administrative Projects	Banner XE Upgrade	Expand knowledge of JAVA, Groovy/Grails framework. Send developers to Groovy/Grails training when possible.	Developers will be able to support Banner XE applications that have been converted to Groovy and Grails	Andrew Michaelis, Eric Goodnough	N/A	Both Andy and Eric have attended training	Not Met	Send new staff to training, provide development opportunities for those trained in order to strengthen skills.
Vitality Solutions	Administrative Projects	Expand Utilization of the Document Management System	Assist Human Resources	Review of all paper documents and business processes attached to the documents. Define and assign document types to each document. Outline security for HR staff and adminsitrative staff as necessary.	CTS - Administrative Services	N/A	Scanning station licenses and equipment have been purchased. HR staff has been trained to use the scanner.	Not Met	Plan for continuing the BDMS implementation with Human Resources. Consider using Ellucian consultants for a needs analysis evaluation.
Engagement	Administrative Projects	DegreeWorks Implementation	Technical Support: Attend training, provide technical assistance as needed to export SIS data to hosted DegreeWorks databases at ITEC. Assist Registrar with advisor, student, and new student extracts, security, roles, and testing of results.	Advisors, students, and administrative staff will be able to monitor academic progress as outlined by SUNY. Phase out of CAPP for program progress.	Jerret Lemay, Andrew Michaelis, Susan Fisk	N/A	Phase I of the project has been in production since early March. Admissions, Student Advisement, and advisors are using DegreeWorks to advise students. Students are also using it to monitor program progress at this point. Use of CAPP for program progress has been phased out.	Exceeded	Ongoing technical support and testing of new DegreeWorks release 4.11 on development database, add localizations as necessary.
Vitality Solutions	Administrative Projects	Expand Data Reporting and Analysis Tools and Systems	Form a project team to identify reporting and analysis needs.	Improve analytics and make better use of staff time.	CTS - Administrative Services, administrative departments, and various academic departments.	N/A	Various reports have been developed for Institutional Research, Student Accounts, Admissions, and Development using ARGOS.	Not Met	Reach out to academic departments to determine how reporting can be facilitated based on need.
Intellectual Rigor Solutions	Administrative Projects	Provide student id photos via Banner to staff and instructors.	Import id photos from the ID/Dining database and make accessible to staff using INB Banner. Add id photos to class and advisor lists in SSB (myOswego), and to personal profile in Angel.	Faculty and staff will have access to student id photos as requested by Faculty Assembly.	CTS - Administrative Services, Mark Degroff	N/A	ID photos are available within INB Banner and in myOswego as planned.	Met	ID photos will need to be included in Faculty Grade Entry (Banner XE).

Theme	Category	Project	Action	Deliverable	Unit/Owner		Outcome	Status	Comments
Vitality	Administrative Projects	Provide SSB for Advancement Officers to Development Staff	Outline instructions and business processes for using SSB for Advancement Officers; train staff.	Development staff will be able to query prospect data while out of the office and without having to run a local report.	CTS - Administrative Services, Suzanne Maniccia	N/A	Development prospectors and researchers are able to use SSB to query data on prospects as needed while out of town.	Met	Project completed
Vitality	Administrative Projects	Transition Parking Office from T2 Flex to AIMS	Attend training, assist parking office staff with transition, develop an extract program for uploading to AIMS.	Replace T2 Flex with AIMS	CTS - Administrive Services, Vicki Tesoriero	N/A	Parking Office is using AIMS	Met	Project completed
Vitality / Solutions	Administrative Projects	Change from OswegoConnect/Hobsons Alumni community to iModules solution	Attend training, planning meetings, develop Banner extract scripts for iModules upload.	All OswegoConnect functionality ported to iModules	CTS - Administrative Services, Alumni Relations and Development	N/A	Alumni Relations is communicating with Alumni via iModules, payments are being received via iModules	Met	Project completed
Vitality / Solutions	Administrative Projects	Transition from using DialVision to Campus Call for annual telefund	Attend teleconferences, plan, and convert existing DialVision Banner extracts to be compatible with Campus Call extracts	Banner extracts to be loaded to Campus Call	CTS - Administrative Services, Development	N/A	Campus Call software in use, DialVision phased out	Met	Project completed
Vitality / Solutions	Administrative Projects	Provide immunization information exchange between Banner and Medicat	Export immunization data from Banner for Medicat upload. Upload health history and compliance status to Banner from Medicat. Adapt existing student extracts so that incoming students have access to the Medicat database.	Walker Health Center will be able to manage all student activites with Medicat.	CTS - Administrative Services, Liz Burns	N/A	Immunizations have been transfered, student population extracts have been revised, and Medicat student health history and compliance status are being uploaded to Banner daily. The upload process will be able to place/delete Walker Health Center registration holds when applicable.	Exceeded	Project completed
Solutions	Broad-based Support and Development	Coordinate Campus-wide Print Output	Contracted with Pharos			N/A		Not Met	1. Complete the installation and implementation of infrastructure, equipment, and systems in the Science and Engineering complex. 2. Assess the effectiveness of infrastructure, equipment, and systems in the Science and Engineering complex. 3. Finalize plans for subsequent phases of the School of Education. 4. Procure equipment for phase two of the School of Education. 5. Begin the installation and implementation of infrastructure, equipment, and systems in the School of Education phase two.
Vitality / Solutions	Broad-based Support and Development	Maintain the Currency of Faculty/Staff Individual Computing Devices				N/A		Met	Perform CATV upgrade in Onondaga Hall and install equivalent distribution system with monitoring in SEI. Replace Coax terminations in Hart Hall to reduce Signal/Noise ratio. Assess coax wiring in Funnelle, Scales & Waterbury to determine replacement necessity and viability.
Vitality	Broad-based Support and Development	Broad -Based Support and Development Projects: Digital Asset Repository Implementation	Evaluate and deploy high capacity, web based repository for storage of digital assets, including audio, video, still imagery and document files.	Develop functional specifications, evaluate products and install.	Instructional Support/ Dave McQuin	N/A	Identified major campus users and their needs. Partial functional specifications developed. Determined that a single system may not meet the wide variety of requirements of multiple users including library, public relations, alumni, lecture capture, graphic arts, development. Determined it was in best interest of campus to wait for some direction/decision from SUNY system.	Not Met	Evaluate Ensemble product which ITEC recommended and negotiated system pricing to determine what needs it would meet and what needs it would not meet. Implement if meets majority of needs. Campus visits
Vitality	Broad-based Support and Development	Broad -Based Support and Development Projects: Technical Staffing and Organization	Reclaim partial position of Communications Studies support position into Instructional Support	Ability to quickly respond to instructional program needs. Increase ability to add Crestron programming abilities to meet increasingly complex learning space needs.	All CTS Units including Instructional Support	N/A	Reclaimed full time position, from 10%	Met	Evaluate staffing needs and type of support anticipated with the addition of over 60 learning spaces with opening of Shineman, Park and Rice Creek
Vitality	Broad-based Support and Development	Broad-based Support and Development Projects: Help Desk Ticketing System Overhaul	Review and evaluate products that meet needs criteria, select and procure product, implement and configure new system, train CTS staff on the new system, deploy new system.	Improved IT Service Management using standards-based ITIL products that can improve customer service and business operations.	Nicole/User Support	N/A	All actions completed with additional integration of Bomgar and LANDesk with the product.	Exceeded	Continue building out Service Catalog, build out Knowledgebase and Self-Service.
Vitality	Broad-based Support and Development	Broad-based Support and Development Projects: Remote Desktop Support Expansion	Purchase and configure remote desktop support application, train CTS staff on how to use the service, encourage staff to use the new service whenever appropriate.	Increase of first call resolution of calls at the TSC resulting in timelier customer service and in some cases prevention of user having to bring machine to TSC for further troubleshooting.	Nicole/User Support	N/A	All actions completed with additional integration of Bomgar in ATC locations to allow IS staff to better troubleshoot issues with the computers in the classrooms. Worked extremely well with student machines using the wired network in the residence halls, however wireless network is not configured to allow this to take place.	Met	This product was of extreme value when working with students via wthe wired network. However, since wireless was implemented we do not have the ability to use the service for students. Would like to resolve this.
Vitality	Broad-based Support and Development	Broad-based Support and Development Projects: Web Portal Implementation	Review systems that meet our needs criteria, select and purchase preferred solution, implement and configure system, pilot the new system with representative group of campus users, release new system to the entire campus community, train users on using the portal.	Easier access and single sign-on capabilities of core services.	Nicole/Web Team, AS	N/A	Reviewed two commercial products, one of which we have been paying maintenance on. Decided neither of them would work well either because of extreme multiple layers in implementing or poor implementation of HTML/CSS. Decided to look at open source products or the possibility of doing something on our own. CAS server was implemented and is being used for SSO with certain SUNY applications.	Not Met	Continue investigating open source solutions or something that might be able to be created on our own.
Vitality	Broad-based Support and Development	Broad-based Support and Development Projects: Training Assessment and Redesign	Establish a training review task force, review existing evaluation data to determine strengths and weaknesses of current training and professional development offerings, based on the most current technology needs assessment, develop a plan to pilot a new and different training and professional development offering, implement pilot project for new training models.	Just in time training to the needs of users.	Nicole/User Support	N/A	Task force was not established. Some various methods of training were tried - Elluminate for synchronous online workshops. Some workshops have been recorded with Panopto for just in time training. Use of Skillport was evaluated. Submitted an IITG grant for lyndaCampus which is being used by several faculty on campus.	Approaching	Survey campus on their training needs and prefered modality. Continue evaluation of Skillport vs. LyndaCampus. Continue recording workshops.
Vitality / Solutions	Future Proofing	Assesment of Network Security			Pisa	N/A		Met	Ran training session for campus and did small sample of phishing test on campus to investigate effectiveness of training.
Vitality / Solutions	Future Proofing	Identity Management System Overhaul			Taylor	N/A		Not Met	Work will continue in 2013-14
Vitality / Intellectual Rigor	Future Proofing	Etextbook and Digital Content Exploration and Adoption	Formed committee that met and discussed the various opportunities		Pisa	N/A	No concrete actions determined or implemented.	Not Met	Plan development in 2013-14
Vitality / Solutions	Infrastructure	Electrical and HVAC Upgrade	Met with FDC engineer		Pisa	N/A	Due to funding, no project started	Not Met	Depending on funding, project may be pursued in 2014-15.

Vitality	Infrastructure	Residence Hall Communications Infrastructure Upgrade - Upgrade the wired and wireless communications infrastructure of all residence halls to provide wireless and wired network access to each room and all common spaces, advanced cable television services, and voice over IP telephone service.	1. Perform complete upgrades to Seneca and Oneida Halls. 2. Equip Funnelle, Lonis, Moreland, Mackin, Scales, and Waterbury Halls with wireless network coverage in all rooms. 3. Assess effectiveness of wireless network coverage in residence halls.			N/A	1. New network hardware including wireless access pionts, VoIP instruments, and battery backup systems were also installed. 2. Existing telecom rooms were retrofitted with new 30A circuits , data racks and data cable for wireless access. New network hardware, wireless access points and battery backup systems were also installed. 3. Wireless surveys will be conducted during winter break to verify coverage.	Met	1. Perform complete upgrade to Onondaga Hall. 2. Plan for additional upgrades to Funnelle, Scales, and Waterbury Halls in coordination with other rehabilitation projects. 3. Plan for additional upgrades to Funnelle, Scales, and Waterbury Halls in coordination with other rehabilitation projects.
Vitality	Infrastructure	Network Component Backup PowerExtend battery and generator power to infrastructure locations to improve network operations during electrical grid outages.	Network Component Backup PowerExtend battery and generator power to infrastructure locations to improve network operations during electrical grid outages.			N/A	1. New UPS's model selected and locations defined where new 30A power circuits would be needed. 2. 30A circuits were placed on generator power. 3. 30A circuits and new UPS's have been installed in all locations defined in objective. 4. University Police had a new generator installed.	Met	1. Move electrical circuits serving network infrastructure locations to generator supported circuits. 2. Install upgraded uninterruptible power supplies. 3. Assess any remaining network vulnerabilities related to electrical power reliability.
Vitality	Infrastructure	Campus-wide Wireless Network ExpansionProvide access to the campus wireless network in all areas of the campus where students, faculty, staff and guest may find it useful.	1. Develop new standards for placement of wireless network access points. 2. Deploy access points according to new standards in rehabilitated buildings and new construction. 3. Prioritize locations for new access point installations based on new standards. 4. Deploy additional access points in existing facilities.			N/A	Looking at new ceiling tile mounts for new construction. 2. Replaced all pre-existing Access Points with new model. 3. Reviewing location needs for faculty and staff office coverage. Also looking at location needs for multiple device logons. 4. Still under review.	Met	1. Deploy additional access points in existing facilities. 2. Deploy access points according to new standards in rehabilitated buildings and new construction.
Vitality	Infrastructure	Establish a connection to Internet2 to support research and academic initiatives and video telepresence communication.	1. Establish technical connections with Internet2 through NYSERNet. 2. Develop test scenarios for confirming functionality of Internet2 connectivity. 3. Promote the availability of Internet2 connectivity to faculty and other campus stakeholders with a potential application. 4. Train interested stakeholders on processes to access Internet2.			N/A	1.Completed 2.Completed 3. No new applications defined at this time. 4. Traffic to I2 locations are automatically routed over dedicated circuit.	Met	1. Assess utilization of Internet2. 2. Promote the availability of Internet2 connectivity to faculty and other campus stakeholders with a potential application. 3. Train interested stakeholders on processes to access Internet2.
Vitality	Infrastructure	Completion of Voice Over Internet Protocol (VoIP) Telephony DeploymentContinue with the convergence and upgrade of the campus data infrastructure to support VoIP telephony throughout the entire campus. Decommission the legacy telephone system.	1. Upgrade network infrastructure in remaining campus buildings to support VoIP. 2. Convert end user handsets to new VoIP instruments. 3. Consult with stakeholders on the implementation of new services available through VoIP telephony.			N/A	Network infrastructure has been installed. 2. Conversion still underway - Residence and Dining Halls are remaining areas.	Approaching	1. Removal of Nortel and batteries 2. Assess effectiveness of current VoIP services. 3. Pilot new VoIP services. 4. Assess user satisfaction with VoIP telephony. 4.Upgrade to latest versions of UCM/CCX/UCXN/CER 5. Provide portal access to enable user management of their end-device 6. Assess collaboration integration with usage of video endpoints 7. Enable IP Fax support
Vitality	Infrastructure	Upgrade network components throughout the campus as switches and other devices reach their end of life state.	1. Assess end of life and/or maintenance status of all network component equipment. 2. Develop a plan for replacing network components that have reached end of life. 3. Install new network components.			N/A	1. Network infrastructure has been installed. 2. Residence and Dining Halls networks have been upgraded.	Approaching	1. Assess end of life and/or maintenance status of all network component equipment. 2. Develop a plan for replacing network components that have reached end of life. 3. Install new network components.
Vitality	Infrastructure	Internet Connection Capacity UpgradeIncrease campus Internet circuit capacity to serve new and additional needs of students, faculty, and staff.	1. Assess current Internet usage patterns. 2. Plan and implement new network equipment to accommodate higher Internet bandwidth. 3. Negotiate new contracts with Time Warner and Verizon for increased Internet bandwidth 4. Install higher capacity circuits. 5. Monitor Internet usage types to shape and optimize network traffic rules.			N/A	1.Complete 2. Sill implementing 3. Complete 4. Upgraded Time Warner circuit to 750 M and Verizon to 500M. Also upgraded point-to-point circuit at Metro center from 25M to 50M and and opened up I2 connection via NYSERNET, Internet2 was also increased from 25M to 50M 5. A new traffic shaping device was purchased to shape and optimize connectivity.	Approaching	1. Implement new network equipment to accommodate higher Internet bandwidth. 2. Assess current Internet usage patterns. 3. Monitor Internet usage types to shape and optimize network traffic rules. 4. Plan for increased bandwidth as appropriate.
Vitality	Infrastructure	Capital Project Planning and ImplementationWorking with Facilities Design and Construction, capital project steering committees, capital project executive committees and individual academic departments, plan and implement the infrastructure and end user technology programs for new and refurbished facilities across campus.	1. Establish network and computer hardware services in the first phase of the new School of Education facilities in Wilber Hall. 2. Develop implementation plans for new Science and Engineering complex. 3. Procurement equipment for the new Science and Engineering complex. 4. Begin the installation and implementation of infrastructure, equipment, and systems in the Science and Engineering complex. 5. Continue the development of designs and plans for subsequent phases of the School of Education.			N/A	1.New data cabling and hardware were installed to support this. 2. Equipment lists and cost have been generated. 3. SEI equipment procured. We will look to procure SOE equipment in Summer 2013 4. CTS has been informed by FDC that we should have access to Piez telecom rooms in January, and the addition in Feb/March. Classroom and lab equipment installations are slated for March. 5. Waiting for design on SOE Phase III.	Approaching	1. Complete the installation and implementation of infrastructure, equipment, and systems in the Science and Engineering complex. 2. Assess the effectiveness of infrastructure, equipment, and systems in the Science and Engineering complex. 3. Finalize plans for subsequent phases of the School of Education. 4. Procure equipment for phase two of the School of Education. 5. Begin the installation and implementation of infrastructure, equipment, and systems in the School of Education phase two.
Vitality	Infrastructure	Infrastructure Projects: Residence Hall Communications Infrastructure Upgrade	Seneca and Oneida Halls' CATV infrastructure including Gainmaker fiber node, distribution equipment and cabling installed	Better cable television distribution. Lower signal/noise ratio on building and campus levels. Fewer customer calls relating to actual equipment or infrastructure failings.	Instructional Support	N/A	Buildings were outfitted with nodes, home run cabling, and monitoring equipment	Met	Perform CATV upgrade in Onondaga Hall and install equivalent distribution system with monitoring in SEI. Replace Coax terminations in Hart Hall to reduce Signal/Noise ratio. Assess coax wiring in Funnelle, Scales & Waterbury to determine replacement necessity and viability.

Color code

Exceeded	
Met	
Approaching	
Not Met	

Operating Plan for Academic Affairs 2016-2017
Tomorrow: Greater Impact and Success
SUNY Oswego
November 1, 2016

The following section is organized in terms of the five impacts of *Tomorrow: Greater Impact and Success*. Each impact is associated with a number of **performance drivers** – calculated actions that interact with the larger academic environment to produce success. Similarly, each driver is associated with one or more **key indicators** – measurements that reflect the progress of our performance drivers. The impacts and associated drivers are as follows

Impact 1: Our students and graduates thrive through knowledge, experience, perspectives and discovered gained here that animates and informs their work, their communities and their personal lives.
1) **Performance Driver 1: Foster a college-wide culture of caring that provides supportive effective advisement and personalized mentoring. Expected outcome: improved retention across undergraduate student body; improved graduate student experience.**

   Academic Affairs will implement this driver through tutoring programs offered by OLS and the First Year Program, through the continued use of Starfish and other technological tools, through an expanded Mentor-Scholar Program delivered by CEL, and through customized Library instruction focused on special student populations. The Provost's Office will continue to work with the Schools and Colleges to develop the Academic Probation Program.   In addition, Extended Learning will continue efforts to develop its Prior Learning Assessment Program. The Graduate Studies office will continue to strengthen undergraduate recruiting techniques making use of technology as well as informational literature.

   Going forward, the RAAP Committee under shared faculty/administrative leadership will develop and propose a pilot for improved advising that would be launched in fall 2017.

2) **Performance Driver 2: Provide diversified outreach programs to increase alumni engagement and lifelong affiliation with the institution.**

   Academic Affairs will animate this driver through collaborative activities with the Alumni Office that will involve the School of Business, the School of Education, and the School of Communication, Media and the Arts. CEL will strengthen internship placements with alumni; the Library will launch the Oswego Digital Library.

3) **Performance Driver 3: Plan for, recruit and retain a highly diverse, prepared and talented student body.**

   Academic Affairs will implement this driver by identifying new international student sources and increasing services to international students. Further, the Academic Probation Program

will also contribute to this driver. The School of Business and School of Education will implement programs targeted on under-represented populations. IR&A will support these efforts with data and continue its predictive modelling in support of undergraduate Admissions. Individual schools and colleges will maintain or increase their outreach activities and Extended Learning will seek to recruit participants in the High School Program and increase the number of participants in Intensive English Programs. Extended Learning will collaborate with Communications and Marketing to create an integrated marketing plan for the Syracuse Branch Campus to support recruitment, admission and retention of locally anchored students within an hour's drive of Syracuse. CTS will continue its work on a CRM and work with colleagues to implement a mobile application for registration.

4) **Performance Driver 4: Encourage critical thinking, leadership, synthesis of knowledge and motivation to live active engaged lives.**

Academic Affairs will develop and implement an instrument to assess tutor effectiveness. The Provost's Office with support from CEL and IR&A will work with Faculty Assembly to fashion responses to SUNY's Applied initiative and arrive at a recommendation regarding and Applied Learning graduation requirement as requested by SUNY. OIEP will initiate efforts to assess SLOs of education abroad. The Library will provide instruction in information and digital literacies to equip students for lifelong learning. RISE will seek to support 90 students in local, regional, national and international conferences. QUEST will seek to engage 400+ students in presentations of their creative and research activity at the April campus-wide celebration.

Impact 2: Our academic quality is demonstrated, extended, recognized, sought-after, and heralded.
- **Performance Driver 1: Create and deliver innovative, rigorous academic programs that match society and student need and maintain existing programs that have proven effective.**

Schools and colleges will continue their continued review and improvement of curricula and pedagogy. The School of Education will develop/revise additional programs that will respond to international, national and regional needs, will seek CACREP accreditation; and secure approval from NCSS for the Social Studies SPA. Graduate Studies will clarify five year growth targets and develop summer hybrid, low residency and accelerated degree programs. CLAS will propose programs in Politics, Philosophy and Economics and coursework in Digital Ethics. It will also seek to significantly increase enrollments (to 150-175) in its Bridge Camp. SCMA will revise three existing majors and propose new major programs in recording production and design and interactive media and a minor in dance. OIEP will continue to work with faculty to design and promote faculty led programs abroad. Extended Learning will explore a possible application for accreditation by the National Alliance of Concurrent Enrollment Programs.

- **Performance Driver 2: Provide high-impact, inspiring and transformative learning experiences.**

    Academic Affairs will rely upon various applied learning experiences and technology-enabled learning to advance this driver. For example, OIEP will implement new applied learning opportunities for student teaching, research and internships abroad and collaborate with the School of Business to deliver the 4th Annual SUNY Oswego/SNU Student Research Conference. CEL will increase the number of internships to 700 annually from 650. Extended learning will continue to refine online course design. SCMA will diversify curricular offerings; for example, it will add Wester African Dance to its Theater offerings. CTS will continue to expand its digital textbook initiative; IGE will implement programming in support of Brazil Year.

- **Performance Driver 3: Hire and maintain diverse and accomplished faculty and staff and ensure that equitable employment policies and practices are in place across the institution.**

    In Academic Affairs, all Schools and Colleges will recruit and seek to hire and retain diverse and accomplished faculty. To this end, they were authorized in July to conduct 30 tenure track searches. Similarly, the Library will seek to fill the Associate Director position. Chairs, RPT Committees, Deans and the Provost's Office will collaborate to complete key personnel processes in a timely fashion. CLAS will seek to review and update all personnel policies.

- **Performance Driver 4: Incorporate and infuse dynamic and effective teaching practices in curriculum across the college.**

    The Provost's Office in collaboration with the Center for Excellence in Learning and Teaching (CELT) hosted an external speaker for the Academic Affairs Retreat. This contributed to a significant increase in participation in CELT events. During 2016-2017, CELT will continue to host regular workshops on a broad variety of issues associated with teaching and learning including topics such as flipping the classroom, low-stakes testing, and team-based learning. The Committee on Learning and Teaching (COLT) works closely with the Center for Excellence in Learning and Teaching in an advisory capacity. It oversees the Faculty Enhancement Awards for Curriculum and Program Development and the President's Award for Excellence in Teaching.

- **Performance Driver 5: Implement robust and creative professional development activities readily accessible to all faculty and staff.**

    Academic Affairs will continue support for the sabbatical program and with Presidential support, increased faculty travel support to $1,250 per faculty from $1,000. The Associate

Provost orchestrated a Chairs Workshop that attracted 40 attendees while CLAS will develop an external mentoring program. CELT will continue development of "badging"; SCAC will continue to provide research support for faculty and students; CTS will continue to support integration of technology into the classroom through the TIP Grant Program. Finally, the Committee on Learning and Teaching (COLT) oversees the Faculty Enhancement Awards for Curriculum and Program Development and the President's Award for Excellence in Teaching.

- **Performance Driver 6: Empower and recognize faculty and staff participation in collaborative and cross-cutting research and creative work.**

Academic Affairs will advance this driver by supporting faculty participation in the Digital Humanities Summer Institute (CLAS), improving the ORSP website, recognizing faculty at the Fall Academic Affairs Retreat. SCAC grants for faculty and students along with proposals for external funding generated by faculty and staff and supported by ORSP are expected to produce an increase in support generated by Academic Affairs.

Impact 3: Communities we touch experience increased prosperity, social equity, sustainability, self-sufficiency and greater educational attainment.

- **Performance Driver 1: Elevate and support productive external partnerships.**

   Academic Affairs will strengthen and deepen existing relationships and, where appropriate, establish new. For example, The School of Education will expand its Professional Development School initiative through Team Sheldon

- **Performance Driver 2: Integrate and embed arts, athletics and recreation offerings in the community.**

   Though all schools and colleges in the Academic Affairs Division have significant outreach responsibilities and initiatives, the lead in animating this driver rests with SCMA which will increase enrollment and participation in youth music, arts and theatre programs. These activities will be punctuated by a weeklong series of events associated with the reopening of Tyler Hall (Tyler Hall Take Two Debut).

- **Performance Driver 3: Widen and deepen college programming that serves the social needs of the community and clearly communicate the presence and value of these programs.**

   The School of Education will strengthen its local and regional partnerships including the CiTi BOCES CARE (high school credit recovery), Project SMART, and Project BLEND. OIEP will develop an education abroad program that engages the community; CEL will offer STEM mentoring at Fulton junior and senior high schools; the School of Business's VITA program will assist in completion of 300 tax returns for seniors and low income citizens; Extended

Learning will continue and expand the SUNY Oswego in the High School Programs in concert with CLAS departments.

Impact 4: Our proven institutional effectiveness results in increased resources, flexibility, academic capacity and institutional success.

- **Performance Driver 1: Expect and support a college-wide culture of program review and data-rich assessment to provide a systematic feedback loop in all operational endeavors and foster excellence, abundance and student success.**

Program review and data rich assessment are embedded across the units in Academic Affairs and supported by the Office of Institutional Research and Assessment (IR&A). Information generated by program review and assessment inform decision making at all levels of the Division. During 2016-2017:

- IRA will continue to strengthen its Assessment Program (in particular, assessment of academic support units, support the regular program review process, and support/refine the Academic Affairs annual report information collection system. IR&A will also maintain the Factbook and develop summary reports in support of the faculty hiring request process. It will also conduct key surveys (NSSE, FSSE, COACHE, Campus Climate) that will provide data appropriate to analyzing and comparing student and faculty engagement and faculty and student perceptions. In support of IR&A and its activities, the Provost's Office will provide funds to replace the spring courses that become uncovered by the appointment of three Assessment Fellows.

- Graduate Studies will develop and share program level SWOT analyses with Deans; this will inform planning and future action plans. The School of Education will continue to prepare for CAEP accreditation, SPA standards, accreditation of Mental Health Counseling, and New York State requirements including Teach New York. These will continue to provide third party validation of quality and inform planning and future development. CEL will assess the Mentor-Scholar Program and implement standardized evaluations of internships. Finally, the General Education Program will continue assessment and improve its tactics for closing the loop.

- CTS will continue to refine its use of metrics, refine new ITIL processes inside of Service Now, and support implementation of technologies that assist in measurement and appraisal of the Tomorrow Plan. The Library will continue its existing assessment program and explore new ways of demonstrating impact. The School of Business will complete the Continuous Review Report (CIR) in anticipation of a maintenance of accreditation review by AACSB. The Registrar's Office will continue to use student and program data to make course offering decisions and improve overall effectiveness and efficiency. .

- At the conclusion of the academic year, the Provost's Office will publish an Annual Report that, inter alia, tracks progress on annual objectives.

- **Performance Driver 2: Solicit and obtain robust private support.**

Academic Affairs supports fundraising efforts in variety of ways ranging from identification and cultivation of prospects to solicitation. Advisory boards are active in the School of Business, SCMA and CLAS. During 2016-2017, SCMA will work with Development to host Tyler Hall Take Two Debut at a series of events that will include a meeting of its Board. The Library will work with development to identify private support for library initiatives and identify potential donors. Finally, the CLAS Dean will assume a greater responsibility for the support of the Engineering Advisory Board.

- **Performance Driver 3: Solicit and obtain extramural funding for sponsored projects.**

The Office of Research and Sponsored Programs (ORSP) will continue to promote and support grant writing leading to a 5% increase in both the number of submissions and the number of funded grants. It will also work with Communications and Marketing to improve the website and seek additional administrative support to manage the workflow and improve compliance and communication. OIEIP will apply for one major internal education gran in collaboration with IGE. IR&A will support the application process as appropriate.

- **Performance Driver 4: Put physical resources, capital assets, and technological capabilities to their highest usefulness and ensure they are protected against waste and deterioration and are renewed and strengthened to advance continuous improvement.**

Continuing efforts to improve efficiency and effectiveness in the Division, Academic Affairs will pursue a number strategies at all levels.
  o SoE (Wilber Tower) and SCMA (Tyler Phase II; Hewitt) will continue to collaborate with Facilities to advance construction plans and projects.
  o Graduate Studies will implement a non-matriculated fee that will be used to underwrite programs that benefit all graduate students.
  o The Provost's Office will work with the MLL Department, EL, and OIEP to clarify administration of the GETGO Program to streamline the award and reimbursement process.
  o CLAS will establish space committees for Mahar and Marano/Poucher modeled on the SCMA Committee to engage faculty and improve decision making.
  o Extended Learning will develop a business plan for the Syracuse Branch Campus, secure approval, and implement leading to an increase in enrollment and expanded visibility.
  o The Library will continue to improve its study and gathering spaces.
  o The Registrar will increase adoption of Degree Works Plans (SEP), to link degree planning and registration and also introduce mobile access to the registration process. Both should improve retention and student satisfaction.

- o   CTS will collaborate with Facilities to redesign the main data Center to reduce energy consumption and improve space utilization. It will also continue to improve information management practices which will increase security and reduce insurance costs. CTS will also collaborate with OIEP, the Registrar and the Library to implement CAPA resulting in increased revenues.

- **Performance Driver 5: Conduct practices that enable natural resources and the environment to be responsibly and proactively stewarded and protected.**

  CLAS will institute an electronic document management feasibility study that will inform decision making regarding paperless workflows. The Office of Sustainability will implement programs that will reduce paper use in/out of the classroom, expand our plastic waste reduction culture, increase bike sharing, and engage us with the Food Recovery Network.

Impact 5: Our work contributes to finding solutions for the grand challenges of our times.
- **Performance Driver 1: Instill the belief that SUNY Oswego can contribute at the highest levels of theory and application to provide solutions to critical challenges.**

  Faculty and student research in the several schools and Colleges and in the Library will lead published scholarship and professional presentations that will address critical challenges and raise the visibility of SUNY Oswego. Administrators will be visible appropriate professional associations and bodies contributing to increased visibility and to business intelligence that will inform decision making. These faculty, student and staff/administrative activities will be represented in promotional materials including videos produced by Graduate Studies.

- **Performance Driver 2: Vibrant, engaged and curious faculty, staff and students delve into multidisciplinary investigation of problematic social and global issues.**

  The Academic Division will support this driver through continuing initiatives such as the Global Lab while considering possible new initiatives such as Common Problem Pedagogy. In particular, OIEP will engage faculty, staff and students along with international partners in two academic research conferences. Faculty from the sciences will continue to engage in Global Lab projects that have enabled students to engage in high level research at JPL, Hungary and Germany in recent years. The Library will collaborate with other offices to bring compelling speakers to campus. Finally, the Provost Office will commission a working group on Common Problem Pedagogy that will recommend to President's Council on a formal launch of this program.

- **Performance Driver 3: Promote learning and knowledge to advance the common good and lay the foundation for a better world.**

Units in Academic Affairs will engage critical issues in several ways. The School of Education will initiate a program in health disparities and continue its weight management and women's

health and fitness programs. It will also seek to expand its TOC program to support up to 50 students of color. OIEP, the Library, the Registrar and CTS will implement CAPA, making SUNY Oswego a school of record/library of record for selected campuses around the world. In addition, the School of Business will host a symposium on Diversity, Equity and Inclusion in Business.

The following pages summarize impacts, drivers, accountabilities, expected outcomes and projected resource requirements for 2016-17.

Academic Affairs Goals 2016-2017

Impact I: Our students and graduates thrive through knowledge, experience perspectives and discovery gained here that animates and informs their work, their communities and their personal lives.

Linkage to SUNY Excels: Access, Completion, Engagement

Date: November 1, 2016

Driver	Subdriver: action to be taken	Person or unit Accountable	Expected Outcome	Projected Resource Requirements	Midcourse Status Report	Results
1. Foster a college-wide culture of caring that provides supportive, effective advisement and personalized mentoring	a. Introduce OLS tutoring programs at Metro Center during Spring 2017	OLS, Metro Center, EL	Increase tutoring support available to Metro Center students; establish baseline retention metrics.	salaries for support staff		
	b. Orient new SASS staff by November 1; refine current programs to address needs of undeclared first year students on academic probation.	OLS	Improved retention vis-a-vis baseline figures for preceding year.	resource library		
	c. Inform Deans and department chairs on issues related to retention.	IR&A	Deans and department chairs empowered to take corrective action			
	c. Support use of data for early outreach by advisors to at risk students (e.g. starfish data). Particularly for FITW program and transfer population.	IR&A	Continued improvement in year to year retention			
	d. IRA director will continue as co-chair of RAAP in planning for a pilot implementation of new advisement model.	IR&A	Recommendation to Provost regarding implementation of Pilot (Dec 15); implementation (Aug 2017) of Pilot; initial evaluation of Pilot (Feb 2018)			
	e. Improve online user experience for prospective graduate students	Grad Studies	Increase avg. time on page by 5%			
	f. Create "group" brochures	Grad Studies	Six group brochures for recruitment use			
	g. Continue AP Program; evaluate first year of activity	Provost Off				
	h.. CLAS/SCMA will pilot professional advisement and faculty mentoring project in beginning fall 2017 with select programs to improve student advisement and increase retention.	CLAS, SCMA Deans	Improved student retention in pilot majors in 2017-18, improved satisfaction with advisement, and identification of areas for improvement in test of model.	Salary for professional adviser; mentor training for faculty		
	i. Mentor-Scholar Program: increase number of SUNY Oswego college students (mentors) to 120	CEL	More college students learning about their community and service as well as enriching the lives of middle school students			
	j.. Establish a college wide resource list of Prior Learning Assessments and recommend additional ways to evaluate college level learning in order to provide access to higher education for non-traditional students	Extended Learning	Existing PLA opportunities on website and shared with campus community, Recommendations for additional PLA opportunities shared			
	k. Provide customized instruction and mentoring for special student populations.	Library	Maintain or increase the number of EOP, transfer students, honors students, and other special student populations who receive targeted library instruction.	Partner with EOP and other units.		
	l. Support individuals in use of information sources, learning technologies, and collections.	Library	Maintain or increase the use of library services and resources (print, electronic, or technology; virtual and face-to-face).			
	m. Provide one-on-one mentoring to all Honors students; monitor academic performance	Honors	increase Honors students retention			
	n. Increase utilization and awareness of Starfish Early Alert and it's functions.	1st-year Program	improve identification and support for at-risk students			
	o. Analyze the results of the Math Placement data on student success and repeat rates for the math courses with mandatory prerequisites.	1st-year Program	improve student success in math courses			
2. Provide diversified outreach programs to increase alumni engagement and lifelong affiliation with the institution.						
	a. SoE Assessment Committee will collaborate with the Alumni Office in fall 2016 to collect information from our alumni to increase alumni engagement.	SoE, Alumni Office	Meet with the Alumni and Parent Relations Office to develop a survey to be sent to designated SOE alumni to increase alumni engagement.			

	b. SoB will work with the Oswego Alumni Association to host alumni participating in the 2016 Business Symposium.	School of Business & Alumni Assn	Enhance student perspectives and promote alumni affinity with the college	$2,000	
	c. Support ongoing and increased outreach to SCMA alumni through established programs and new programs that pair alumni with students both on and off campus	SCMA in collaboration with ARTSwego, Career Services and Alumni Office	Robust attendance at alumni events on campus and off		SCMA week successful, Alumni Arts Career panel well attended (68), Media Summit and Career Connectors well atttended
	d. Increase student placement with alumni in internships and co-ops	CEL	increases affiliation with the college and student opportunities		
	e. Improve sharing and access to our unique Special Collections and archives by launching the Oswego Digital Library and publicizing the college history holdings.	Library	Oswego DL will be linked from the library homepage by Spring 2017. Partner with campus alumni office/groups to promote.	Time. Collaboration from initial project partners to populate their collections.	
3 Plan for, recruit and retain a highly diverse, prepared and talented student body.					
	a. Continue AP Program; evaluate first year of activity	Provost Office			
	b. Increase the quality of services provided to international students and students seeking academic support and to demonstrate this improvement	OLS staff and director	Proposal for Tutee assessment and program deliver will be developed by January 2017;	Annual membership fee	
	c. Provide tutors with professional development opportunities.	OLS staff and director	2 tutors will participate in and present at a national conference in spring 2017	Conference travel for 2 tutors	
	d. Implement Holmes Scholars; partner with Eagle Academies; Expand TOC; participate in SCSD Breakfast; partner with FITW; host Technology Conference	SoE	Increase number of students of color in on-campus programs; strengthen partnerships with feeder schools.		
	e. Offer the Career Opportunities in Accounting Program to under-represented minority high school rising seniors	SoB	Increase awareness of opportunities in the Accounting profession. Recruit potential students to the SUNY Oswego Accounting Program	$5,000	
	f. Offer a New York City networking event for online MBA and MBA-Health Service Administration students	SoB	Enhance online MBA student connectivity to the School	$3,000	
	g. Continue to promote SUNY Oswego by responding to all college ranking/publications and participating in President's Honor Roll.	IR&A	Continued visibility; continued movement up rankings		
	h.. Support admission recruitment activities through database of markets and study of yield.	IR&A	Continued undergraduate (FTFT, Transfer) recruiting success		
	i.. Increase graduate diverse acceptances; added focus to GEOP, current undergrads	Grad Studies	Diverse acceptances above 20%. EOP/undergrad outreach activities		
	j.. Support outreach efforts of all departments in recruting students through visits to high schools in NY State as well as to high school conferences and two-year colleges	SCMA	Increased enrollment and diversification of students in art, music and theatre	$4,785	Art department visits to Westchester and Dutchess CC. Nov_16
	k. Identify and execute new international student sources	OIEP	Gain enhanced market understanding and recruitment indicators		
	l. Increase K-12 and College partnerships,	CEL	Interaction with high risk middle school students interacts with diversifed student body that leads to greater understanding of varied community needs		
	m. Recruit current and past students participating in SUNY Oswego in the High School and New Vision Programs in both traditional semesters and Summer / Winter sessions.	EL	Campaign established (with Admissions) to reach out to past high school program students for traditional semester recruitment and another campaign for Summer / Winter Sessions enrollment		
	n. Increase numbers and diversity of international student population in Intensive English programs	EL	Reach out to new schools and countries to promote GO ESL and SIEP Programs.		

Objective	Owner	Measure / Outcome	Resources
o. Work with Communications & Marketing, Admissions and Extended Learning staff to develop integrated and seamless recruitment, admission and retention strategies for locally anchored students living within an hour's drive of Syracuse taking courses at the Metro Center branch campus.	EL	Increased inquiry, applications and enrollment/matriculation in Metro Center courses and programs	PT Secretarial support at Metro Center $25,000; Addl. Marketing funding
p. Increase access and services to adult and non traditional student audiences via pursuance and promotion of inclusive strategies such as Prior Learning Assessment, Online / Hybrid course offerings, Metro Center program offerings, Veteran appreciation and non traditional student engagement events.	EL	Clearly communicated opportunities for engagement and increased course offerings / programs leading to increased enrollment and engagement	
q. Participate in outreach activities/events to local high school students (including library instruction for AP classes and high school visits) and at Admissions events.	Library	Showcase library facilities, services, and support offerings as another reason to choose SUNY Oswego at events like Cruising the Campus, Community/Educator and High School Student Borrower card, and faciliate the regional high school/college group of K-12 educators.	
r. Develop institution specific articulation/advising guides, based on the top incoming transfer majors	Trans Svcs	Improved relationship with sister institutions and clarity path to graduation for transfers	
s. Develop a vision and strategy for the College tracking interactions with stakeholders including prospective students, applicants, students, graduates and people with relationships with Oswego.	CTS	Work with oversight committee for institutional wide strategy and vision; select CRM by Dec 31, 2016; pilot in Feb 2017; implement CRM by Aug 1, 2017 implemented by August 1, 2017	OurOswego database est at <$100K over 3 years; Admissions CRM TBD
t. Develop and implement a mobile app improvement that helps students more efficiently select classes and track their progress towards graduation.	CTS, Registrar, Marketing & Communication	In collaboration with Registrar, implement a feature in mobile app that allows online registration for all 2017.	$20K

4. Encourage critical thinking, leadership synthesis of knowledge and motivation to lead active, engaged lives.

Objective	Owner	Measure / Outcome	Resources
a. Develop a tutor assessment instrument to assess tutee satisfaction, their knowledge of subject matter, and identification of new skills acquired by tutees.	OLS; IR&A	Use 2013 survey as baseline; develop instrument by Dec 2016; collect data Dec 2016; analyze and report in spring 2017; close the loop;	no resources at this time
b. Assess current status of applied learning; identify external collaborators and impact; develop recommendation in response to SUNY request.	IRA/CEL/Provost Office/FA	Timely submission (May 1) to SUNY regarding adding an applied learning experience as a graduation requirement.	
c. Enhance database to capture student engagement in community service outside of their coursework.	IR&A	peer mentoring program	
d. Complete new InFocus profiles with redesign highlighting engaged lives.	Grad Studies	Four new InFocus profiles online and in print	
e. Name and begin assessing of common Student Learning Outcomes on education abroad programs	OIEP	Refine assessment plan for 3 new SLOs	
f. Offer high-impact internships to help students gain experience in real-world conditions and help them prepare for life after graduation.	Sustainability	Employment in their career field within three months of graduation.	
g. Increase number of Mentor-Scholar (M-S) sites by working with CITI	CEL	Number of mentees increases; number of mentors increases; positive reception in community of new sites.	
h. Sharpen and hone HON 350: Beginning the Honors Thesis	Honors	Increase the # of students who complete the thesis	
i. Equip students with critical literacies for lifelong learning.	Library	Instruct students in information and digital literacies so they can become sophisticated consumers of information.	Equipment and facilities funding
j. Support student presentations at local, regional, national and international conferences	RISE	90 students participate in local, regional, national and internations conferences with $25,000 in RISE support	
k. Highlight and celebrate student research and creative activity	QUEST	Students offer 400 presentations/posters on their research and creative activity at campuswide event in April 2017	

Academic Affairs Goals 2016-2017

Driver	Subdriver: action to be taken	Person or unit Accountable	Expected Outcome	Resource Requirements	Status Report	Results
1 Create and deliver innovative, rigorous academic programs that match student need and maintain existing programs that have proven effective.						
	a. Develop summer hybrid, low residency, and accelerated degree programs	Grad Studies	Specific plan for development and implementation, including target dates	Curriculum development money?		
	b. Determine five-year target for online expansion	Grad Studies	Five-year plan in place with # seats and courses over time			
	c. At least five programs will be developed/enhanced at the local, regional, national, and/or international levels.	SoE	1. Develop the Leighton - SUNY Oswego Learning Community project. 2. Develop a COIL project where students in an Educational Adminstration course at SUNY Oswego and a class in Germany collaboratively create blog posts focused on issues of inclusion and diversity in schooling. 3. Work with SCSD to develop a future teachers pathway program. 4. Continue to develop clinically rich teacher preparation programming with APW, OCSD, SCSD. 5. Complete the MSSE non-certification program proposal and secure approval from SUNY and NYSED. 6. Complete the Advanced Manufacturing MS program proposal and secure approval by SUNY and NYSED. 7. Secure SUNY and NYSED approval for a new undergraduate CTE Certificate Program.			
	d. Successfully undergo review by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) and National Council for the Social Studies (NCSS).	SoE	1. Prepare all documentation for the CACREP accreditation visit (fall 2016). 2. Secure approval from NCSS for the Social Studies SPA.			
	e. SUMS project will support summer 2017 Bridge Camp and launch Mathematics Learning Success Center, student learning cohorts, math fellows program, and curriculum review for pre-calculus sequence to improve student success in completion of mathematics gateway courses.	CLAS	Increased enrollments in 2017 Bridge Camp (150-175 participants). Develop 2 new cohorts linked to bridge camp groups (pre-calculus, algebra), math fellows identified, and curricular adjustments identified.	Continued campus support of Bridge Camp, and ALEKS. SUMS funding already in place.		
	f. Work with Art, Music, Theatre and Communication studies as they all submit curricular revisions and new majors and minors	SCMA	Delivery of each of the following to campus governance:REVISIONS: Audio Design and Production minor, Broadcasting major, Journalism major, Theatre major. NEW PROGRAMS: Recording Production and Design, Interactive Media, Dance minor.	Time and attention	Audio design (approved at FA 11_16)	
	g. Review and maintain short-term faculty-led programs abroad that remain effective and well enrolled	OIEP	Ensure key departmental (ex. GLS) learning goals and campus-wide SLOs are being developed and progress being met			
	h. Analyze the opportunity and plan the application process accreditation of SUNY Oswego High School Programs through the National Alliance of Concurrent Enrollment Programs.	EL	Analysis completed and Application Plan established			
	i. Create one credit quarter course for international/ESOL students about American Culture to provide context for success in other classes.	EL	Draft 1 credit course syllabus, create plan to approve and deliver course			

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j. Create, Deliver & Support hybrid courses and blended undergraduate completion programs friendly to the locally anchored target student population within 50 minutes of Metro Center branch campus.	EL	Implement a 2 year rotation in which 51% of core program courses are offered in hybrid format at Metro Center, the balance are online, Determine if recommending HSC program at Metro	$30,000 to fund hybrid course developments and hybrid course offerings at Metro Center / online	
k. Investigate and consider reintroducing a credit bearing course in information literacy.	Library	Produce a feasibility report, with particular attention to anticipated demand, ability of the library faculty to support the program, and timeline, by no later than April 2017.	Primarily Library Instruction Team time.	
l. Propose new programs in Digital Humanities (DH), Politics, Philosophy and Economics (PPE), and coursework in Digital Ethics bridging humanities and STEM inquiry.	CLAS	New interdisciplinary programs and coursework.	$2400 for on-campus review of PPE program proposal. Reallocation of existing faculty in support of DH program.	
m. Provide a timely response to SUNY call for consideration of requiring applied learning for graduation.	CEL, Provost, Deans, FA	Appropriately inclusive on-campus consideration leading to a response to SUNY by May 1, 2017.		
n. At undergraduate level, implement revised majors and new minors; at graduate level, implement new certificates, MA and MS programs and revised programs.	Deans, Chairs/Depts, Registrar, Directors, Coordinators	Continuously improving, more responsive, and more attactive curriculum.		
o. Continue to review and improve undergraduate and graduate programs; create and secure approval of new programs as appropriate.	Deans, FA, Chairs/Depts, Registrar, Directors, Coordinators	Environmental scanning of emerging curriculum trends and pedagogies; regular program review; new program development as appropriate		
2. Provide high-impact, inspiring and transformative learning experiences.				
a. Implement new applied learning opportunities for student teaching, research, and internships abroad	OIEP	Design and deliver three new international opportunties		
b. Increase number of internships to 700 annually	CEL	Increased opportunities for students to apply theoretical skills in work place settings and build networks	Dedicated outreach coordinator to build and monitor placement opportunities	
c.. Incorporate 5 essential elements of online learning into the online course development and revision process	EL	Increased student access to instructors and increased student / instructor engagement in online courses.	training workshops; faculty mentoring.	
d.. Host the 4th Annual SUNY Oswego/SNU Student Research Conference	School of Business/OIEP	Provide a venue for the presentation of business-related student research. Enhance the global perspective of students	$20,000	
e. Develop support services and instructional venues that expose students to learning technologies for knowledge acquisition, productivity, creativity, and collaboration.	Library	Continue to develop and assess maker services programming and multimedia creation instruction. Assess attendance and reaction to maker workshops.		
f. Work with departments to diversify curricular offerings that reflect the interests and needs of a more diverse student population	SCMA Dean and Chairs	Add West African Dance to curricular offerings in Theatre. Work with other departments to expand offerings	$6,452 (adjuncts)	On schedule fro Spring 2017

	g. Expand digital textbook pilot by a) exploring reader options; b) examining automated opt-out and charging models; c) measuring cost savings; d) measuring student outcomes. Spring pilot to include 4 classes; Fall 2017 expansion of pilot will need to be determined by March 2017	CTS, CELT	Students have materials on first day of class at lower cost and have better outcomes due to materials for all students.	$7,500
	h. Develop and implement programming in support of Brazil Year	IGE	Increased awareness of major hemispheric power with which Oswego has signficant ties	$8,600

3. Hire and maintain diverse and accomplished faculty and staff and ensure that equitable employment policies and practices are in place across the institution.

a. Continue to develop and/or strengthen strategies/programs aimed at recruiting and/or retaining a diverse faculty so that teaching and learning are enhanced.	SOE	At AACTE, host a table at the Holmes Scholars Program recruitment session to recruit faculty of color.	
b. Revise and update all personnel policies in CLAS.	CLAS	100% of CLAS departments with updated personnel policies.	
c. Successfully recruit an Associate Library Director from as diverse a pool as possible.	Library	Embrace the campus diversity initiative in the search process. By early Spring 2017, welcome a new Associate Library Director, increasing capacity to deliver library services.	$3,500
d. Successfully complete 30 FT faculty searches in CLAS, SCMA, SoE, SoB	Deans & Search Committees	85% search success; increase in number of FT faculty; continued improvement in diversity	$150,000
e. Complete the several faculty personnel processes in a timely fashion.	RPT, Chairs, Deans, Prov Off	Appropriate and timely personnel decisions	

4. Incorporate and infuse dynamic and effective teaching practices in curriculum across the college

a. Host external speaker for Academic Affairs Retreat	Provost/CELT	Affirmation of commitment to classroom teaching; increased interest in literature of teaching and learning	
b. Increase the number of Minds Online reading group participants who implemented techniques into their classroom	CELT	Improved active learning levels in courses	

5. Implement robust and creative professional development activities readily accessible to all faculty and staff

a. Support sabbatical program	Chairs, Deans, Provost		
b. Increase faculty travel support	Provost	Increased faculty participation in professional conferences; increased visibility; incrased reports of faculty presentations and publications	$50,000
c. Design, develop and implement Chairs workshop	Provost	Increased capacity to lead departments	$15,000
e. Develop external mentoring program in CLAS	CLAS Dean and tenured faculty	Improved mentoring on best practices in teaching, research, applied learning/experiential ed, and leadership skills development	$500 for incentives
f. Continue the development of badging Professional Development	CELT	Increases in the number of badges awarded; number of faculty/staff working towards badges; and number of departments who hav badge participants.	
g. Through SCAC provide funding for faculty and student research.	SCAC, Provost's Office	Continued development of faculty and student research	
h. Through TIP grants continue to support the integration of technology into the classroom.	CTS	Improved classroom use of technology tkhrough application of more than $60K in tip grants	

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6. Empower and recognize faculty and staff participation in collaborative and cross-cutting research and creative work				
	a. Support faculty participation in Digital Humanities Summer Institute.	CLAS	Increased use of digital resources in CLAS courses.	$6000 from CLAS OTPS
	b. Significantly update/overhaul campus research website to better reflect and recognize faculty and student contributions to vibrant scholarly and creative environment	ORSP	A new research-oriented website by AY 2017-2018	Significant assistance/buy-in from Office of Communications and Marketing
	c. Make Faculty Awards at Annual Fall Academic Affairs Retreat	President's Office; Provost's Office; ORSP	Celebrate faculty achievements; illustrate exemplary performance	
	d. Orchestrate SCAC processes; make appropriate awards fo students and faculty	SCAC Committee	Maintain or increase the number of student, faculty, Challenge Gratn and Mini Grants awarded	
	e, Obtain external grant funding that supports student-involved research, scholarly, creative activities	ORSP	Submit 3 new mentoring proposals (e.g., NSF RUI, NSF REU/RET, NIH R15 AREA proposals).	

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Impact III: Communities we touch experience increased prosperity, social equity, sustainability, self-sufficiency and greater educational attainment.

Linkage to SUNY Excels: Inquiry, Engagement

Date: November 1, 2016

Driver	Subdriver: action to be taken	Person or unit Accountable	Expected Outcome	Projected Resource Requirements	Midcourse Status Report	Results
1. Elevate and support productive external partnerships.						
	a. Create M.O.U. between SUNY Oswego and the Oswego Opera Theatre	Dean, SCMA; chairs from music and theatre departments	formalize relationship between the two departments and this semi-professional opera company' provide professional performance/design/technical opportunities for our music and theatre students	$1,200 annually (in kind) for facility use		
	b. The SoE will expand and support an ongoing Professional Development School (PDS) initiative through Team Sheldon with Oswego County School Districts.	SoE	1. Plan for the annual Writing Institute to be held summer 2017 for educators in the region. 2. Prepare to run the 39th Annual Sheldon Institute for local area youth summer 2017. 3. Recruit faculty liaisons for each of the PDS partnership schools in Oswego County, conduct needs assessments, and participate in the PDS showcase at the end of spring 2017.			
	c. Identify new partnerships abroad for emerging disciplines and faculty, including HCI and other STEM fields, and in new locations	OIEP	Form two or three new such partnershps with universities and other institutions abroad			
	d. Standardize a model of Mentor-scholar program that can be implemented in other school districts	CEL	Formal MOUs with 3 existing school districts			
	e. Expand relationship with existing internship sites to include other departments	CEL	Increase number of departments with internships at 5% of sites			
	f. Improve and increase CLAS community partnerships supporting student internships, co-operative learning experiences and research experiences that provide students with work-intergrated learning experiences and benefit external partners.	CLAS in collaboration with CEL	Smoother collaboration between CEL and departments, and increased experiential education opportunities for students.			
	g.work collaboratively with other institutions to create an affective articulation format that satisfies the needs of both SUNY Oswego and partnering institutions	Trans Svcs	Improved relationship with sister institutions and clarity for transfers			
	h. Develop institution specific articulation/advising guides, based on the top incoming transfer majors	Trans Svcs	Improved relationship with sister institutions and clarity for transfers			
2. Integrate and embed arts, athletics and recreation offerings in the community.						
	a. Support and grow community outreach projects for youth in music, art and theatre	SCMA	Increased enrollment/participation in programs, more access and financial support as needed			
	b. Celebrate the re-opening of Tyler with events showcasing the school and recognizing the community's and alumni support of its programs	SCMA	Robust attendance and successful events for SCMA Week: Tyler Hall Take Two Debut	$12,000	Project complete with robust attendance and very positive feedback	

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3. Widen and deepen college programming that serves the social needs of the community and clearly communicate the presence and value of these programs.			
a. At least two partnerships will be widened/deepened to serve the social needs of the community.	SoE	1. Contunue to support the on-campus CiTiBOCES CARE (high school credit recovery) program by providing tutors and faculty support. 2. Respond to regional school district needs by developing "Issues Analysis" projects in the Educational Administration program. 3. Continue to provide collaborative professional development activities through Project Smart. 4. Support the recruitment and preparation of future educational leaders in Oswego County, Syracuse, and LaFayette School Districts through Project BLEND.	
b. Collaborate with relevant departments (music, service learning) to develop new opportunities abroad	OIEP	Develop one new education abroad program with community involvement	
c. Offer Stem Mentoring program at one Mentor-Scholar Program site	CEL	Offer structured stem mentoring program at Fulton Jr/Sr High	
d. Increase student internships at non-profits and community service organizations	CEL	Add 5% more opportunities at non-profits	
e. Connect Penfield to the public through speakers programs, exhibits, and the community borrower program.	Library	Increase public attendance at spearkers programs; increase use of community borrower program.	
f. Provide free income tax assistance to low and moderate income households in the Oswego and Fulton communities through the VITA program.	SoB	Complete 300 tax returns	$6,000
g. Continue to develop and expand the High School Program (HSP)	CLAS, MLL, EL	Maintain MLL enrollments; increase history and English enrollments	

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Impact IV: Our proven institutional effectiveness results in increased resources, flexibility, academic capacity and institutitional success.

Linkage to SUNY Excels: Capacity, Engagement

Date: November 1, 2016

Driver	Subdriver: action to be taken	Person or unit Accountable	Expected Outcome	Projected Resource Requirements	Midcourse Status Report	Results
1. Expect and support a college-wide culture of program review and data-rich assessment to provide a systematic feedback loop in all operational endeavors and foster excellence, abundance and student success.	a. Fund adjunct coverage for Learning Assessment fellows; support graduate program assessment.	IR&A and Provost's Office	Continued increase in assessment capacity	$9,000		
	b. Continue to improve assessment process for Academic Support Units.	IR&A				
	c. Support strategic planning through maintenance of Strategic Planning Library.	IR&A	Ready availability of key resources			
	d. Conduct NSSE, FSSE, COACHE, Campus Climate surveys	IR&A	Improved understanding of campus climate, student engagement, and faculty perceptions			
	e. Collect Tomorrow Plan Key Performance Indicators	IR&A				
	f. Support regular academic program review and school/dept accreditation as well as the faculty hiring process.	IR&A	Continuous improvement; data informed hiring, successful reaccreditation and accreditation initiatives.			
	g. Support and refine on-line Academic Affairs annual reporting system	IR&A	Timely development of departmental, school/college and academic division annual reports			
	h. Share SWOT analyses with Deans	Grad Studies	Meet; create resulting action plan and report to Provost			
	i. Continue to expand and strengthen procedures for collecting and analyzing program assessments and aligning these assessments with Council for the Accreditation of Education Preparation (CAEP) and Specialized Professional Associations (SPA) standards, as well as New York State Education Department (NYSED) and selected TeachNY expectations.	SOE	Improve utilization of Tk20 system (assessment and evaluation electronic portfolio) across all six SOE departments. Transition from NCATE to CAEP accreditation at the program, department, and SOE levels. Align academic programs with the latest professional standards, TeachNY agenda, and CAEP standards.			
	j. Working with admissions, graduate studies, and CTS, refine and finalize data-driven international enrollment management	OIEP	Use a workable and regularized data tracking system of international student enrollment for better decision making			
	k. Review Mentor-Scholar program to determine impact	CEL	Students are in their senior year that started when the program began. Assess the impact on OCSD graduation.			
	l. Implement standardized evaluations to appraise internship contributions to critical thinking, technical knowledge, professional demeanor, problem solving skills	CEL	Begin assessment reports on annual cycle			

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Objective	Action	Responsible	Measure	Cost	Status
	m. Prepare, distribute and post Academic Affairs Annual Report in a timely fashion.	Provost's Office, Deans, IR&A	Report is published by September 15		
	n. Continue existing assessment of library services and resources and explore new methods/measures to further demonstrate impact.	Library	Collect quantitative and qualitative data including: number of research transactions performed in reference services; circulation; database usage; interlibrary loan statistics; building usage; web analytics; usability testing; and user satisfaction.		
	o. Prepare for the 2017 AACSB Reaccreditation Review	SoB	Complete CIR report, meet with CIR team chair	$2,000	
	p. Continue to facilitate improved course offering decisions based on student and programmatic data.	Registrar	Improved courses availability		
	q. Continue our ongoing refinement of General Education assessment, particularly "closing the feedback loop,"	General Ed	Improvement in closing the feedback loop		
	r. Expand and use of metrics within CTS by a) pushing Assessment processes and responsibilites down to all of the management team; and b) expanding metrics inside Service Now T: Assessment projects for CTS management team throughout year, metrics implemented for Spring 2017	CTS	Enhanced continuous improvement processes inside CTS; More proactive culture due to improved use of data	N/A	
	s. Implement new ITIL processes inside Service Now which improve CTS service to the campus. Processes to be focused on this year include a) Change Management; and b) inventory. T: Change Management will be implemented by January 1, 2017; Inventory will be implemented throughout the year as new purchases are made.	CTS	Improved communication within CTS. Improved service availability with better change management. improved planning and replacement processes for faculty, lab and classroom computers.	N/A	
	t. Support and implement technologies that assist measurement & implementation of the Tomorrow plan; complete by December 1, 2017	CTS, Marketing & Communications, IR	Improved readability and understanding of the College's progress towards the impacts outlined in the Tomorrow plan	$12,500	
2. Solicit and obtain robust private support					
	a. Work with Alumni and Devlopment, and at Tyler Hall Take Two Debut events, to name Waterman seats and additional spaces in Tyler Hall.	SCMA Dean	175 Waterman Seats named, 1-2 additional areas in Tyler named		147 seats named, Waterman Equipment account at $70,000+
	b. Work with Development to explore private support for library initiatives and develop potential library donors.	Library	Identify strategies and create a multi-year plan.	Collaborate with Development Office	
	c. Schools and College continue to develop professional ties through Advisory Boards.	CLAS, SCMA, SoB	Cultivation of linkages to professional communities and potential resource opportunities		
3. Solicit and obtain extramural funding for sponsored projects.					
	a. Support development of grant proposals and assessment of grant outcomes.	IR&A	Timely information in support of grant proposals		
	b. Raise awareness of external funding opportunities through face-to-face meetings and enhanced grant searches	ORSP	Improve grant submissions by 5%		
	c. Encourage applicants to request pre-submission review/critique	ORSP	Increase numbers of funded grants by 5%		

Objective	Responsible	Outcome	Resources
d. Centralize campus research committee operations to improve workflow and policy compliance, as well as accountability of internally funded investigators	ORSP	Lessen burden of faculty research committee chairs, improve policy compliance, enhance promotion of internally funded project outcomes, improve follow-up and communication with faculty	Hire new research committee staff assistant
e. Apply for one major external international education grant, working Institute for Global Engagement	OIEP	Collaborate and submit grant proposal	
f. Identify at least one possible external library grant to pursue in 2017-2018.	Library	Research and identify possible state or federal grants	Collaborate with ORSP

4. Put physical resources, capital assets, and technological capabilities to their highest usefulness and ensure they are protected against waste and deterioration and are renewed and strengthened to advance continuous improvement.

Objective	Responsible	Outcome	Resources
a. Faculty members and staff members will continue to work with all groups and individuals responsible for designing and bringing to fruition the Wilber Tower Renovation project.	SOE	The SOE Steering Committee will organize office moves into surge spaces, review proposals, and finalize plans to create state of the art classrooms and other academic areas in Wilber Hall.	
b. Implement and utilize nonmatriculated student fee	Grad Studies	Fees collected and used to defray costs of program beneficial to graduate students	
c. Support Phase II of Tyler Construction and Hewitt Planning by engaging faculty, staff and students in decision-making and planning	SCMA Dean and liaison et. al.	Complete several portions of Phase II renovation and create an architectural reendering of Hewitt renovation	time and attention
d. Establish space committees for CLAS units in Mahar and Marano/Poucher to establish best practices in space allocation and increased communication with FMO and CTS staff.	CLAS	Two additional space committees with clear charge and initial recommendations.	
e. Clarify and refine funding of GETGO Program	MLL, Provost, EL, OIEP	Continued improvement in admin	
f. Enhance facilities to ensure a full college experience at the Metro Center branch campus	EL	Utilize space with greatest academic and service impacts	$$ to renovate / establish Front Desk, Office, Student Resource Area, Computer Lab spaces
g. Provide appropriate spaces for scholarly and creative activities.	Library	Increase availability of electrical outlets; continue to improve study and gathering spaces, explore new models for providing resources, improve website.	Significant financial support for renovation.
h. Increase adoption of Degree Works Plans (SEP) to directly connect degree planning and registration activity.	Registrar	Improved 4-year graduation rate	
i. Introduce mobile access to registration and student profile information; expand to incorporate mobile functionality for faculty and staff.	Registrar	Improved student and faculty satisfaction with the registration process	

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	j. Implement technical infrastructure improvements to ensure equipment meets current and future campus learning requirements.	CTS	Increased bandwidth, upgraded wireless routers and infrastructure, and improved firewalls ensure that classrooms have necessary capabilities to support different teaching modalities. Students receive an at-home experience in Residence	
	k. Redesign campus main data center in Culkin Hall to support a greener, modern footprint.	CTS & Major Projects	Data Center will require 52% less space and require less energy to cook. Project will start in Nov 2016 and be completed in summer 2017.	
	l. Improve Campus Information Security posture	CTS	Identity management practices are improved; robust PCI standards ensure compliance; reduced number of inactive LakerNet accounts results in lower insurance premiums.	N/A
	m. Support Campus improvement projects including OBCR relocation to downtown and renovation of Tyler, Wilber Tower, Mary Walker Health Center, and Scales Hall.	CTS with Major Projects and other stakeholders	Stakeholder will have access to modern technology built into their new surroundings.	As outlined by MP
	n. Support business process redesign efforts through effective use of our backend systems to ensure staff are effective and efficient,	CTS with Library, Registrar, OIEP.	CAPA implemented. Systems flow efficiently; staff time is more efficiently utilized; new capabilities are built into system to support legal requirements	N/A
5. Conduct practices that enable natural resources and the environment to be responsibly and proactively stewarded and protected.				
	a. CLAS will institute electronic document management feasibility study and identify process for going paperless in CLAS Deans' office.	CLAS Deans' Office	Reduced use of paper and increased time management efficiencies	CTS training in BDM processes and permissions. Additional BDM licenses for CLAS staff.
	b. CTS Data Center redesign	CTS & Major Projects	Reduced use of energy on campus	$300K (Allocated from F&M)
	c. Promote, develop and grow a culture of sustainability by empowering students, faculty and staff through education, holistic participation and health and wellness.	Sustainabilty	Reduce paper use in and out of classroom; expanded plastic waste reduction culture; expand the bikeshare program; partner with the Food Recovery Network	

Academic Affairs Goals 2016-2017

Impact V. Our work contributes to finding solutions for the grand challenges of our time.

Linkage to SUNY Excels: Inquiry, Engagement

Date: November 1, 2016

Driver	Subdriver: action to be taken	Person or unit Accountable	Expected Outcome	Projected Resource Requirements	Midcourse Status Report	Results
1. Instill the belief that SUNY Oswego can contribute at the highest levels of theory and application to provide solutions to critical challenges.	a. Expand video content on all program pages, emphasizing people solving problems	Grad Studies	Complete 20 program page videos; varying lengths			
	b. Improve video and other dynamic content of individual CLAS Department websites,	CLAS Dept Chrs in collaboration with Media and Communications staff	Improved representation of program, student, and staff accomplishments bu Apr 2, 2017.	Human resource of web design staff in Media and Communications		
	c. Encourage library faculty to engage in research and scholarly activity that results in national attention in the field.	Library	At least one national publication or presentation at a national conference	Travel funding		
	d. Represent SUNY Oswego within the SUNY system and at appropriate professional meetings	Provost, Deans, Chairs	Increased visibility and recognition and growing reputation; intelligence for decision making	Travel funding		
2. Vibrant, engaged and curious faculty, staff and students delve into multidisciplinary investigation of problematic social and global issues.	a. Identify new and maintain existing collaborative opportunities for Oswego students to engage with international counterparts with appropriate faculty research mentorship	OIEP	Hold two academic research conferences with Oswego faculty, students, and international partners	$2,500		
	b. Design, develop and launch Common Problem Pedagogy Program	Provost's Office/Work Group on Common Problem Pedagogy	Identification of (1) objectives; (2) common theme for 2017-2018; (3) process for implementation; (4) process for evaluation; implementation as appropriate in Spr 2017			
	c. Collaborate with academic and student services units to offer compelling speakers or other programming	Library	Hold at least two events in the library on multidisciplinary topics.	$500 (to support refreshments)		
	d. Continue to create STEM opportunities for students through Global Lab Program.	Dean, CLAS; STEM faculty	Student placements at JPL, in Hungary and at Max Planck in Germany			
3. Promote learning and knowledge to advance the common good and lay the foundation for a better world.	a. SoE will develop/strengthen at least three programs to find solutions to address community health disparities and other health-related issues.	SoE	1. Develop and pilot the HSC 430, Health Disparities course in collaboration with HDV. 2. Continue the BOUNCE weight management program to include up tp 50 college-age adults from campus and the community. 3. HSC students will participate in the National Women's Health and Fitness Day at the Metro Center.			
	b. SoE will prepare a diverse population of educators who are more likely to seek jobs in urban schools and who can enhance the experiences and academic outcomes of diverse populations of students.	SOE	1. Expand TOC Trust Program to support up to 50 students of color who are likely to seek jobs in urban schools. 2. Partner with SCSD to provide CTE undergraduate certificate program preparation so that SCSD teachers can become certified in key CTE shortage areas.			
	c. Implement CAPA to make SUNY Owego the School of Record/Library of Record	OIEP, Library, Registrar, CTS	Successful piloting of new system for faculty and students affiliated with a CAPA program abroad			

	d. Host a panel discussion on Diversity, Equity and Inclusion in Business	SoB	Increase awareness of strategies that organizations can take to enhance diversity, inclusion and equity	$2,000

Annual Report for the 2015-2016 Academic Year
Academic Affairs Division
SUNY Oswego

Office of the Provost
September 23, 2016

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Appendixes

Executive Summary
Annual Report for the 2015-2016 Academic Year
Academic Affairs Division
SUNY Oswego
Office of the Provost: September 23, 2016

The 2015-2016 year was a time of significant development and achievement in the Academic Division of SUNY Oswego as we advanced the mission of the institution in accordance with our Strategic Plan in pursuit of our vision. In the midst of a challenging time for U.S. higher education, SUNY Oswego is among the most fortunate of institutions. Drawn from outstanding institutions across the country and around the world, our faculty are among the finest in the nation and in our profession. Our students are their equals and are among the finest that New York and the region have to offer. They come together in our classrooms, laboratories, studios and performance spaces with the support of talented, caring and committed staff to partake of an educational experience that is distinguished by excellence and accessibility.   The outcomes are telling. During 2015-2016, 1,621 of our students received baccalaureate degrees, 275 received graduate degrees, 61 received certificates of advanced study and another 12 received graduate certificates. These alumni will shape our communities, animate our commercial, creative, and civic worlds, and make an enduring impact on the fabric of our region, nation and world.   This annual report summarizes the new and ongoing initiatives of the Academic Division during 2015-2016 using the lens of *Tomorrow* to portray our activities and highlight our impacts.

Progress on our Strategic Plan. Of particular note, we made significant progress toward the goals of the *Tomorrow* Plan as these were articulated with the five annual operating goals of Academic Affairs for 2015-2016 and the 109 objectives they contained. Table 1 (below) summarizes progress on the objectives. Based on reports from Deans and Directors, we met or exceeded nearly 8 out of 10 (79%) and made significant progress toward another 14%. Appendix A of this report contains a spreadsheet identifying the actions we took in pursuit of those objectives, the responsible unit, the results of these actions, and whether or not we "exceeded," "met," "approached" or did not meet the objectives we set. These objectives and results will guide Deans and Directors developing objectives for 2016-2017 in consultation with chairs.

Table 1. Summary of Progress toward Objectives of Academic Affairs Goals for 2015-2016

Goal	*Tomorrow Goals*	*Exceeded*	*Met*	*Approach*	*Not Met*	*% Ex, Met, App*
1. Enrich academic excellence	2, 5	11	11	4	0	100%
2. Support personal growth	1,2	3	18	4	3	89%
3. Provide education opportunity	1,2	5	14	3	2	92%
4. Promote social responsibility	3,5	5	5	4	3	82%
5. Demonstrate accountability	4	3	11	0	0	100%
TOTAL		27	59	15	8	93%
% of TOTAL		25%	54%	14%	7%	
Cumulative percentage		25%	79%	93%	100%	

Faculty Highlights: The year was distinguished by a number of faculty highlights. Among these were the honors and recognitions that were awarded at our Fall Academic Retreat on August 24:

- Dr. Ashraf Attia, Professor of Marketing, School of Business, 2015-2016 recipient of President's Award for Excellence in Scholarly and Creative Activity.
- Dr. Robert Auler, Professor of Music, School of Communication, Media and the Arts, 2015-2016 recipient President's Award for Excellence in Scholarly and Creative Activity.
- Dianne Brand, Visiting Assistant Professor of Public Justice, College of Liberal Arts and Sciences, President's Award for Excellence in Academic Advisement.
- Dr. Carolina Ilie, Associate Professor of Physics, College of Liberal Arts and Sciences, 2015-2016 President's Award for Teaching Excellence.
- Dr. Christopher Lalonde, Professor of English and Creative Writing, College of Liberal Arts and Sciences, President's Award for Excellence in Academic Advisement.
- Dr. Joanne O'Toole, Associate Professor of Curriculum and Instruction, School of Education, 2015-2016 President's Award for Teaching Excellence.
- Stephanie Pritchard, Writing Fellow for the School of Communication, Media, and the Arts as well as Co-Director for The Center for Creativity and Digital Media (The Creativity Lab), 2015-2016 recipient of the Provost's Award for Teaching Excellence for Part-Time Faculty.
- Richard Metzgar, Professor of Art, School of Communication, Media and the Arts: Provost's Award for Mentoring in Scholarly and Creative Activities.

Grant Achievements: Faculty also continued to increase the number of grant applications submitted, the number of new awards, the value of the awards, and the number of unique principal investigators (see Table 2 below).

Table 2. Grant History in Academic Affairs: 2011-2012 to 2015-2016

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	5 year % Incr
New submissions	43	50	66	87	105	144%
New awards	42	52	51	60	62	48%
Awarded funds (millions)	$3.0	$3.9	$4.3	$4.3	$4.725	58%
Unique PIs	N/A	N/A	N/A	40	51	N/A
Source: ORSP, August 2016						

At the Fall Faculty Retreat, four faculty colleagues were recognized for their grant writing success. Dr. Jean Hallagan, Professor of Curriculum and Instruction, School of Education and Dr. Sofia Windstam, Associate Professor of Biological Sciences, College of Liberal Arts and Sciences received the Silver Medal from the Office of Research and Sponsored Programs (ORSP) recognizing cumulative external grant awards in excess of $500,000. Dr. Christopher Chandler, Assistant Professor of Biological Sciences, College of Liberal Arts and Sciences, and Dr. Karen Wolford, Professor of Psychology and Graduate Trauma Studies Coordinator, College of Liberal Arts and Sciences, received the Bronze Medal from ORSP in recognition of receiving cumulative external grant awards in excess of $250,000.

Scholarship and Creative Activities. The 570 full- and part-time faculty continued their impressive display of scholarship and creative activity. As reported in their online faculty activity reports, in 2015-16, SUNY Oswego faculty made 388 on- and off-campus presentations, contributed 188 creative works, published 258 articles in professional journals, and published 13 books between July 1, 2015 and June 30, 2016. Among the factors contributing to this productivity were the 19 full- and half-year sabbaticals that were taken during the year. Finally, we continue to renew and grow our faculty. During 2015-2016, SUNY Oswego successfully completed 30 tenure-track searches. In addition, effective at the start of the academic year, 8 faculty colleagues were tenured and 17 were promoted, including 6 who were promoted to full professor.

Program and Curriculum Development. Appropriately, our curricular offerings continued to evolve in response to developments in our disciplines and to the needs of those whom we serve. At the undergraduate level, we revised 7 existing majors, created 2 new majors, and discontinued 1 major. At the graduate level, we created 2 new certificate programs and 3 master's level programs. The following programs and program revisions completed the approval process in 2015-2016:
- Revisions to the B.A. in Human Development
- Revisions to Honors in Psychology
- Revisions to the B.A. in History
- Revisions to the B.A. in Cinema and Screen Studies
- Revisions to the B.A. in Biology
- Revisions to the B.S. in Biology
- Revisions to the Biology minor
- Discontinuation of the B.A. in Zoology
- Revisions to the B.S. in Zoology
- Revisions to the Zoology minor
- Revisions to the BS/MBA in Accounting 5-Year Program
- New History Minor
- New Forensic Science Minor
- New Graphic Design Minor

- New Advanced Certificate in Behavioral Forensics
- New M.A. in Strategic Communication
- New M.A.in Graphic Design and Digital Media
- New M.S.Ed Adolescent Education, Special Education
- Revisions to post-baccalaureate advanced degree in Health and Wellness

This report is organized according to the five impacts of our Strategic Plan, *Tomorrow: Great Impact and Success*. Launched in late fall 2014, *Tomorrow* was the work of more than 250 members of the campus community, alumni and other stakeholders. Work began on the plan in fall 2013 when President Stanley assembled the 41 person Strategic Planning Board. The Board deliberated in the following months, testing its thoughts against the currents of change in higher education and the realities of SUNY Oswego's role as a comprehensive campus in the SUNY system. Initial perspectives were shared and discussed with 21 focus groups that included

students, faculty, staff, community and external partners, alumni, College Council members and Oswego College Foundation Board members. These perceptions as well as deep analysis of the trends and patterns in higher education formed the basis of the *Tomorrow*. Focused on our impacts rather than outcomes, *Tomorrow* represents not only a pathway forward but also provides a response to questions about the impact that institutions such SUNY Oswego make on the lives of students, the well-being of communities and the intellectual environment in which we live and learn.

This report is the work of many hands. Faculty and professional staff began the process by entering their annual activity reports online using the instrument provided by Institutional Research and Assessment (IR&A). These were compiled and aggregated by IR&A to create the several appendixes that appear. Sean Milligan, English graduate student, reviewed and edited the entries to ensure that they occurred during the July 1, 2015 – June 30, 2016 window and then placed entries in an appropriate, standard formats. However, no substantive changes were made in the information that was entered; neither were entries moved from one category to another without consulting the individual reporter.

Information about the impacts of the activities of the School and College and Academic Support units was also collected online and compiled by IR&A. It was then forwarded to deans and directors who summarized this information to produce unit reports. These were transmitted to the Provost's Office, where they were reviewed and compiled into the discussion that appears in the "Impacts" that follows.

The activities that are chronicled in the following pages necessarily capture only a small portion of the good work of our academic community. Nonetheless, this summary provides ample evidence of the strength and vitality of the teaching and learning community that is SUNY Oswego and of the progress we together made in 2015-2016. My thanks to all who contributed.

Walter B. Roettger, Ph.D.
Acting Provost and Vice President for Academic Affairs

The following section is organized in terms of the five impacts of *Tomorrow: Greater Impact and Success*. Each impact is associated with a number of **performance drivers** – calculated actions that interact with the larger academic environment to produce success. Similarly, each driver is associated with one or more **key indicators** – measurements that reflect the progress of our performance drivers. The impacts and associated drivers are as follows

Impact 1: Our students and graduates thrive through knowledge, experience, perspectives and discovered gained here that animates and informs their work, their communities and their personal lives.
- Performance Driver 1: Foster a college-wide culture of caring that provides supportive effective advisement and personalized mentoring.
- Performance Driver 2: Provide diversified outreach programs to increase alumni engagement and lifelong affiliation with the institution.
- Performance Driver 3: Plan for, recruit and retain a highly diverse, prepared and talented student body.
- Performance Driver 4: Encourage critical thinking, leadership, synthesis of knowledge and motivation to live active engaged lives.

Impact 2: Our academic quality is demonstrated, extended, recognized, sought-after, and heralded.
- Performance Driver 1: Create and deliver innovative, rigorous academic programs that match society and student need and maintain existing programs that have proven effective.
- Performance Driver 2: Provide high-impact, inspiring and transformative learning experiences.
- Performance Driver 3: Hire and maintain diverse and accomplished faculty and staff and ensure that equitable employment policies and practices are in place across the institution.
- Performance Driver 4: Incorporate and infuse dynamic and effective teaching practices in curriculum across the college.
- Performance Driver 5: Implement robust and creative professional development activities readily accessible to all faculty and staff.
- Performance Driver 6: Empower and recognize faculty and staff participation in collaborative and cross-cutting research and creative work.

Impact 3: Communities we touch experience increased prosperity, social equity, sustainability, self-sufficiency and greater educational attainment.
- Performance Driver 1: Elevate and support productive external partnerships.

- Performance Driver 2: Integrate and embed arts, athletics and recreation offerings in the community.
- Performance Driver 3: Widen and deepen college programming that serves the social needs of the community and clearly communicate the presence and value of these programs.

Impact 4: Our proven institutional effectiveness results in increased resources, flexibility, academic capacity and institutional success.
- Performance Driver 1: Expect and support a college-wide culture of program review and data-rich assessment to provide a systematic feedback loop in all operational endeavors and foster excellence, abundance and student success.
- Performance Driver 2: Solicit and obtain robust private support.
- Performance Driver 3: Solicit and obtain extramural funding for sponsored projects.
- Performance Driver 4: Put physical resources, capital assets, and technological capabilities to their highest usefulness and ensure they are protected against waste and deterioration and are renewed and strengthened to advance continuous improvement.
- Performance Driver 5: Conduct practices that enable natural resources and the environment to be responsibly and proactively stewarded and protected.

Impact 5: Our work contributes to finding solutions for the grand challenges of our times.
- Performance Driver 1: Instill the belief that SUNY Oswego can contribute at the highest levels of theory and application to provide solutions to critical challenges.
- Performance Driver 2: Vibrant, engaged and curious faculty, staff and students delve into multidisciplinary investigation of problematic social and global issues.
- Performance Driver 3: Promote learning and knowledge to advance the common good and lay the foundation for a better world.

The following pages provide examples drivers and key indicators and illustrate how we advanced in 2015-2016.

Impact I:
Our students and graduates thrive through knowledge, experience, perspectives and discovery gained here that animates and informs their work, their communities and their personal lives.

- **Performance Driver 1: Foster a college-wide culture of caring that provides supportive, effective advisement and personalized mentoring.**
  - SCMA's Art, Communication Studies, Music, and Theatre departments took advantage of their curricular structures, including internships and capstone courses to create one-on-one mentoring opportunities for advanced students.
  - Institutional Research & Assessment (IRA) developed "risk lists" of students for academic advisors to help them focus efforts most effectively. The lists were subsequently validated using mid-term grades and updated lists were distributed to advisors.
  - Associate Provost Mohammadi led a team that implemented the Academic Probation (AP) program in 2015-2016 by creating a new "class standing" in Banner, developing appropriate messaging for all constituencies, developing a web presence for AP, hiring and training 29 faculty and staff as AP Advisors, assigning students, creating timelines, and communicating with AP students. AP students completed self-evaluations and communicated these to Advisors. At this time, over 900 students went on AP status at the end of the fall'15 semester. Of these, approximately, 150 students graduated, did not return, or returned to Good Standing. Of the approximately 750 students remaining on academic probation, 700 met with their AP Advisor and developed an Academic Success plan during winter break. This is better than a 90% participation rate by students. At the end of spring semester, 25% of those AP students were disqualified. This is 3% of the total number of undergraduates enrolled in spring'16.
  - The Registrar's Office implemented an online declaration/change of major/minor tool that ensures advisor assignment at the time of approval.
  - OIEP: Study Abroad Participation topped 20%; participation of minority students increased to over 25%.
  - School of Education faculty conducted workshops for faculty and preservice teacher candidates related to the four New York State (NYS) exams required for teacher certification. They also provided one-on-one mentoring with students in their lesson planning, delivery, assessment, and analysis of their teaching in reference to a performance assessment known as edTPA. Additional tutoring sessions outside of class were also offered for assignments related to certification.
  - The Extended Learning Division worked with campus stakeholders to shepherd the launch of the Syracuse Branch Campus (formerly Metro Center) that will add high-need undergraduate degree completion programs in business administration, human development and public justice using a two- year course rotation of online and face-to-face course offerings to our existing graduate programming.
  - Extended Learning staff met with representatives from campus services to learn what is currently available to students at main campus and to establish a plan to advise and assist

students in accessing these services. An Academic Planning Coordinator will be pre-advising undergraduate students accepted into undergraduate programs. She will be on site in the fall, then again at orientation and will have a continued presence at the site once per week or as needed.

o Student Academic Support Success Specialists held over 1,000 meeting with more than 400 unique students to help them reach their academic goals through personalized mentoring.

o OLS relocated its Writing Center in Penfield Library in spring 2016 to a central location on the ground floor from the third floor.

o Extended Learning introduced academic probation advising, resulting in a cohesive approach to which advisement is provided to students who are struggling due to various circumstances. Non-traditional students in particular often need more individualized support and the AP advisement process helped serve that need. In addition, EL's Veteran and Military Services Coordinator increased contact with military students at orientation to establish a rapport with students prior to the start of classes by hosting a dedicated lunch for veteran and military students.

o Graduate Studies worked with the Registrar to roll out Degreeworks to all graduate students. When completed, this will give students greater ability to plan and monitor progress toward their degrees.

o Faculty in the School of Business continued to mentor students by serving as advisors to student organizations including the Business Management Club, Student Investment Club, CFA Research Challenge Team, Accounting Society, Beta Alpha Psi, Society for Human Resource Management, American Marketing Association, Phi Beta Lambda, Enactus and Financial Management Association. In 2015-16, the School supported the efforts of students Justin Brantley, Sheneya Wilson and Bilikiz Adebayo who successfully sought a charter for a campus chapter of the National Association of Black Accountants (NABA).

o Librarians piloted an EOP program-focused "personal librarian" program to provide targeted outreach and individualized research guidance to students who voluntarily participated (75 EOP students and 17 transfer students from the "First in the World" (FITW) grant). The goal of this program is to strengthen the library's role in the college's first-year and first-generation student retention efforts.

o The Chemistry Department created a freshman seminar course that provides a small class environment for majors to meet with faculty and talk about strategies for success. It also expanded its peer-mentorship program to all of its general chemistry labs.

o Faculty and staff associated with Rice Creek Station participated in all open houses and college admission events advocating for the role Rice Creek plays in undergraduate education and hands-on research experience.

o In the School of Education, all first-year academic advisors and advisement coordinators participated in first-year advisement training related to new campus-wide procedures and policies.

o Curriculum and Instruction faculty members conducted two Starfish workshops (offered by professional advisors) in the department to explain how the system is used to provide early academic alerts for students who may be struggling, provide guidance for how to

- use Starfish to schedule advisement meetings, and to aid in the collection of data on all students.
- Educational Administration faculty provided advisement, coaching, and mentoring to students to prepare for employment interviews. This includes support for students in building and aligning portfolios of their work, advisement related to job searches and job changes, coaching for interviews, and building entry plans to become part of a leadership team.
- Associate Deans from the Schools and Colleges offered "Advisor Bootcamp - Basic Training" on October 19, October 20 and May 23.
- The Art department supported at least eight projects involving close faculty mentoring of students in creative and research projects. Through two Student Scholarly and Creative Activities Grants, a RISE mini-grant, and a Faculty-Student Challenge grant, the art department worked with seven students on these projects. The largest on these, "Mapping Across Time: a cartographic experiment with the Mohawk River Valley and Fort Stanwix National Monument," involved the commissioning and installation of mosaics at Fort Stanwix in Rome, NY. Several student presentations and publications resulted from this project, in Albany, Rome, Oswego and at the SUNY Undergraduate Research Conference in Cobleskill.
- Music faculty sponsored thirteen internships in recording and post-production audio in Brazil, South Korea, Los Angeles and locally in New York State.

- **Performance Driver 2: Provide diversified outreach programs to increase alumni engagement and lifelong affiliation with the institution.**
  - Communication Studies engaged alumni and students in multiple events including the on-campus Lewis B. O'Donnell Media Summit.
  - OIEP held an alumni dinner in Shanghai, China in March 2016.
  - Theatre students travelled to New York City where they engaged with alum Brian Ronan and were treated to a demonstration at special effects company Jauchem & Meeh.
  - The School of Business engaged with alumni through formal networking events such as Meet the Accountants Night and the annual Alumni Symposium, celebrations such as the annual Beta Alpha Psi induction dinner, and classroom speaking engagements. In 2015-2016, Prof. Barry Friedman collaborated with alumnus Lisa Schnorr in research resulting in a peer-reviewed journal publication.
  - The Chemistry Department hosted alumnus Dr. Todd Maloney '96, a Principal Research Scientist in the Process Design and Development group at Eli Lilly to give two talks, one for general campus and town public, and one for chemistry students and faculty.
  - The Computer Science Department hosted several alumni talks, including Bryan Kern from Usertesting.com, Fred Musco from Lockheed Martin, Paul Austin from IBM, Lori Cohen from NY Life, and Stephanie Pianka from NYU.
  - The English and Creative Writing Department's annual Senior Showcase on May 7, 2016 drew five alumni back to campus to speak and present awards. In addition, over a dozen produced short video messages screened during the program.
  - The Philosophy Department has two LinkedIn groups for majors (one for Philosophy alumni, currently with 32 members, and one for Philosophy-Psychology alumni,

currently 26 members). Working with Institutional Research, we identified dozens of alumni on LinkedIn, dating back more than a decade, and encouraged them to join the respective groups. Graduating students are now asked in the capstone to form a resume on LinkedIn, and join the appropriate group. The result is a community of alumni stretching across several decades.

o The Department of Political Science and the Department of Economics hosted a discussion by alumni T.J. Scandaliato '12 and Brian Fischer '11 about their experiences in teaching English in Columbia and China, respectively. On Earth Day (April 15), Mitchell White '15 gave a talk about his experiences working at an environmental non-profit organization as part of the Sustainability Speaker Series.

o To satisfy accreditation expectations, the School of Education is collecting contact information (email, Facebook, *LinkedIn*, and phone) through the Tk20 data collection, storage, and retrieval system. This process will allow us to establish a systematic long-term process of communicating with School of Education alumni. In addition, the School's Field Placement Office has established a strong social media presence on Facebook in order to share up to date information with current candidates and to develop a relationship that will extend past their graduation.

o The School of Education's Department of Technology Alumni (and others) attended the Department of Technology's 76th Annual Fall Conference, which hosted nearly 500 technology professionals, many of whom are department alumni who return to SUNY Oswego each year to reconnect with faculty, present at the conference, and meet current students. Nearly all technology education candidates completed their student teaching all across New York State in classrooms of SUNY Oswego alumni from the Technology Department.

o The Services to Non-Traditional Student Committee worked with Extended Learning staff to coordinate events, activities, and promote awareness of non-traditional students' week, during the first week of November, 2015. Non-traditional student alumni were invited to participate in various events throughout the week, and two of them were featured on posters throughout campus. The week was advertised and an article written for the alumni magazine.

o The Veteran and Military Services Coordinator assisted the Office of Alumni Relations in hosting a welcoming event for veteran alumni in the Veterans' Lounge as part of Alumni Weekend.

o The Creativity Lab piloted a program with SCMA alumni during Alumni Weekend 2016. The workshop introduced alumni to the art of producing a digital essay—in this case on the topic, "How SUNY Oswego Changed My Life"—which can appear on DigitalOZ. The idea is to create authentic pieces that will represent a cross-section of alumni, and also pull those alumni, through DigitalOZ participation, into a lifelong affiliation with SUNY Oswego.

o ARTSwego presented Academy Award-nominated filmmaker Sam Green's "The Love Song of R. Buckminster Fuller" with a creative assist from alumni. Working with Oswego Connect, the project team solicited recollections of the visionary inventor's 1973 visit to campus and his sustainable energy challenge to students. Their responses shaped Green's cinema project, narrated live from the same stage where Fuller addressed the campus and community four decades ago.

- **Performance Driver 3: Plan for, recruit and retain a highly diverse, prepared and talented student body.**
  - Faculty from all schools and colleges regularly participated in Admission events, supported the "Oswego Calling" initiative and engaged in a variety of initiatives (e.g., letter writing, HS visits, calculated to attract talented and interested students.
  - Extended Learning's Veteran and Military Services Coordinator has continued to recruit and support military and veteran students (150 in 2015/16) and has responded to 282 inquiries from this audience. He also represented SUNY Oswego at 9 military education events at Fort Drum, Hancock Field, and in Watertown.
  - The Extended Learning Division in concert with the Modern Language and Literatures Departments offered the "SUNY Oswego in the High Schools" program that enrolled 2,059 high school junior/seniors representing 24 school districts across New York State. Seventy one (71) high school teachers worked collaboratively with SUNY Oswego faculty to teach courses in American Sign Language, Creative Writing, History, French, German and Spanish. SUNY faculty serve as mentors to high school instructors from participating schools. Staff visit high schools each fall and spring to facilitate enrollments and represent SUNY Oswego state-wide.
  - In spring 2016, Extended Learning recruited internationally and enrolled 85 students in its intensive English programs.
  - The Extended Learning Division continued a partnership with College Board/CLEP to provide CLEP testing for SUNY Oswego and non-SUNY Oswego students seeking to attain college credit for life experiences and with Pearson Vue to provide NYSTCE testing for School of Education students. NYSTCE testing sessions began in fall 2015 at the SUNY Oswego Phoenix Center. 112 students accessed Testing and Proctoring services in 2015/16.
  - EL also offered DASA (Dignity for All Students Act) and Safe Schools Healthy Students (SSHS) certification programs for School of Education students, alumni and community members. 177 participated in DASA and 250 participated in SSHS in 2015/16.
  - Art faculty visited Villa Maria College, Genessee, Monroe, Westchester, Laguardia, Dutchess and Finger Lakes Community College to recruit students.
  - Chairpersons and faculty colleagues regularly took part in Admission recruiting activities.
  - IR&A provided customized decision support and predictive modeling to the Office of Admission that helped to shape our successful recruiting year.
  - OIEP recruited abroad through agencies, fairs, and school visits in Korea, Sri Lanka and India.
  - The Theatre Department hosted about 300 area high school students at its 57th Annual Dramafest.
  - Seven Music faculty accompanied Admission Director Dan Griffin on a full day visit to the School of the Arts in Rochester where they did master classes, performed and actively worked to assist students with the college application process.

- The Library supported recruitment efforts through participation in Admissions Open Houses and summer high school programs including Genius Olympiad and the NY State Summer School of the Arts.
- The School of Business hosts Career Opportunities in the Accounting Profession (COAP) every summer. The program, which is sponsored by the New York State Society of Certified Public Accountants, brings Central New York underrepresented minority high school students to campus for three days and nights to learn about accounting profession opportunities, resume building, interview techniques, etiquette dining, and other professional life skills.
- Consistent with its Teacher Opportunity Corps (TOC) grant mission, faculty in the School of Education and the Field Placement Director recruited, provided academic, social, financial, and professional support to approximately 25 urban students seeking to teach in urban schools, and assisted those who graduated to obtain positions in urban schools. The TOC is currently in its third round of funding since 2008, and has supported approximately 100 students.
- Dr. John MacDonald presented at the InVEST High School program sponsored by the Independent Insurance Agents and Brokers of New York (IIABNY). The program brings high school students to the IIABNY headquarters in Dewitt, NY, to learn from industry professionals about the opportunities in Risk Management and Insurance. Dr. McDonald also provided the Admissions Office and IIIBNY with copies of a graphic pamphlet explaining the insurance industry.
- Members of the School of Education's Diversity Committee developed a six-minute video recording, *Be the Change: Diversity* in the School of Education, that highlights a number of students of color who talk about their experiences on campus. This recording was specifically designed to support student recruitment and was shown at many events.
- The School of Education's Building Leadership Excellence for Needs-Based Districts (Project BLEND) was awarded funding again for another three years (2015-18). The Educational Administration Department used this support to recruit Certificate of Advanced Study (CAS) candidates from urban and rural settings. There were 23 applicants for the 2016 cohort, of which six talented candidates were awarded scholarships.
- Faculty in the Technology Department hosted the Nor'Easter VEX Robotics Competition with twenty school teams attending, about 200 students, who were introduced to academic experiences in the Technology Department. Faculty and students also attended recruitment events at the Genesee Community College Tech Wars, Erie Community College Tech Wars, and the Technology Showcase at SUNY Institute of Technology.
- Faculty members in the Vocational Teacher Preparation developed a Career and Technical Education (CTE) undergraduate certificate program in partnership with Syracuse City School District to recruit and support CTE prospective teachers.
- Led by Coordinator Corie Kohlbach, Transfer Services developed Advising Guides and published them on the Transfer website to help recruit and retain transfer students

- **Performance Driver 4: Encourage critical thinking, leadership, synthesis of knowledge and motivation to live active engaged lives.**
  - Capstone courses in many if not most of the Departments provided opportunities for faculty to engage their students with current events, research projects, critical thinking and problem solving and to synthesize knowledge acquired in the course of their undergraduate experience.
  - The Art Department in collaboration with the School of Education, Mohawk Valley CC and Finger Lakes CC received funding for SUNY RF's Arts and Humanities of Excellence Network to support the "Creatively Exploring Place, Self and Collective Identity." This collaborative initiative led to the creation of 10 projects by over 100 students, and engaged 11 faculty across 3 colleges and 6 different high schools.
  - 15 students along with two broadcasting faculty spent 10 days in Los Angeles as part of the Hollywood POV program orchestrated by the Communication Studies Department. Students networked with media professionals from NBC, CBS, Netflix, FOX, Disney, Warner Bros., NPR, Authentic Productions, Stargate Studios, Original Productions, Trium Entertainment, Freemantle Media, Nickelodeon, and E!
  - The Music Department's "Adopt-a-School Program" offered credit-bearing mentoring experience to 2 audio students through SCMA's continuing Adopt-a-School program. Facilitated by the School of Education's Project SMART, this experience offers audio students the chance to work one-on-one with general music classes at Leighton Elementary School in their computer music lab.
  - The Center for Extended Learning supported 645 internship and 21 co-op placements during the academic year.
  - The School of Business hosted the New York State Phi Beta Lambda State Leadership Conference.
  - OIEP supported faculty who offered 15 faculty led programs in China, Romania, Cuba, Benin and Paris.
  - Eight School of Business students traveled to Shanghai, China, in May 2016 to present research papers at the 3rd Annual SUNY Oswego/Shanghai Normal University Student Research Conference. Following the confernece, six students spent two weeks at Zheziang Gongshang University interacting with Chinese students.
  - Physics department students are engaged in high-impact research projects at NASA's Jet Propulsion Laboratory, Konkoly Observatory (Hungary), Max Planck Institute for Solar System Research (Germany), and the University of Nebraska (Lincoln).
  - Dr. Jim Early, Associate Professor of Computer Science, challenged his CSC390 students to design and build a portable air quality monitor that communicates with their smartphones. Rising to the challenge, students travelled to Paris, Versailles, and Normandy France at the conclusion of the spring semester to test their devices. The data they collect is shared worldwide through the AirCasting platform.
  - More than a dozen students in the Biological Sciences Department presented their research at regional, national and international meetings.
  - History Department faculty served as faculty advisors to over 7 student interns at the Fort Ontario Historic Site where they received "hands on" training in public history. In

addition to developing exhibits, students engaged in archival research, served as tour guides, completed basic maintenance, and participated in historic reenactments.

o   HDV majors are required to participate in two 120 hour internship placements working in human services agencies, schools, nursing facilities and similar setting where they are very much involved in putting their classroom learning into practice in the community.

o   Upper division courses in Modern Languages and Literatures engage students in critical thinking and synthesis of knowledge through meaningful linguistic, literary, cultural, socio-political and historical dialogue within context of the material under discussion. The department uses as references the SUNY Trustees learning outcomes for critical thinking and the Critical Thinking Rubric prepared by the General Education Council.

o   Faculty in Curriculum and Instruction support students as they complete a performance assessment known as the Education Teacher Performance Assessment (edTPA). This assessment requires students to synthesize content and pedagogical knowledge and to critically reflect on the teaching/learning process, which motivates them to engage deeply in their own professional development as future teachers.

o   All students in Health Promotion and Wellness complete a supervised internship in which they synthesize their knowledge of program content into real world contexts.

o   The Counseling and Psychological Services Department's School Psychology students were actively recruited to engage in activism, lobbying, and leadership through local and state-level events. Students participated in a virtual lobby day in April 2015, by advocating for school psychology legislation in New York State.

o   Extended Learning staff at the Syracuse Branch Campus have sponsored 7 student interns in 2015-2016 through the Active Aging and Community Engagement Center. These students have helped plan and implement a number of large complex projects including the Wednesday Walk, Women's Health and Wellness Health Fair, and Gardening project, among others.

o   Most of the 276 workshops offered through CELT in 2015-16 directly or indirectly addressed how faculty can work to assist students in the development of their critical thinking skills and in higher-order cognitive skills, including the synthesis of knowledge.

Impact II:
Our academic quality is demonstrated, extended, recognized, sought-after, and heralded.

- **Performance Driver 1: Create and deliver innovative, rigorous academic programs that match society and student need and maintain existing programs that have proven effective.**
  - Our curricular offerings continued to evolve in response to developments in our disciplines and to the needs of those whom we serve.
    - At the undergraduate level, the following programs completed the review process: revisions to the B.A. in Human Development; Honors in Psychology; B.A. in History; Cinema and Screen Studies; B.A. in Biology; B.S. in Biology; B.S. in Zoology. We created a new Forensic Science Minor; History Minor.
      - At the graduate level, the following programs completed the review process: Advanced Certificate in Behavioral Forensics; M.A. in Strategic Communication; M.A.in Graphic Design and Digital Media; MSEd Adolescent Education, Special Education. We revised the post-baccalaureate advanced degree in Health and Wellness
    - In Summer Session 2015, the Division of Extended Learning mounted 456 sections that produced 3,574 registrations; in Winter 2016, the Division offered 88 sections that produced 893 registrations.
    - The Art Department created a new course in "Modern Art and Mass Culture" that explores the relationship between the arts and mass culture and highlights the impact of popular culture and the mass media in the development of modern art by looking at advertisements, posters, printmaking, postcards, the circus, cabaret and musical revues.
    - Communication Studies' new M.A. program in Strategic Communication completed the external review process and will launch in fall 2016.
    - The Music Department added a course in Heavy Metal music to our General Education offerings.
    - ADWISR was the locus of customized interdisciplinary courses in Computational Engineering, Computational Chemistry, and Communications Systems.
    - The Library provided support for online courses, in collaboration with Extended Learning. This includes more seamless access through Blackboard to library resources, and customized librarian assistance designed in consultation with course faculty.
    - The School of Business's Online MBA Program was ranked #20 nationally by U.S. News and World Report and #22 ranking by Princeton Review.
    - The Accounting, Finance and Law department received approval to offer an Accounting Minor. The minor should be popular for Business Administration, Economics and Finance majors.
    - The Department of Anthropology's capstone course (ANT 410) required an in-depth project designed to improve students' research and writing skills. It also provided them with guidance on applying to graduate schools, how to prepare a professional cv/resume, and included a review of professional and ethical standards for research activities.
    - Dr. Bichindaritz, assistant professor of Computer Science, is the PI of an Innovative Instructional Technology Grant (IITG) grant aiming at developing cross-disciplinary

Open Education Resources (OERs) with SUNY Upstate Medical University. This grant will support us to offer access to our programs to underrepresented student populations while offering preparatory and remediation courses to increase access, completion, and retention.

o The Department of Biological Sciences reviewed and revised all majors and minors.

o The Mathematics Department formalized a new "Track" system for the BS in Mathematics and, in the process, addressed the need for a formal program in Statistics. Reflecting this development, the Department welcomed their third statistician to the faculty.

o The Philosophy Department, in cooperation with faculty in Computer Science and Information Science, has created a course PHL300/ISC300: Ethics and Policy in the Digital Age, which will satisfy accreditation expectations and general education requirements in Critical Thinking and Writing Across the Curriculum for the Information Science program.

o The Extended Learning Division is exploring the possibility and desirability of expanding the College's capacity to assess prior learning in order to better serve the adult and non-traditional student population.

o The Trauma Studies program was accepted for online delivery through Open SUNY and approved by New York State Education for that designation.

o All members of the School of Education collaborate in and across departments to align all programs with the Council for the Accreditation of Education Preparation (CAEP) Standards and to maintain the National Recognition of each of the teacher preparation programs through their respective Specialized Professional Associations (SPA). In addition, Counseling and Psychological Services has maintained national accreditation for its School Psychology program through the National Association of School Psychologists (NASP). It has also submitted for review an accreditation self-study for its Mental Health Counseling Program. The review is designed to critically evaluate existing programs to ensure both academic rigor and effectiveness. An accreditation visit is scheduled for the fall of 2016.

o Curriculum and Instruction created a new MSED Adolescence Special Education Generalist 7-12 graduate program that was approved by NYSED and SUNY and meets the needs of local/regional secondary special education students and teachers.

o Faculty in Health and Wellness developed the Open SUNY-Plus fully online Health and Wellness Advanced Graduate Certificate program, and faculty members are currently working to complete a fully online BS program in Wellness Management.

o The Psychology Department added options so that students can now complete laboratory-based research to address important research questions.

o Vocational Teacher Preparation developed and launched a Career and Technical Education (CTE) undergraduate certificate program in partnership with Syracuse City School District to meet the needs of an expanding CTE secondary education program. This program will expand to support Central New York Board of Cooperative Extension Services (BOCES) CTE programs as well.

o The General Education Council took two key steps during 2015-2016. First, it built on and championed the work done by the Writing Across the Curriculum Committee, approving and forwarding to Faculty Assembly a plan for systemic review and assessment of student writing in the major. Second, it advanced a proposal to change

General Education requirements to permit any World Awarness course to count in the Student Choice section of the requirements, thus amending GE 21.

- **Performance Driver 2: Provide high-impact, inspiring and transformative learning experiences.**
  - CTS with support from instructional designers in Extended Learning migrated the campus to Blackboard from Angel beginning fall 2015. This move involved more than 1,000 sections per semester plus extensive training and provided faculty and staff with an enhanced course management system.
  - RISE funded 86 opportunities for students across the campus to present their work at events internationally, nationally and regionally including 2 international conferences, 22 national conferences, 6 regional events and 4 local events.
  - Each semester, the Art Department's "2-Minute" Theatre" event showcased mini movies (2 minute versions of major motion pictures) made by students in Art 309: Multimedia I to audiences of over 100.
  - 185 Communications Studies majors completed internships in academic year 2015-2016.
  - Faculty from Art and Music collaborated to design and teach "Cuban Culture through Photography and Music," a course on Cuban culture that included study abroad in Havana in January 2016.
  - The Library collaborated with International Education, CTS, Registrar and others to partner with CAPA and a "Library of Record" for international programs. The contract is now in place and final details of access and resources are being determined.
  - With support from a TIP grant, Penfield Library initiated a "Maker Services Program" focused on technologies (e.g., 3D printing, electronics, laser printer) and other making resources (e.g., sewing machine), intended to promote informal learning and be highly collaborative and interdisciplinary. This program supports the entire student and college community in learning to meet changing needs.
  - School of Business undergraduates under the mentorship of Mary Rodgers participated in the CFA Research Challenge. The team progressed from the first elimination round of the Western New York regional stock research competition to present at the 2nd round in Buffalo.
  - Under the guidance of Prof. Mary Rodgers and Mark Slayton, the Investment Club presents its investment strategies and outcomes annually to the SUNY Oswego Foundation Board and the School of Business Advisory Board.
  - Dr. Fehmi Damkaci, Associate Professor of Chemistry, organized another successful "Genius Olympiad" bringing over 850 high school students and their councilors to campus, with over 450 science, art, music, creative writing and architectural design projects from 65 nations and 32 states showcased on our campus from June 12-17, 2016.
  - Dr. Fiona Coll, assistant professor of Literature and Technology, used her Faculty-Student Challenge Grant to support graduate student Sean Milligan's project to develop a digital edition of Morgan Robertson's writing. Robertson (1861-1915) was born in Oswego, NY. Over his lifetime, he published fourteen novels and approximately 200 stories based on his sea-going experiences. His work has since fallen into obscurity. The proposed project will resuscitate and make available his work to larger body of scholars of maritime literature.

- o The Atmospheric and Geological Sciences Department offered a study abroad field immersion course in "The Geology of the Bahamas" in January 2016. During this course, students learned about the modern culture of the island, the history (Columbus' landing site and loyalist ruins), as well as the modern climatic implications studying coral bleaching events.
- o The robust high school programs offered by the Modern Languages and Literatures Department continue to underwrite SUNY Oswego's Global Experience Travel Grants from Oswego (GETGO) program. The presentations given by students upon their return attest to the transformative nature of their experiences.
- o The Art Department collaborated on ARTSwego's Buckminster Fuller presentation that included Hewitt Lobby displays, creation of a geodesic dome, and a projected "Still Life" that explore the connection between painting and photography.
- o The School of Education hosted the fifth annual Oswego Writing Institute for more than 100 teachers and administrators from Central New York school districts. The institute provided intensive professional development workshops that included participation by several SOE faculty, two renowned authors, and the SOE Dean's Writing Award winners.
- o DigitalOZ, an online showcase for stellar students at SUNY Oswego, launched in spring 2016, shortly after the implementation of the Creativity Lab in fall 2015. Faculty associated with the Creativity Lab along with Compass staff mentor students nominated for DigitalOZ. Once nominated, students work with the Creativity Lab to compose multi-media presentations for DigitalOZ. The goal is to give students the ability to market themselves and their nascent digital portfolios on various platforms, from the creation of their own professional web sites for uploading digital essays to contributing watermarked samples of their academic research to the new Oswego Digital Library. Faculty mentoring occurs outside the classroom, but is required of students taking the course, thus ensuring each student has a personalized experience.

- **Performance Driver 3: Hire and maintain diverse and accomplished faculty and staff and ensure that equitable employment policies and practices are in place across the institution.**
  - o Communication Studies networked with HBCUs to solicit applications for various departmental positions.
  - o The School of Business became a member of the Ph.D. Project, an initiative to increase the number of underrepresented minority business faculty.
  - o During 2015-2016, the School of Business hosted visiting international scholars from Shangahi Normal University, Dailan Maritime University, Ocean University, Ningbo Institute of Technology, University of South China, City of University of Hong Kong, and Beijing Foreign Studies University. Collaborations with visiting scholars over the past decade have resulted in 13 coauthored peer-reviewed journal articles.
  - o All departments in the College of Liberal Arts and Sciences revised and affirmed or developed and adopted detailed departmental bylaws that specify the procedures for election of the department chair; the chair's responsibilities; the membership, structure, and duties of personnel and other committees; and how department meetings will be conducted. A detailed set of criteria to be used in the evaluation of faculty members seeking reappointment, tenure, and promotion was required from each department to

make more specific our expectations for Mastery of Subject Matter, Effectiveness of Teaching, Scholarly Ability, University Service, and Continuing Growth.
- o Faculty on the School of Education's Diversity Committee worked across departments to create and maintain more inclusive environments for both faculty and students. Diversity Committee members participated in and encouraged their colleagues to participate in campus activities like the ALANA conference, presentations of many visitors to our campus who talked about diversity issues, professional regional, state, and national conferences, and activities generated by School of Education.

- **Performance Driver 4: Incorporate and infuse dynamic and effective teaching practices in curriculum across the college.**
  - o CTS supported upgrades to classroom technology in Mahar, Rich and Shineman created the possibility of even greater use of instructional technology tools.
  - o EOP incorporated Mazur teaching and instructional methods.
  - o Broadway Director Don Gaverick directed the spring production of "Pirates of Penzance"("Space Pirates on the Planet Penzance") giving students first hand exposure to a professional director, choreographer, and lyricist.
  - o Faculty in multiple disciplines including Anthropology, Atmospheric and Geological Sciences, Chemistry, Economics, and Native American Studies report that they integrated the use of clickers in their classroom teaching. This tool facilitates peer instruction, flipped classrooms, low-stakes testing, and mastery learning and also streamlines taking attendance.
  - o A majority of Economics faculty continue to use Panopto lecture capture software. They report that this technology receives very positive feedback from students for the ability to review lectures. For this reason, it has become an important resource in supporting the learning
  - o Faculty in the Mathematics Department expanded the use of instructional technologies such as statistical software, mathematical typesetting systems, and software for geometry and algebra in their instruction.
  - o Faculty in the Modern Languages and Literature Department report using a two-stage learning experience in which the student views foreign language films and then writes a reflection paper on some of the cultural and linguistic habits represented in the movie.
  - o Philosophy Department faculty have been active in applying innovative teaching methods and measuring results. Faculty have for example measured the impact of peer instruction methods in logic classes, finding evidence for a significant improvement. One faculty member attended Dr. Eric Mazur's class at Harvard University in order to observe expert peer instruction in action.
  - o CTS in partnership with CELT and the Bookstore launched the eTexts for Teaching and Learning Project, providing free electronic materials in 6 spring 2016 classes. Assistant Professor of Anthropology Doug Pippin participated in this pilot program and reported that approximately 80% of the students considered it to be a positive experience.
  - o Curriculum and Instruction used a variety of teaching strategies across courses, which included formal and informal evaluations of students' work to monitor progress, collaboration, discussion, presentations, online learning, use of flipped classroom models, guided reflection on teaching practices (including culturally responsive teaching), video recorded teaching sessions, and mock team meetings.

- o Faculty in Health Promotion and Wellness attended CELT professional development sessions and Blackboard training to advance their use of educational technology and innovate their teaching practices. They also invited instructional designers to faculty meetings where they worked with all faculty who teach online courses to innovate teaching and learning in an online environment.
- o Expanded library instruction to include semester-long, course-integrated library assistance in Business courses. A one-credit lab was also piloted within a capstone Philosophy course to support the computer and information literacy general education requirement for Philosophy.
- o The Instructional Designers in Extended Learning work with faculty to create and refresh courses in the Blackboard Learning Management System. They also support faculty in integrating innovative and engaging pedagogies and technologies.
- o Faculty in the Sociology Department have incorporated technological teaching tools including in-lecture participation software (i.e., Top Hat) and small group discussions.

- **Performance Driver 5: Implement robust and creative professional development activities readily accessible to all faculty and staff.**
  - o Faculty across the college were regular participants in professional society and disciplinary organizations at which they delivered more than 350 presentations on campus, regionally, nationally and internationally.
  - o CST awarded $60,000 to faculty in TIP Grant support to fund initiatives that related to instruction, student usage, and student learning through technology.
  - o Several Curriculum and Instruction faculty participated in Project SMART (Student-Centered, Multicultural, Active, Real-World Teaching). Project SMART's professional development program brings together teachers from regional schools and university faculty making for a rich and robust, professional development learning community.
  - o The College of Liberal Arts and Science instituted a Brown Bag Discussion Series focusing on the Digital Liberal Arts in fall 2015 and Interdisciplinarity in spring 2016.
  - o The Mathematics Department reports that faculty have been engaged in yearlong Teaching Roundtable Discussions as a forum to discuss teaching ideas and techniques.
  - o IR&A provided professional development to academic support units in the area of assessment and institutional effectiveness and organized a series of Skype meetings with Dr. Mazur.
  - o OIEP organized international faculty development conferences in Kolkata, India (January), and in Shanghai, China (March).
  - o In fall, SCAC approved 13 student grants totaling $12,089 in awards as well as 7 faculty proposals totaling $17,791. In the spring, 10 faculty proposals totaling $26,532 were approved. In spring, fourteen Faculty-Student Challenge Grant proposals were approved with awards totaling $58,499. Three Faculty Mini Grants were reviewed and funded with awards totaling $750.
  - o In 2015-2016, the Institute for Global Engagement (IGE) awarded 6 "Internationalization Course Redesign" grants and 6 "Global Engagement Guest Speaker" grants. IGE subsequently hosted a workshop on course internationalization for 15 faculty and staff (including the recipients of the Internationalization Course Redesign Award). IGE also

organized the IGE Hour, an annual discussion series feature local faculty and external speakers.

- o Graduate Studies created and delivered training in application review software to all directors and staff involved in graduate programs.
- o The Center for Excellence in Learning and Teaching (CELT) offered a series of activities over the 2015-2016 academic year that included workshops on clicker technology, flipping the classroom, using Starfish, and working with Writing Fellows. Director John Kane and Associate Director Rebecca Mushtare also led a reading group for Michelle Miller's book *Minds Online: Teaching Effectively with Technology* and maintained a library of video resources.
- o Graduate Studies staff attended the Northeast Association of Graduate Schools annual conference as well as a Digital Summit seminar and a Drupal/Digital Marketing workshop.

- **Performance Driver 6: Empower and recognize faculty and staff participation in collaborative and cross-cutting research and creative work.**
  - o Our faculty and staff made more than 350 on- and off-campus presentations of their scholarly work during 2015-2016. In addition, they reported nearly 188 creative works, 258 published articles and 13 books.
  - o The Library began development of the College-wide Institutional Repository (OswegoIR), a component of the Oswego Digital Library which is intended to be openly searchable worldwide. The OswegoIR houses scholarly and creative work of faculty and students, along with materials created by units and programs at the College. The Library also created a Display to Archives exhibit of contributed faculty scholarly and creative work in newly renovated library lobby and celebrated all faculty scholarship, and in particular these contributors, at a well attended faculty luncheon on Quest Day.
  - o Rice Creek provides multiple opportunities for collaborative research and creative work. In 2015-2016, it supported scholarly activities by offering annual grants for students and faculty, organized 8 Rice Creek Reflections which provide opportunities for our faculty to present their research and/or attend these events; and organized a separate Rice Creek Quest session with 8 presentations and posters.
  - o Faculty increased the number of grant applications submitted, the number of new awards, the value of the awards, and the number of unique principal investigators (see Table 1 below).

Table 1. Grant History in Academic Affairs: 2011-2012 to 2015-2016

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	5 year % Incr
New submissions	43	50	66	87	105	144%
New awards	42	52	51	60	62	48%
Awarded funds (millions)	$3.0	$3.9	$4.3	$4.3	$4.725	58%
Unique PIs	N/A	N/A	N/A	40	51	N/A
Source: ORSP, August 2016						

- The President celebrated full-time faculty scholarly and creative activity and teaching excellence with President's Awards. The Provost recognized mentoring and adjunct faculty teaching while the Office of Research and Sponsored Programs recognized faculty grants-writing with Awards of Excellence in Research and Sponsored Programs Medals.
- Departments and offices employ a variety of strategies for recognizing, celebrating and supporting the scholarly and creative activities of faculty colleagues. These include display cases, bulletin boards, recogntion in performance reviews, load reassignments, Penfield Library's Display to Archives, financial support, and induction into honor societies. A sampler of the impact of these actions includes collaborative research with colleagues at other institutions; presentation at the CLAS Brown Bag on interdisciplinarity and the status of the humanities in the 21st century; an initiative to create a Digital Humanities Minor, team teaching; and journal publication. SUNY Oswego continues to host two scholarly journals. Dr. Kestutis Bendinskas, professor of biochemistry, serves as editor of the *American Journal of Undergraduate Research*, a peer-reviewed open-source publication for student scholarly and creative work in a wide variety of fields. Dr. K. Brad Wray, professor of philosophy, serves as co-editor of *Metascience*.
- The School of Education hosted 16 professors in the summer of 2015 for two weeks, and 13 professors in the summer of 2016 for three weeks, from Central China Normal University. These visitors participated in professional development presentations related to teaching, learning, pedagogy, educational technology, and school leadership. Faculty and staff also hosted 36 educational leaders from India for four days in 2015 for similar professional development workshops.

Impact III:
Communities we touch experience increased prosperity, social equity, sustainability, self-sufficiency and greater educational attainment.

- **Performance Driver 1: Elevate and support productive external partnerships.**
  Students, faculty, staff from departments across the campus provide valuable services to local and regional non-profits and governments through individual volunteer work, class projects and through formal and informal partnerships. Examples include:
  o The Department of Communications Studies created an on-campus video production company called Lakeside Media at SUNY Oswego. Lakeside Media provides video production services to local organizations. Not only do these clients receive terrific videos for their use, but students received pay for their production services and build their portfolio.
  o Dr. Taejin Jung, Assistant Professor of Communication, continued to work with the Oswego County Health Department on its smoking cessation programming. His "Smoke Free for My Baby and Me" campaign had a 73% success rate. In addition, he worked on the "Healthy Highway" campaign that targets the Oswego County School District.
  o CEL developed partnerships with multiple school districts.
  o IR&A participated in discussions with Cayuga CC, Mohawk Valley CC, Onondaga CC and with On-Point for College.
  o Music Department faculty provide leadership and support to community music organizations including the Oswego Opera Theatre, the Laveck Music Series (Pulaski), the Oswego Youth Orchestra and the Oswego Youth Conservatory.
  o Theatre faculty directors and students performed in the Bi-Centennial production of The Great Rope, a play based on Oswego history and involvement in the War of 1812 at Fort Ontario.
  o The Office of Sustainability partnered with New York Energy Manager, SUNY ESF, SUNY Cortland, SUNY Oneonta, SUNY Albany, and the CNYRPDB on a $1 million New York Energy to Lead Grant.
  o Penfield Library partnered with local public library, local newspaper and regional library consortium to digitize and provide worldwide access to the local newspaper, *Palladium Times* and its predecessors, through New York State Historic Newspapers database. The project is targeted for completion in 2016-2017.
  o On behalf of local government agencies and under the direction of faculty and staff, MBA students conducted research that will support workforce training (Oswego County), branding and communications (Town of Marcellus), strategic planning (Safe Haven), customer service (Syracuse Regional Airport Authority), acquisitions analysis (Constellation Brands), and parking policies (City of Oswego).
  o Faculty from Anthropology consulted for the Thousand Islands Land Trust, the Cape Vincent Historical Association, the New York State Archaeology Association, the Henderson Harbor Historical Association, and Fort Ontario State Historic Site and with state agencies on matters related to forensic studies and bioarchaeology.

- o Dr. Isabelle Bichindaritz, assistant professor of computer science, collaborated with SUNY Upstate Medical University (UMU), contributing to the SUNY 2020 Labs to Jobs grant, a SUNY Performance Fund grant, and the Upstate Revitalization Initiative, from which SUNY UMU and SUNY Oswego will benefit in the areas of precision medicine, biomedical informatics, and data analytics.
- o Modern Languages and Literatures maintains productive external partnerships with a number of universities connected with its study abroad locations for SUNY Oswego students, most notably those in Barcelona, Paris, Leipzig, Osnabrück and Graz.
- o The Physics Department maintains strong collaborative partnerships with the University of Nebraska, Lincoln, Drexel University, Cornell University, Texas A&M, University of Florida, Delhi University, Inter-University Center for Astronomy and Astrophysics (Pune, India), National Central University, Taiwan, Konkoly Observatory (Hungary), Max Planck Center for Solar System Research (Gottingen, Germany), European Southern Observatory (Munich, Germany).
- o Rice Creek Station maintains a rich array of collaborative programs and relationships with groups and agencies including Oswego County Soil and Water Conservation, NY Waterfowl/Wetlands Collaborative Network, Oswego County Tourism Advisory Council, and the New York Department of Conservation
- o School of Education actively participated in Professional Development School (PDS) initiatives as part of the School of Education's Team Sheldon, a collaborative partnership with seven Oswego County School Districts, and the Oswego County Center for Instruction Technology & Innovation (CiTi). Collaborative issues addressed by this partnership included Field Placement (including early field experiences and student teaching), needs assessment for new programs, implementation of instructional techniques for diverse populations, and review of programmatic coursework to ensure that the rigor of the curriculum is meeting the needs of the (continuously) changing learning environment.
- o The School of Education engaged in numerous professional development school (PDS) initiatives in Oswego and Onondaga counties, supported by funding from each school district and SUNY Oswego. More than a dozen faculty members of the departments of Curriculum & Instruction, Technology, and Counseling & Psychological Services participated in various PDS initiatives. Additionally, the Onondaga Nation School Partnership, a literacy professional development initiative, involved candidates in our Literacy program.
- o The School of Education's Field Placement Office staff members worked across the School of Education to establish partnerships in more than 50 school districts to place, support and assess the performance of more than 600 student teachers each year. This office also has helped the School of Education secure funding from the NYS Education Department in partnership with Grant Middle School in Syracuse, to support ten candidates in clinically rich residency experiences, where candidates worked alongside experienced teachers to support the learning of middle school students and to support the mission of that school to improve the quality of instruction.
- o The Department of Technology actively worked with regional industries to partner through activities including product and robotic development, internships, and cooperative learning experiences. For example, faculty members worked with R&D Design and Associates, a plastics mold design company to create an LED-based light

prototype as a component of a product they have under development. In another partnership with Exelon, faculty members worked on developing robotics for doing inspections in areas where human workers are restricted.

- **Performance Driver 2: Integrate and embed arts, athletics and recreation offerings in the community.**
  - OIEP sponsored the fall semester visit by two Indian theatre scholars who directed Oswego students in an original theatrical work called "The Stone Age."
  - The 2nd Annual Oswego Iron Pour brought in a large number of persons from campus (art and technology students) and regional high schools whose students created molds for castings.
  - Health Promotion and Wellness faculty and ten HPW student interns actively participated in the collaborative "Wednesday Walk" series in downtown Syracuse where they earned an "Urban Innovation Award," for a successful, trail-blazing activity in a previously underdeveloped facet of Downtown Syracuse. The innovative program is a collaborative effort among health-conscious organizations in our community. These organizations include the SUNY Oswego Metro Center, The SUNY Oswego Department of Health Promotion and Wellness, Cornell Cooperative Extension, The Downtown Committee, Metro Fitness, the Greater Syracuse YMCA, and the American Heart Association.
  - The Music Department provides over 60 concerts per year (the majority of which are free of charge) for the campus and greater community.
  - The Art Department's "Found Negative Project Oswego" involved the restoration of negatives and creation of an archive of photos taken in Oswego in the 1950's and 1960's. These photographs have been displayed on campus [and included in an online posting for the community.
  - The Theatre Department presented four productions on campus: "The Bacchae," "The Stone Age," "The Mousetrap," and "Space Pirates of the Planet Penzance," reaching an audience of more than 2,500 members of the college and community.
  - Penfield Library collaborated with Art and Writing faculty for four library exhibits of student/faculty/emeriti artwork and the Deans' Writing Award papers. These exhibits are viewable by the public whenever the library is open.
  - English Professors Joshua Adams and Amy Shore were Co-Directors for the 7th Annual SUNYWide Film Festival hosted by SUNY Oswego, April 8-9, 2016. Renowned Hollywood director Christine Vachon spoke as a keynote, and exemplified the professionalism and high energy that goes into showcasing the best of SUNY's filmmaking talent.
  - The English and Creative Writing Department orchestrated several projects that reached into the community. For example, Oswego High School students and their teacher, Melissa Martin, produced illustrations used in "Graphic Flash 5," a collaboration led by Creative Writing's advanced fiction students. Additionally, Poet Laura Donnelly mentored four of her advanced CRW poets who presented poems commissioned for art openings in the Downtown Artist Series Poetry Commissions at the Oswego Downtown space on October 30, January 29, and May 20.

- **Performance Driver 3: Widen and deepen college programming that serves the social needs of the community and clearly communicate the presence and value of these programs.**
  - CEL increased the number of Mentor-Scholar Program sites to 5 and recruited 120 Oswego mentors who worked with 200 mentees in Oswego County. CEL also created a partnership with Cayuga CC and offered STEM mentoring at Fulton Junior/Senior HS with 15 college students and 30 K-12 mentees.
  - EOP incoming students provided community service to the 2015 Harborfest in Oswego.
  - Faculty of the Art Department worked with alumni and 15 students to do artist presentations at The Gardens, an assisted living facility in Oswego. Another Art colleague worked with students to help the Oswego Children's Museum redesign and launch a new website.
  - The Music Department hosted a shared concert with Latin Jazz Ensembles from both the Crane School of Music and Oswego. This successful collaboration played to a sold out house of approximately 300.
  - Penfield Library developed and promoted the new library "Speakers' Corner". This space is available by reservation for academic programming and has been utilized for over 15 events this year.
  - Accounting students under the guidance of faculty Andrea Pagano and Dean Crawford, offer tax assistance to low and moderate income households through the Volunteer Income Tax Assistance (VITA) program. In 2015, 63 School of Business students volunteered and prepared 383 free IRS-certified tax returns. Taxpayers whose returns were prepared by the VITA program received a total of $472,612 in Federal Refunds and $99,836 in State Refunds.
  - Dr. Scott Roby, Planetarium Director, continues to make significant contributions to the campus and local community through his stewardship of the Planetarium. Of particular note is Dr. Roby's taking his show out into the local schools. He visited Minetto Elementary in May 2016, and gave a presentation on the moons of Saturn to the student body, in conjunction with their Star Wars-based year-end reading program.
  - The Atmospheric Science's Lake-Effect Storm Prediction and Research Center (LESPaRC) maintains relationships with local schools and the New York Department of Transportation (DOT).
  - The Economics Department hosted a workshop in December that featured an invited lecture by Prof. Laurence Malone of Hartwick College on the fiscal challenges facing small cities in upstate New York. Prof. Malone delivered his talk at City Council Chambers at City Hall, before the Mayor and the Mayor-elect. In addition, members of the City Council and Oswego citizens attended.
  - The Departments of Human Development and Public Justice are joining with the School of Business and School of Education to offer programs at the Branch Campus in Syracuse.

- The School of Education's Sheldon Institute, a summer enrichment program for children grades two through ten, served more than 130 students in art projects, science, language, history, cultural appreciation, and sports in the summer of 2015.
- Faculty in the Educational Leadership Program along with students partnered with multiple school districts and BOCES across New York State to research and provide recommendations for solving district-specific issues identified by school leaders that promise to support student achievement.
- Students participating in the non-credit Engaging Creative Minds summer camp program were exposed to STEAM-based programs coordinated by the college. In the summer of 2015, the program had 247 enrollments from local students age 8-12. For the summer of 2016, the program has expanded to include ages 7-14. Federal grant funding underwrote scholarships for low income participants, allowing students in foster care, students from families receiving food stamps or public assistance, or students whose family income meets the 200% poverty qualifier to attend free of charge.
- The Smart Neighbors Project led by Prof. Leigh Wilson with support from a SUNY Performance and Investment Grants as well as a Shineman Grant, began in 2015-2016. Among its first initiatives was the use of multiple SUNY Oswego courses from several disciplines that collaborated to promote a downtown Oswego independent business, River's End Bookstore, which benefitted from the numerous and varied student products. The courses met together three times during the fall 2015 semester. The project encouraged lifelong engagement with community service and applied learning.

Impact IV:
Our proven institutional effectiveness results in increased resources, flexibility, academic capacity and institutional success.

- **Performance Driver 1: Expect and support a college-wide culture of program review and data-rich assessment to provide a systematic feedback loop in all operational endeavors and foster excellence, abundance and student success.**
  - The following programs conducted their five-year reviews in 2015-2016: Gender and Women's Studies, Geology, Math/Applied Math, and Public Justice. The visit teams for each of these programs have submitted their reports. In addition, programs continue to implement their assessment plans in accordance with guidance.
  - Penfield Library completed work on a three-year library strategic plan, *Library of Tomorrow*. The plan was developed over the past 18 months in consultation with students and faculty; it aligns closely with SUNY Oswego's *Tomorrow* plan.
  - CTS completed and implemented its strategic plan -- the *Digital Campus: Technology for an Enhanced Tomorrow* – that is tightly aligned with the College's *Tomorrow* plan. As envisioned by the plan, various IT governance committees have been created and begun work.
  - IR&A coordinated the Assessment Fellows Program and the Student Learning Outcomes assessment program and facilitated the assessment of Academic Support Units. IR&A also maintained the *Factbook* and designed, developed and implemented a number of assessment and data collections programs including the annual reporting system and strategic planning indicator data collection system.
  - OLS used Tutortrac software for data collection of all tutoring services.
  - ORSP implemented an electronic tracking spreadsheet on a secure serve to allow staff and directors real-time access to review progress of purchasing and reimbursement requisitions.
  - The Theatre Department received a positive response from its professional accrediting agency, the National Association of Schools of Theatre (NAST), to its report on curriculum and facilities.
  - The School of Business has applied to its professional accrediting body, AACSB, International, for an October 2017 Continuous Improvement Review (CIR). The CIR is required every five years to maintain AACSB accreditation. As part of the high needs grant, the MBA HSA program worked with a consultant to explore CAHME (Commission for Accreditation of Healthcare Management Accreditation) accreditation.
  - Based on faculty assessment of the program, the Creative Writing Program revised its "Writing Plan" for GenEd in order to reflect more contemporary professional expectations and values; the Program also revised its Critical Thinking Plan for GenEd in order to reflect a more program- and student-centered focus on critical thinking and the art of writing.
  - The Department of Electrical and Computing Engineering is preparing for a future application for accreditation by the Accreditation Board for Engineering and Technology (ABET). The Department organized and conducted a 3-day faculty retreat to inform,

educate, and prepare the faculty for accreditation, course outcomes assessments and data collection and organization.

o In the School of Education and as part of the Council for Accreditation of Counseling & Related Educational Programs (CACREP) accreditation process, Counseling and Psychological Services faculty collected and analyzed program-wide data related to learning outcomes and reported that information to regional mental health providers. Similarly, Faculty in program areas across the school collected and assessed data necessary for the next Council for the Accreditation of Educator Preparation (CAEP) accreditation review.

o The Division of Extended Learning adopted the SUNY OSCQR online course review rubric and instituted a review cycle for ongoing online course evaluation and enhancement. In all, 37 courses that comprise the online offerings for the MBA and MBA HSA programs have been reviewed using the OSCQR rubric, as the first step in refreshing and enhancing these courses.

- **Performance Driver 2: Solicit and obtain robust private support.**
  o The Departments of Music and Theatre launched a campaign that allowed alumni to sponsor seats in the renovated Waterman Theatre. By June 30, the campaign had sold approximately 100 seats.
  o Creative Writing has instituted an annual "thank you" gift (in the form of a Living Writers Series program signed by all participating authors) to alumni contributing to the Creative Writing Foundation accounts each year. There were 14 signed programs sent out for 2015-2016.
  o Extended Learning's Veteran and Military Services Coordinator worked with the Development Office to invite and coordinate a presentation by a Veteran at a Military Appreciation Night at a men's hockey game in November that included a veteran's organization resources fair aimed at both our student veterans as well as veterans in the community.

- **Performance Driver 3: Solicit and obtain extramural funding for sponsored projects.**
  o Faculty and staff colleagues in CLAS applied for and received funding totaling more than $3.5 million that will support a variety of projects and programs including Biomedical Informatics, mathematics instruction, human development, trauma research, and neighborhood development.
  o Educational Leadership faculty worked with ORSP and received *Building Leadership Excellence for Needs-Based Districts* (Project BLEND) funding for a third three-year round (2015-2018), with the most recent award of $750,000 to support the Educational Leadership program.
  o IR&A provided data to support grant submissions including the successful high needs grants (SUMS, Start Now) and the NSF Transfer STEM.
  o EOP participated in the Summer Food Service Program, a federal grant program that provides meals for summer students under the age of 18 who are attending the summer EOP Program.
  o Dr. Bill Bowers, Associate Provost for Research Development and Administration, met with multiple departments to encourage application for external grants and to discuss the

support provided by the Office of Research and Sponsored Programs. 2015-2016 was another successful year for ORSP which reports:
- 19% increase in the number of grants applications/contracts submitted
- 5% increase in the number of grants/contracts funded
- 28% increases in the number of unique PIs and Co-PI's
- A significant increase in patent application activity.

- Associate Provost Rameen Mohammadi Participated in the development of the SUMS proposal in summer and fall of 2015. This proposal was funded for $1 million. Implementation is in progress.

- **Performance Driver 4: Put physical resources, capital assets, and technological capabilities to their highest usefulness and ensure they are protected against waste and deterioration and are renewed and strengthened to advance continuous improvement.**
  - Pending completion (fall 2016) of the Tyler Hall Phase I renovation project holds the promise of superb facilities for art, music and theatre students.   Phase I features a new instrumental rehearsal room, choral rehearsal room, audio recording studio, Tyler Art Gallery, and Box Office and an updated practice rooms as well as a completely renovated Waterman Theatre. Additionally, support areas for these new spaces have been upgraded or created. Necessary equipment and technology has been purchased and installed. The result will be a more efficient, accessible and functional building.
  - School of Education faculty and staff worked with all groups and individuals responsible for designing and bringing to fruition renovations to the Wilber Tower Renovation schematic. The Steering Committee, the Executive Steering Committee, and the Dean orchestrated office moves into surge spaces, reviewed proposals, and continue to work toward finalizing plans that will assure state-of-the-art classrooms and other areas in this building.
  - CTS supported the ongoing renewal and renovation projects in Hewitt, Tyler and Waterbury and is midway through a data center renewal that will reduce significantly its footprint and cooling requirements. It also tested a beta version of Banner XE registration that should further assist students in registering for classes and monitoring their progress toward degree completion. CTS also moved ahead on its efforts to increase the number of wireless access points (WAPs) in the academic areas on campus so that, by the beginning of the fall 2016 semester, there should be 1,349 WAPs, an increase of 62% from last year. CTS also implemented two Google Chrome book pilots in collaboration with the School of Education and made improvements in the management of internet bandwidth that resulted in expanded internet access by 50%. Further, CTS implemented the Event Management System (EMS) that serves stakeholders across the campus including Campus Life, the Registrar's Office, Athletics, Auxiliary Services and the Library. EMS is expected to increase overall functionality for planning and to enable users to do more self-service.
  - CEL implemented a new electronic database to track internship and co-op opportunities.
  - The Communication Studies Department is enjoying the benefits of upgrades to Studio A in Lanigan Hall that is now a 6-camera high definition facility. The editing suites and

radio labs in Lanigan have also been upgraded. These facilities now meet or exceed industry standards, extending SUNY Oswego's dominant position in the broadcasting and mass communication field.

- o Graduate Studies continued to refine its CRM (Hobsons) to simplify and accelerate the application, acceptance and enrollment processes. It also provided digital alternative so that graduate programs could more efficiently process applications and share applicant information.
- o The Office of Sustainability launched the Tap In Project that saved over 21,500 disposable water bottles from being wasted over an eight-week campaign.
- o Penfield Library completed extensive renovations of the library's first floor lobby and Reference Room, transitioned all media delivery to streaming and DVD formats and added the Kanopy streaming video database to library collections; and launched a major initiative to develop the Oswego Digital Library (OswegoDL) that will enhance access to previously digitized Special Collections' college and local history materials.
- o The Division of Extended Learning worked closely with the VP for Finance, AVP for Facilities, CTO and others to ensure that the Syracuse Branch Campus has the physical resources and technological capabilities to support faculty, staff and student use. An IGLU site was finished, an additional Smart Board was installed in a classroom, and the 3rd floor rooms and the Executive Suite were both scheduled and used by faculty, students and staff. These investments paralleled a decision to concentrate programming efforts at the Branch Campus and relocate from the Phoenix Extension Site on June 1, 2016.
- o During a four-day residency by Artistic Director Ian Belknap of The Acting Company, ARTSwego worked with Campus Technologies to arrange live video interaction with playwright Marcus Gardley from Los Angeles. Gardley offered commentary and answered questions as student actors from the Theatre Department prepared and presented a reading of his script-in-development about Malcolm X.

- **Performance Driver 5: Conduct practices that enable natural resources and the environment to be responsibly and proactively stewarded and protected.**
  - o The Sustainability Office served as LEED liaison for all renovation projects on campus and implemented Energy Manager software to monitor and control energy use on campus. It also led and supported recycling and food waste reduction education programs and sponsored a bike share program.
  - o Departments and individual faculty colleagues cite a variety of practices ranging from the creation of new courses focusing on/including sustainability to delivery of a minor in Sustainability Studies to paper waste reduction to support for the Permaculture Living Lab.
  - o During first floor renovations in Penfield Library, Librarians incorporated sustainable practices with installation of a bottle filling station and LED lighting throughout the Reference Room and lobby area.

Impact V:
Our work contributes to finding solutions
for the grand challenges of our times.

- **Performance Driver 1: Instill the belief that SUNY Oswego can contribute at the highest levels of theory and application to provide solutions to critical challenges.**
  - o CTS is at the leading edge of implementing technology within the SUNY System. Under CTS leadership, Oswego was the first campus to implement IT Service Management and Service now and has made impressive strides in connecting the campus through its wireless expansion programs.
  - o The School of Education has been supported since 2000 by the Center for Urban Schools to establish a presence in urban schools where student poverty rates are the highest, student diversity is the norm, not the exception, educational resources are extremely scarce, and where student achievement, as well as teacher availability, are the lowest in New York State. Expanding our influence beyond Oswego County and into the region's urban school districts (Syracuse, Utica, Rochester, Albany/Troy, and New York City) our School of Education Center for Urban Schools served as a resource center for communication among students, staff, faculty, and urban partners.
  - o Most recently the Center for Urban Schools supported a NYS Education Department funded Intensive Teacher Institute (ITI) TESOL graduate certificate program, a federal First in the World project aimed at increasing support for transfer students (mostly from urban backgrounds) who study at SUNY Oswego, and a NYSED School Improvement Grant (SIG) to support clinically rich residency candidates in the Syracuse City School District. The Center is also working with the Vocational Teacher Preparation Department to develop a Career and Technical Education certificate program in partnership with the Syracuse City School District.
  - o Curriculum and Instruction seeks to reform P-12 education across the state and to strengthen preparation of teachers. One key aspect of this effort is to ensure that pre-service teachers enter schools in a "profession ready" manner, prepared with exceptional knowledge, skills, and dispositions to ensure that every student succeeds. SUNY Oswego has played a leadership role in contributing to this effort. We embarked on program development that incorporates extensive, clinically rich residency opportunities for our candidates.
  - o To address the critical issue of childhood obesity in Oswego County, faculty members in Health Promotion and Wellness collaborated with faculty in the Biological Sciences Department and others in the community to focus on behaviors related to unhealthy eating (the BOUNCE program).
  - o The Communication Studies Department continuously offers courses to increase media literacy, information literacy, computer literacy and communication competence. This includes intercultural communication competence, which is the specialty of one faculty member who co-presented a webinar with Catherine Fisher of the University of Calgary for the Canadian Bureau of International Education (CBIE) in December 2015 on "Becoming Culturally Aware -- How to get and keep intercultural contact on track."

- **Performance Driver 2: Vibrant, engaged and curious faculty, staff and students delve into multidisciplinary investigation of problematic social and global issues.**
  o The Office of Sustainability supported cross-curricular solutions to trash and food waste reduction and energy conservation thorough its TapIn Program, Recyclemania Competition, and PermaCulture Living Lab.
  o The Communication Studies Department's work with the Oswego County Health Department specifically addresses major health concerns in the county.
  o The Theatre Department's "India Project – The Stone Age," addressed the issue of drug abuse and the culture surrounding the selling, distribution and use of drugs and explored the challenges and concerns of America's youth.
  o The School of Business Student Advisory Council, in collaboration with the Dean's Office and the Alumni Office, organized the 2015 Business Symposium Panel Discussion on The Impact of Technology on Business: Implications for Millinials. The October 13, 2015 panel featured President Deborah Stanley and Advisory Board members Mike Durney (CEO of DHI Group) and Michael Gioja (CFO of Paychex). The discussion was moderated by Advisory Board member and Women TIES President Tracy Higginbotham.
  o Dr. Bendinskas of Chemistry established research collaboration with University of Calcutta in India and Tbilisi University in Democratic republic of Georgia to assess effects of arsenic and toxic metals on human population.
  o The Economics Department offers courses on Issues in Global Economy, Economic and Political Foundations of Sustainability, and Issues in American Economic History Since 1900.
  o The Global Human Development course offered by the Human Development Department has introduced students to many different global issues, such as poverty, the value of play and sports in different societies, and the treatment of women around the world.
  o A graduate student in Trauma Studies, Danielle Carr, assisted with grant-supported research as part of her Trauma Studies Field Placement on Alcohol and Coping in Veterans with PTSD.
  o Curriculum and Instruction faculty in the School of Education and School of Communication, Media, and the Arts (SCMA) partnered with Finger Lakes Community College and Monroe Community College in the design of an Arts Collaborative. This Arts Collaborative involved further work with K-16 communities to reimagine *Place, Space and Identity* through the creation of artistic works. High school students attending the Center for Instruction, Technology & Innovation (CiTi) CARE Program on the SUNY Oswego campus were involved, as were students from a *Literature, Art and Media* course. Art projects resulting from this multidisciplinary collaboration were displayed at the Metro Center in Syracuse, in the Downtown Oswego Art Space, as well as in storefronts and galleries in both Utica and Rochester.

- **Performance Driver 3: Promote learning and knowledge to advance the common good and lay the foundation for a better world.**
  o During 2015-2016, 1,621 of our students received baccalaureate degrees, 275 received graduate degrees, 61 received certificates of advanced study and another dozen received

graduate certificates. They depart into a challenging and even dangerous world prepared for lives of professional success, personal growth and lifelong learning.

o The "SUNY Oswego in the High Schools" Program delivered through the Extended Learning Division provided over 2124 high school juniors and seniors access to higher education at a low price rate ($175 per 3 credit course), providing entree to a college education to high performing students, many of which are first generation college students. Additionally, students participating in New York's Free/Reduced School Breakfast and Lunch Program were able to pay a reduced program fee of $85 per 3 credit course.

o Two new youth arts programs organized and supported by the Music and Art Departments and the Shineman Foundation sought to address poverty issues in our region. By providing low or no costs instruction in studio art and music that is supplemental to the arts programs in area schools, these programs sought to enrich participants' lives and brighten their futures. The Art Department's "At the Art Studio: Workshop Series for Children and Young Adults," provides studio art instruction to participants from 7-15 to engage in the exploration, inquiry and the investigation of materials and methods used in the making of visual artworks. The Music Department's Oswego Youth Conservatory began with a very successful "choral Bootcamp" run by the College's choral director.

o Penfield Library continued to offer tailored information literacy classes to all departments through library liaisons, this year instructing 289 classes.

o The Linguistics Program offers the CLAS basis for the TESOL major. All TESOL majors are Linguistics minors; they take 24 of the 39-hour Linguistics major. TESOL is a high-needs program in the context of both K-12 education in New York State and other states, as well as internationally. Approximately ¼ of the Linguistics majors (and most TESOL majors) teach English upon graduation and many take positions in high-needs school districts such as Syracuse CSD, others around the country, and in international settings. With their language awareness and knowledge of English and other languages grounded in Linguistics, our graduates bring enlightened perspectives about language itself, as well as second language acquisition and language development, to their new settings.

o As part of his three-year appointment to the MIT Educational Council, School of Business faculty David McLain interviewed high school seniors regarding their interest in using science and technology to make the world a better place.

o Trauma Studies faculty provide pro bono work to clients suffering from multiple physical and emotional challenges.

o Convinced that poverty is the primary social determinant of poor health, faculty in Health Promotion and Wellness embedded this theme throughout core corses and created a new course, Health Disparities, for delivery online fall 2016.

o SUNY Oswego's rich array of graduate and undergraduate programs address the critical issues of our time through theory and practice. Our faculty and staff made more than 350 on- and off-campus presentations of their scholarly work during 2015-2016. In addition, they reported nearly 188 creative works, 258 published articles and 13 books. During 2015-2016, faculty and staff received 85 external grants with a value of more than $6.3 million. Their research addresses critical issues including (but not limited to) big data, clean water, climate change, community economic development, discrimination,

economic inequality, financial crises, globalization, immigration, poverty and hunger, public health, the structure of the universe, veterans' issues, and violence. Perhaps most important, during 2015-2016, they prepared 1,621 of our undergraduate students, 275 of our graduate students, and 61 certificate students for productive, rewarding and meaningful lives that will impact our communities, their families, our region, state and the world.

- o Through the work of the Registrar's Office, SUNY Oswego is recognized as a state and national leader in developing Transfer Finder technology to better assist and guide student decision-making in the transition from two to four-year programs and institutions.

Appendix A:
Summary Reports on Goals and Outcomes in the Academic Affairs Division 2015-2016
Reported by Deans and Directors
September 23, 2016

The following spreadsheets summarize progress toward the goals of the Academic Affairs Division. These goals are articulated to the five impacts of "Tomorrow: Greater Impact and Success" and to SUNY Excels.

Based on reports from Deans and Directors, we met or exceeded nearly 8 out of 10 (79%) and made significant progress toward another 14%. Appendix A of this report contains a spreadsheet identifying the actions we took in pursuit of those objectives, the responsible unit, the results of these actions, and whether or not we "exceeded," "met," "approached" or did not meet the objectives we set. These objectives and results will guide Deans and Directors developing objectives for 2016-2017 in consultation with chairs.

Table 1. Summary of Progress toward Objectives of Academic Affairs Goals for 2015-2016

Goal	Tomorrow Goals	Exceeded	Met	Approach	Not Met	% Ex, Met, App
1. Enrich academic excellence	2, 5	11	11	4	0	100%
2. Support personal growth	1,2	3	18	4	3	89%
3. Provide education opportunity	1,2	5	14	3	2	92%
4. Promote social responsibility	3,5	5	5	4	3	82%
5. Demonstrate accountability	4	3	11	0	0	100%
TOTAL		27	59	15	8	93%
% of TOTAL		25%	54%	14%	7%	
Cumulative percentage		25%	79%	93%	100%	

Academic Affairs Goals 2015-16

Goal 1: Enrich academic excellence. Provide excellent instruction as a highest priority. Support strong commitment to research, scholarly and creative activites, and external funding and grants.

Connection to Oswego's Strategic Impacts:	Impact 5: Our faculty, staff and students move the dial on grand challenges of our time.
	Impact 2: Our education ecosystem is highly collaborative and engaged. Our academic quality is demonstrated, extended, recognized, sought-after and heralded.
Connection to SUNY Excels	**Inquiry, Engagement**

OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
1.1 Produce scholarly and creative activities that advances knowledge and contributes to learning the practice of fields of study, external grants, and enhances research activities.	Support assessment of grant outcomes.		Institutional Research & Assessment		a) Provided annual program assessment report on STEP grant required by NSF and b) Designed and implemented an assessment program as required by FITW Grant	Exceeded	Will continue as needed
	1) Support assessment of grant outcomes. 2) Conduct face-2-face and department meetings to discuss funding plans	2) Improve numbers of grant submissions by 10%.	1) Institutional Research & Assessment. 2) ORSP		1) Providing data support for grant submissions: SUMS, Start Now, and NSF Transfer STEM. 2) 19% increase in number of grants applications/contracts submitted (FY14-15=108 vs. FY15-16=129).	1) Exceeded 2) Exceeded	Will continue as needed
	Promote RISE opportunities across disciplines through student outreach	Higher student activitivity across all schools and disciplines	RISE and Center for Experiential Learning		QUEST: 13% increase in number of departments represented at QUEST. AY 14/15 31 depts and AY 15/16 35 depts. 80% increase in participation. AY 14/15 228 and AY 15/16 411. RISE:86 events funded for students across campus from 19 different departments in AY 15/16, 2% increase from 2014/15.	Exceeded	Will continue outreach to increase representation from students and departments across campus
1.2 Facilitate and support faculty efforts to obtain grants and external funds pursuant to 2015-16 Grant Priorities.	Provide faculty with information needed for their grant proposal.		Institutional Research & Assessment		1) Providing data support for grant submissions: SUMS, Start Now, and NSF Transfer STEM.	Exceeded	l continue to work with music, art , theatre and ORSP to secure additional funding to support subsequent years
1.2 Facilitate and support faculty efforts to obtain grants and external funds pursuant to 2015-16 Grant Priorities.	1.) Provide faculty with information needed for their grant proposal. 2.) Increase grant opportunity search activity. 3.) Encourage applicants to request pre-submission proposal narrative review/critique.	2.)/3.) Increase numbers of funded grants by 5%.	1.) Institutional Research & Assessment. 2.)/3.) ORSP		2.)/3.) 5% increase in number of grants/contracts funded (FY14-15=81 vs. FY15-16=85).	Met Met 3. Met	ntinue ntinue Efforts 3. Continue Efforts

	Create umbrella youth arts outreach organization to attract larger grants	Add theatre and dance to arts outreach, research and apply for larger sustaining grants	SCMA Dean/ ORSP/Chairs		Applied for Jon Ben Snow grant to support these projects but was turned down. Was successful in working with the youth programs to secure Shineman grants in the amount of $21,000.Received an additional $2,000 for scholarships through Oswego Youth Bureau.	Approaching	Will continue to work with music, art , theatre and ORSP to secure additional funding to support subsequent years
1.3 Encourage innovative uses and definition of 'classroom' as well as effective instructional methods.	Seek to expand study abroad programs tied to online courses	Create and promote specific courses with travel abroad	OIEP, faculty, Extended Learning		Extended Learning: Get Go Scholarship funding from SUNY Oswego in the High Schools Modern Languages program supports student study abroad. Administered out of OIEP.	Met	Continue scholarship program
	Students to develop a history video of EOP at Oswego *(planning and implemetation of this project over a 3 year period)	tool for recruiting entering class; meets the historical objective of the summer program curriculum;	EOP staff; EOP alumnae; campus departments assoc. w/ EOP;		The peer leaders for the incoming class of 2016 developed videos about their experiences at oswego. These videos were presented in classes throughout the summer. The students integrated the content of the presentations into their blog project and will developed their identity videos during the fall 2016 semster. The EDU 204 class (peer leader training) aught in the spring 2017 semester will create the final product using the work completed over the past 2 years.	Approaching	
	Cultivate diverse course delivery options by providing faculty development & support for online & hybrid course offerings.	Enrich pedegogy of online & hybrid courses thereby growing course offerings and increasing student satisfaction.	Extended Learning, Deans		Library: Blackboard training for all instruction librarians; librarian outreach to offer course support re: library resources.
Extended Learning:The instructional design team continued to offer educational, professional development workshops throughout the year, as well as during spring and winter breakout sessions. This included 100 Blackboard Learn workshops to faculty and staff (some through webinars and recordings). Also the instructional design team instituted an institutional hybrid policy and process ensuring quality, rigor and consistency in hybrid course offerings. 5 hybrid courses were supported in Fall 2015 and 5 in Spring 2016. The official hybrid course development program will launch in Fall 2016.	Met	Extended Learning: Continue to offer instructional design support and professional development workshops for hybrid and online learning; work with BUS, PBJ, HDV to create blended completion programs at Metro Center SCMA: Adding upper division theatre history general education and core requirements to online offerings. Working to complete BRC as a completely online option.
1.4 Encourage and recognize faculty who mentor students in scholarly & creative activities.	Obtain external grant funding that supports student mentoring.	Submit 3 new mentoring proposals (e.g., NSF RUI, NSF REU/RET, NIH R15 AREA proposals).	ORSP		5 new mentoring-related proposals appropriate to primarily undergraduate institutions were submitted.	Exceeded	Continue encouraging faculty to apply for these types of grants.
	Commit to a diverse international student population	Identify new partners and successful countries / markets	OIEP		A number of new markets and partners were identified this year, including in Middle East and Caribbean, to complement other established markets. Coordination with GENIUS Olympiad resulted in success.	Met	
	Join the Ph.D. Project	Enhance recruitment of underrepresented minority business faculty	School of Business Dean's Office	Extended an offer, which was declined, to one candidate in the Ph.D. Project.	Extended an offer, which was declined, to one candidate in the Ph.D. Project	Met	Continue with membership in the Ph.D. Project and in efforts to recruit underrepresented minority faculty members in the 2016-2017 searches.

1.5 Recruit talented faculty and students that reflect the diversity aspirations of our academic community.	Develop and/or strengthen strategies/programs aimed at diversifying faculty and student body so that teaching and learning are enhanced	At least 5 strategies/ programs will be created or expanded.	SOE		1. SOE. The School of Education Diversity Committee began development of a SUNY Oswego Holmes Scholarship Group Chapter for supporting graduate and undergraduate candidates from historically marginalized groups to complete their educator preparation program. 2. SOE. Teacher Opportunity Corps (TOC) TRUST project for recruiting, supporting, and training candidates from marginalized groups was expanded to include 21 candidates and now draws candidates from three departments (C&I, CPS, VTP). 3. SOE. In partnership with Syracuse CSD, received a School Improvement Grant ($50,000 per year for 5 years) to support candidates in clinically rich residencies in Grant MS in SCSD. This strengthens our recruitment efforts (and our efforts at securing urban field placements for our candidates). 4. C&I. Began a project to recruit and support current SCSD Teaching Assistants in an MST program leading to teacher certification. 5. SOE. Diversity Coordinator worked with TOC students and the School of Education Diversity Committee to visit high schools and community colleges to recruit students into education programs.	Met	Continue to develop and/or strengthen strategies/programs aimed at diversifying faculty and the student body so that teaching and learning are enhanced.
	Provide ample opportunities and ESL academic support for non-English speaking students to improve their English skills and pursue success in higher education.	Cultivate a robust academic and social environment for non-English speaking students that promotes enrollment and retention of diverse students.	Extended Learning, International Student Services		Extended Learning: The ESL Coordinator created a campus resources brochure to support academic and social success for international students, which were shared at orientation activities for international students, posted on the division web site and distributed to academic departments, the Director of Hart Hall, the Hart Hall front desk, and academic advisors. The ESL Coordinator launched a weekly conversation hour for international students during the spring 2016 semester; 15 students attended. In 2015, the Summer Intensive English Program offered 2 students a 3 week and 52 students a 6 week, residential, credit bearing intensive English course for non-native English speakers, primarily college aged international students and 4 HUFS (Hankuk University of Foreign Studies) TESOL Student Teaching Interns the opportunity to observe and obtain teaching experience in ESL. The GO ESL Program offered 28 students a 3 week, residential, non-credit intensive English course for international high school students. The Metro Center Director and ESL Coordinator served on the planning committee for the Multicultural Summit, an event sponsored in collaboration with OCC, SU, and Le Moyne College. SUNY Oswego hosted the summit in the spring of 2016. Open to all faculty, staff and students, 87 attended. SUNY Oswego students and professors were panel participants in an open dialogue centered on support for the international / ESOL population.	Met	Extended Learning: Continue Efforts to cultivate a robust academic and social environment for non-English Speaking Students that promotes enrollment and retention of diverse students.
	Participate in professional development workshops, progams and conferences specific to diversity	Develop new programs; increase collabortion on campus; implement emerging best practices for student growth and developmment	EOP director		The EOP director and staff attended the EOP Summer Institute workshop. Two of the EOP counselors gave a presentation on the topics of self-esteem, motivation and success focusing on students of color in higher Education. Also invited to participate in the presentation were two EOP students who shared their experiences attending Oswego State.	Approaching	Joey Tse, the EOP Director, will be consulting with the staff to develop a plan for future opportunities. Staff is interested in attending NACADA in the fall, and the EOP TriStates conference in the spring.
1.6 Enhance and promote information resources and services that have proven essential for academic programs and research.	Implement App Review; train all users	All Grad. Staff in office and users in depts will be trained and using by 3/1/16	Graduate Studies	All Grad Staff using; 80% of depts trained and using	All departments received individual training on App Review software and are now using. Troubleshooting has revealed few glitches.	Exceeded	Troubleshoot as necessary; available for occasional training of new users.
	Encourage faculty to complete Faculty Research Profiles to facilitate grant opportunity searches by ORSP	Increase completions of Faculty Profile by 10%.	ORSP		24% increase in numbers of faculty profile completions year over year.	Exceeded	Continue to encourage current faculty and new faculty hires to fill out faculty profiles and sign them up for automated SPIN grant opportunity searches.

1.6 Enhance and promote information resources and services that have proven essential for academic programs and research.	Outreach for experiential opportunities: includes project based learning, internships and co-ops	Increase number of students in experiences	Center for Experiential Learning		4% increase from AY 14/15, total of 1,090 students enrolled in experiential opportunities	Exceeded	Increase outreach to all students about opportunities through class presentations, social media and publications
	Enhance media collection with retirement of outdated media formats and addition of significant streaming content.	Increased availability of streaming media; patron demand driven media collection.	Library Collection Development Team		Transitioned all media delivery to streaming and DVD formats. Added the Kanopy streaming video database to library collections, providing academic media resources in a wide range of content areas using a patron demand driven purchasing model.	Met	Complete
	Complete 10 tenure-track searches	Recruit more faculty from underrepresented grps	Academic search committees and CLAS Dean		Completed 16 tenure-track hires. Of these, two are African American, one is Latina, and 1 new TT hire is a veteran. So 18% of searches resulted in underrepresented faculty hires, and 25% are from protected groups. Five additional new faculty add international diversity to our staff due to their Asian backgrounds (31%), and three additional international hires hail from Eastern European and Middle Eastern backgrounds, taking international diversity in full to 50% of new hires.	Exceeded	Continue efforts to hire more faculty from underrepresented and protected groups by working closely with and providing training to search committees.
	Develop a faculty advisory board to assist with modifications for tutor training curriculum	Revised curriculum; faculty participation in training sessions	OLS director		The starting point for the advisory board will be representative of all four schools, the SUMS grant and Student Services. This summer math and science faculty were invited to participate in the search process for the new math director and a survey was sent requesting suggestions and ideas for improving tutoring services. In addition, OLS staff members canvassed faculty and professional staff members and developed of list of individuals interested in serving on the board. The committee will provide recommendations where appropriate to enhance services provided by the Tutoring Center and Writing Center. The members will (1) help to identify academic qualifications needed by the tutors in their disciplines in order to best support student success, (2) act as a liaison to their respective areas to inform their colleagues about our tutoring services, and (3) help to recruit faculty who are willing to participate in our tutor training as well as help to recruit prospective tutors.	Approaching	Convene the committee; prepare and submit the College Reading and Learnning Association (CRLA) application for national tutoring certification.
	Provide students with information to utilize campus academic resources tocollaboration w/ OLS tutoring, departmental activities and services, speakers and academic programs	First-year students will utilize campus academic resources and engage in activities that will assist them in clarifying their goals.	Student Academic Success Specialists;		SASS advisors met with 45 first choice classes (aprox. 850 students); provided a presentation to incoming first year students - "Nailing your First Semester"; met with student groups during the summer orientation program; presented to students attending the math camp. Taught four section of EDU 104 to students on academic probation.	Exceeded	The 2016 academic year will begin with 2 new SASS counselors. To that end, there will be training while the current duties continue to be delivered.

| | Support etexts and Open Educational Resources pilot project | 1) Reduced cost of classroom materials; 2) Access to texts on Day 1 of class; 3) Ease, convenience and portability; 4) Support new learning methods | CTS, Penfield Library, CELT | | Library: The Library Associate Director co-chaired a team for planning, implementation, and analysis of the Provost Office sponsored etexts pilot program. This team explored the use of etexts, digital learning materials, and open educational resources in the classroom. CTS: CTS worked collaboratively with CELT and about ten faculty who were interested in integrating digital texts into their classroom. A pilot was run in Spring 2016 which involved about 1,000 students using at least one digital text in their class. Feedback was positive for the use of digital materials in class. Savings in the cost of materials was realized, although there is a feeling of more if the project scales up. | Met | Another pilot will be run in Fall 2016. Costs will be allocated directly to students and they will have the option of opting out of the program. The Bookstore also expanded their options for helping students choose where to buy their textbooks/digital textbooks by implementing software that compares the cost of texts from their store with other online providers. |

Academic Affairs Goals 2015-16

Goal 2: Support personal growth. Provide comprehensive programs, activities, and events related to the health and wellness of students, faculty and staff to advance their educational and professional goals with a special emphasis on ethical decision-making, personal responsibility, global and diverse perspectives, and life long learning as essential components to personal growth.

Connection to Oswego's Strategic Impacts:	Impact 1: Our students and graduates thrive and succeed.
	Impact 2: Our academic quality is demonstrated, extended, recognized, sought-after and heralded.
Connection to SUNY Excels	Completion, Engagement

OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
2.1 Develop new or redesign existing academic programs, activites or events to emphasize ethical decision making, personal responsibility, global perspectives.	Launch Internationalization Course Redesign Awards	Increased number of courses with global perspectives	IGE and individual faculty	Conduct workshop	Redesigned courses are offered or introduced to course catalog.	Met	
	Continue Global Engagement Hour Programming	Increased number of presentation with global perspectives	IGE and individual faculty	Determine schedule	Lectures are presented.	Met	
	Launch Global Engagement Guest Speaker Grants	Increased presence of international speakers on campus	IGE and individual faculty	Speakers identified	Guest lectures are presented.	Met	
	Develop new faculty-led programs abroad and re-design others to foster creative new offerings	New programs and new faculty involved, evidence of creative re-design	OIEP and faculty		Multiple new and returning programs and offerings this year in art, theatre, English, and more.	Exceeded	
	Redesign of EOP EDU 101 and 204 course curriculum; increase collaboration with faculty;	Curriculum that further aligns w/ Oswego strategic goals	EOP		Redesign of curriculum includes an increase in hands-on expereinces using technology, visiting historic sites in the Oswego community, performing community service, and promoting continued continued engagement both on and off campus. Also included was a financial aid componenet led by the Financial Aid office.	Met	

2.1 Develop new or redesign existing academic programs, activites or events to emphasize ethical decision making, personal responsibility, global perspectives.	Offer proactive academic success presentations focusing on personal responsibility, the "Wise Choice Process" (Downing-On course) and self-motivation, in first-year classrooms and residence halls	First-year students demostrate their ability to identify 5 keys to academic success, motivation, and managing stress all with an emphasis on exploring diverse perspectives	SASS in collaboration with first year and tranfer programs		The EDU 104 class along with individual meetings with students, the students were able to identify their goals, make plans for academic success, and used the resources on campus to help with managing stress. The passing rate for the four classes was 87%.	Met	
2.2 Design new or redesign existing programs to advance educational and professional goals of students.	Establish research & capstone grad colloquim & celebration	Sharing of grad student research & work with community; gaining prof skills	Graduate Studies	Determine details of colloquim	Consultation with Graduate Council and GPDs concluded. Result is that graduate celebration will be folded into Quest Day in 2017. Will determine "shape" of event over summer '16.	Approaching	Graduate student presentation will be part of Quest 2017
	Incorporate internships and other applied learning activities into study abroad programs	New internship offerings within established programs	OIEP		New internship program implemented in Barcelona program. Multiple new research programs, including in STEM and education.	Met	
	Propose new academic programs	Take proposals through local and state approval channels	Academic departments, Chairs, and CLAS Dean.		Extended Learning: Registered Behavioral Forensics online degree program NYSED & worked on other program applications for Online designations. CLAS: Politics, Philosophy and Economics (PPE) program under development in Philosophy Department. Scheduled for external reviewers in Fall 2016. Also proposed PHL300/ISC300: Ethics and Policy in the Digital Age to support Computer Science and ECE majors. BHI MS program submitted to SUNY (approved) and NYSED (request for additional information July 2016). Digital Humanities program developed, to be proposed Fall 2016. Public Justice program revision developed in department, and working through local approvals. New health track developed for HDV i ncollaboration with HPW (supported by High Needs grant).	Met	Continue ongoing work in CLAS of seeing program development and revisions through local and state approvals.
	Increase involvement with Study Abroad, Experiential Learning, Co-op program and Graduate School;	Increase study abroad opportunities; collaboration with EOP at SUNY level for further development of GEOP	OIEP, CEL, EOP		Many new study abroad programs and opportuntiies, including in research and other applied learning areas.	Met	
	Submit application for CRLA national certification	All tutors will be nationally certified	OLS director and staff		Proposal submission will be made in the fall 2016 semester	not met	

	Offer large group presentations and individualized sessions with an emphasis on setting educational and professional goals for first-year students	First-year students will begin to more clearly visualize their academic and professional goals and take steps toward achieving them; develop a four year plan towards graduation	SASS		class presentations, individual appointments and meetings, EDU 104 classes	Met	
2.2 Design new or redesign existing programs to advance educational and professional goals of students.	Develop undergraduate completion degree in order to provide pathways to degree completion for stop out student and adult student populations.	Increased degree completion rate enabling stop out and adult students to attain their educational & professional goal of a baccalaurate degree.	Extended Learning; faculty leads in SCMA and SoB.		Extended Learning: Presented about Prior Learning Assessment (PLA) in Dean's and President's Councils and garnered institution-wide support to organize a cross-campus committee to catalogue PLA already granted at SUNY Oswego and to recommend ways to grown and communicate the services to the adult and non-traditional student population in response to student requests for ways to acquire credit for prior learning / experience. This is the first step in pursuing an undergraduate completion degree.	Approaching	Continued PLA Ad Hoc Committee meetings throughout 2016/17
	1. Cultivate diverse course delivery options by providing faculty development & support for online & hybrid course offerings. (REPEAT FROM GOAL 1)	Enrich pedegogy of online & hybrid courses thereby growing course offerings and increasing student satisfaction.	Extended Learning, Deans		Extended Learning:The instructional design team continued to offer educational, professional development workshops throughout the year, as well as during spring and winter breakout sessions. This included 100 Blackboard Learn workshops to faculty and staff (some through webinars and recordings). Also the instructional design team instituted an institutional hybrid policy and process ensuring quality, rigor and consistency in hybrid course offerings. 5 hybrid courses were supported in Fall 2015 and 5 in Spring 2016. The official hybrid course development program will launch in Fall 2016.	Met	Launch official hybrid course development program in Fall 2016.
2.3 Design programs or events to advance faculty and staff professional development goals.	Develop and deliver breakout workshops to faculty and staff promoting educational innovations and enhancements.	Lessons from skill building workshops enrich curricular offerings and supports.	Extended Learning; CELT Director and Associate Director		Extended Learning:The instructional design team continued to offer educational, professional development workshops throughout the year, as well as during spring and winter breakout sessions. This included 100 Blackboard Learn workshops to faculty and staff (some through webinars and recordings). Also the instructional design team instituted an institutional hybrid policy and process ensuring quality, rigor and consistency in hybrid course offerings. 5 hybrid courses were supported in Fall 2015 and 5 in Spring 2016. The official hybrid course development program will launch in Fall 2016. The instructional design team continues to work with faculty to update / enhance courses using best practice techniques and innovative technologies	Met	Continued offerings of Professional Development workshops
	Create"Social Media for Faculty" symposium	All faculty(SCMA in particular) will be able to utilize and understand new forms of media to use in event promotion and recruitment	SCMA Dean and Associate Dean		Offered two social media in the classroom workshops in Fall 2015, run by faculty and graduate students. Approximately 35 attendees across the institution for the two workshops.	Exceeded	Do not plan to offer the same workshops this year. SCMA will be working with chairs and Communications and Marketing to create a more roiust social media presence.
2.3 Design programs or events to advance faculty	Establish PD certifcates for faculty who participate in CELT workshops		CELT/Associate Provost U&S Programs		A badge/certificate program was estalished. Faculty had to complete series of workshops on topics such as Mobile Technologies. In order to receive a badge, a semester or more after implementing one or more changes in a course, the instructor would write up a description of the changes they introduced, and provide an assessment of the effectiveness. To date, we have had one faculty who has received a badge so far. More faculty are expected to recieve badges as they complete implementation of modifcations to their courses.	Approaching	Continuing with the project in 16-17.

	Professional staff to submit proposals for presentations at regional and national conferences	Include information in tutor training; presentations at Quest and other academic forums	OLS director and staff		Two proposals were submitted to the EOP Summer Institue in Buffalo, New York.	met	
2.4 Increase student interaction/participation in cultural/social events on campus or within the community	Increase students and sites engaged in mentor scholar program	Increased number of students and sites	Center for Experiential Learning		36% increase from AY 14/15, total of 266 students enrolled in Mentor-Scholar curriculum. Added additional middle school site for a total of 5 sites	Exceeded	Increase outreach to Oswego students through class presentations, social media, publications and tabling. Increase mentees by maintaining relationships with K-12 faculty.
	Collect data on audience, impact of arts programs, through feedback form and card swipe	Richer data collected in support of community impact of arts rogramming, tracking of student involvement	SCMA Dean and Chairs		Began to collect audience information at concerts given by the music department, theatre performances, and art exhibitions. Gathered and shared data to report on the impact of the arts on our students, staff and community members both locally and internationally. This data used in annual report gathered by Office of Instituitional Research.	Met	We will continue to gather this data and research how to best capture attendance at art exhibitions.
2.5 Design initiatives to attract a more diverse and engaged student population.	Commit to a diverse international student population	Identify new partners and successful countries / markets	OIEP		A number of new markets and partners were identified this year, including in Middle East and Caribbean, to complement other established markets. Coordination with GENIUS Olympiad resulted in success.	Met	
	Offer Career Opportunities in the Accounting Profession (COAP) program	Introduce underrepresented high school students to accounting careers	School of Business Dean's Office and Accounting faculty	Planning underway for June 2016 Program	Program enrolled 21 students, including 4 from a canceled COAP program in Rochester	Met	We plan to host the program in 2017 and work with Syracuse School District to promote student participation
	1. Provide ample opportunities and supports for non-English speaking students to learn English and pursue higher education. (DUPLICATE FROM GOAL 1)	Cultivate a robust academic and social environment for non-English speaking students that promotes enrollment and retention of diverse students.	Extended Learning, International Student Services		Extended Learning: The ESL Coordinator created a campus resources brochure to support academic and social success for international students, which were shared at orientation activities for international students, posted on the division web site and distributed to academic departments, the Director of Hart Hall, the Hart Hall front desk, and academic advisors. The ESL Coordinator launched a weekly conversation hour for international students during the spring 2016 semester; 15 students attended. In 2015, the Summer Intensive English Program offered 2 students a 3 week and 52 students a 6 week, residential, credit bearing intensive English course for non-native English speakers, primarily college aged international students and 4 HUFS (Hankuk University of Foreign Studies) TESOL Student Teaching Interns the opportunity to observe and obtain teaching experience in ESL. The GO ESL Program offered 28 students a 3 week, residential, non-credit intensive English course for international high school students. The Metro Center Director and ESL Coordinator served on the planning committee for the Multicultural Summit, an event sponsored in collaboration with OCC, SU, and Le Moyne College. SUNY Oswego hosted the summit in the spring of 2016. Open to all faculty, staff and students, 87 attended. SUNY Oswego students and professors were panel participants in an open dialogue centered on support for the international / ESOL population.	Met	Continued efforts to cultivate a robust environment similar to 2015/16.

	Develop new education abroad programs to diverse new destinations	New countries, disciplines, and programs	OIEP and faculty		Yes, more and new programs were developed (art, theatre, English, more) including new faculty and disciplines.	Met	
2.6 Develop more international education opportunities for students.	Develop/expand programs at the local, regional, national, and/or international levels that will increase international educational opportuinties .	At least 5 strategies/ programs will be created or expanded.	SOE		1. HPW. Faculty and four students went to Brazil in summer 2015 to conduct research. 2. C&I. Went to Costa Rica and London to set up student teaching opportunities. 3. C&I. Began a partnership with the Beijing Royal School (secondary school) in China to explore internship opportunities for SUNY Oswego students. 4. C&I. Delivered a course in which students traveled to Benin during January 2016. 5. SOE. Hosted approximately 20 visitors from Central China Normal University. Included approx. a dozen SOE faculty. This partnership may serve to create opportunities for SUNY Oswego students to visit and/or study in China. 6. EAD. COIL course created opportunities for SUNY Oswego students to study with students from the Universitat Potsdam, in Germany.	Met	Continue to develop/expand programs at local, regional, national, and/or international levels that will increase international education opportunities.
	Build civic engagement and study abroad into curriculum and cross promote	More affordable and meaningful activities for our students	SCMA Committee		Tyler construction made it impossible to get this iniatiative started.	Not Met	Program revisions and new major proposals from art may incorporate these options under a required categiry "Experiential Learning". Discussions with other department doing curricular review will ensue.
2.7 Provide lifelong learning & community engagement opportunities for students, alumni and community members at all stages of the education pipeline.	Strengthen and grow partnerships and credit opportunities for academically prepared high school students.	Pursue accreditation for High School Programs, enhance pedagogical relationships, and increase enrollment.	Extended Learning, Deans		Extended Learning: SUNY Oswego in the High Schools had 2059 total enrollments among high school junior/seniors representing 24 school districts participating across New York State. 71 high school teachers worked collaboratively with SUNY Oswego faculty to teach the following 11 courses: ASL 101, CRW 206/208, HIS 202/203, FRE 201/202, GER 201/202, SPA 201/202. SUNY faculty serve as mentors to high school instructors from participating schools. Staff visit high schools each fall and spring to facilitate enrollments and represent SUNY Oswego state-wide. The New Visions Program is an innovative partnership with CiTi BOCES that provides 266 total enrollments (67 high school seniors) from 9 districts across Oswego County - APW, Central Square, Fulton, Hannibal, Mexico, Oswego, Phoenix, Pulaski, Sandy Creek, the opportunity to enroll in 12 college credits while taking classes on the SUNY Oswego campus and participating in job shadowing experiences around the region. NACEP Accreditation a long term goal, staff attending conferences and begining to establish needed documentation.	Approaching	Continued growth anticipated for High School programs
2.8 Equip students with critical literacies for lifelong learning.	Investigate and consider reintroducing a credit bearing course in information literacy	Course proposal submitted for interdisciplinary information literacy course.	Library Instruction Team		This was was not met due to: 1) a vacant library instruction position and 2) the course we expected to adapt for this purpose, a Philosophy lab dedicated to research skills, was not yet approved by UCC and Gen Ed.	Not met	Consider as goal for 2016-17, in consultation with the new Library Director.

Academic Affairs Goals 2015-16

Goal 3: Provide educational opportunity. Offer student-centered courses, certificate and degree programs. Support learning inside and outside the classroom, and comprehensive academic support services designed to eliminate barriers to learning.

Connection to Oswego's Strategic Impacts:	Impact 1: Our students and graduates thrive and succeed.
	Impact 2: Our education ecosystem is highly collaborative and engaged. Our academic quality is demonstrated, extended, recognized, sought-after and heralded. (which one? On Goal 2 sheet of workbook lists this statement for Impact 2 Jill
Connection to SUNY Excels	Access, Success

OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
	Student retention System: Inform deans and department chairs on issues related to retention		Institutional Research and Assessment		1) Prediction of students at risk of academic difficulty for Advisors: Risk was predicted and assigned to students to help advisors focus efforts most effectively. Later, the list was validated by mid-term grades and advisors received updated lists. Emails, on behalf of the Deans, were sent to students whose midterms indicated academic difficulty. Assigned new transfers and freshmen to a secondary advisor. Transfers were assigned based on their prior college and eligibility for FITW grant services. 2) Continued support of data sharing with department chairs about transfer enrollment and academic outcomes. 3) Continued to generate both Freshman and Transfer Retention Profiles and share with Provost and President Councils, and department chairs. 4) Director is co-chair of Review of Academic Advisement Planning committee and an academic advisement proposal is under consideration.	Exceeded	Additional variable (e.g. starfish data) to identify students earlier in the semester; Will continue contributing to FITW program; will continue sharing information with program chairs and director; Director will continue as co-chair of RAAP in planning fir a pilot implementation of a new advisement model.

3.1 Promote student recruitment, retention and success.	Reach out to secondary schools, community organizations, community colleges, student groups on campus, and select classes to recruit a diverse range of students into the SOE.	At least 5 recruitment activities will be conducted.	SOE		1. EAD. Project BLEND, to support Educational Leadership candidates teaching in high needs districts, was funded for another three-year round. 2. HPW. Open SUNY-Plus (a new initiative that highlights fully online programs) now includes a new HPW Advanced Graduate Certificate program. 3. DOT (Department of Technology). Held the 76th annual fall conference with nearly 500 participants, including many undergraduates, alumni, and faculty. This activity supports our recruitment (and field placement) efforts. 4. DOT. Twenty-four students attended TEECA conference in Virginia and placed in three competitions there. Twelve students attended ITEEA Conference and participated in robotics competition. This opportunity to attend and/or present at professional conferences supports student retention. 5. DOT. Engaged in HS recruitment activities on campus including the Nor'Easter VEX competition and the Technology Student Association State Conference, and at other college campuses including Tech Wars GCC, Tech Wars ECC, and the SUNY IT Showcase. We hosted tours for school groups for schools from across the state. In all, we have been in direct contact with about 1600 students excited about technology. 6. SOE. Hosted several grade 5-12 student groups when they visited campus. Say Yes, Teacher Opportunity Corps (TOC), Center for Urban Schools, and students and faculty from SOE departments supported these visits. These activities support both recruitment and retention efforts. 7. SOE. Five teacher candidates were selected to attend the SCSD Foundation breakfast. All five students are being recruited to teach in SCSD. This annual effort supports student recruitment, retention, and success following students' SUNY Oswego experience. 8. C&I. Clinically enhanced program for Childhood Education majors was held at Parish Elementary School. Candidates spent an entire year in a full-time placement supplemented with concurrent methods course work. Residency models strengthen candidates' success in the education program and success as new teachers. 9. C&I. Clinically enhanced partnership developed with Oswego Middle and High Schools. This program included a fall semester field experience concurrent with methods coursework on campus linked to spring semester student teaching placements.	Met	Continue to develop strategies/programs to reach out to secondary schools, community organizations, community colleges, and/or student groups and select classes on campus to recruit a diverse range of students into the School of Education.
	Develop and implement a SOE plan to successfully address the new Academic Probation policy.	Plan will be implemented.	SOE		SOE. The SOE implemented the new Academic Probation (AP) policy starting in Dec. 2015. Students created Academic Success Plans with their AP advisors to increase the likelihood of returning to good standing. Findings from first wave of AP implementation will be examined to inform future AP coordination and practices.	Met	Collect and analyze data related to the AP policy; share results across other units on campus; use the results to inform decisions about strengthening/revising the AP policy.
	Implementation of Academic Probation		Associate Provost U&S Programs		o Over 900 students went on academic Probation at the end of the fall'15 semester. o Aproximately, 150 students graduated, did not return, or returned to Good Standing during the winter break as a result completing incompletes. From the Approx 750 students on academic Probation, 700 met with their AP Advisor and developed an Academic Success plan during winter break. This is better than a 90% participation rate by students. o Spring semester ended with 25% of those AP disqualifying which is only 3% of the total # of undergraduates enrolled in spring'16.	Exceeded	Continue with the project in 16-17.

	Implemenation of Math Placement		Associate Provost U&S Programs		Math Placement is in full implementation at this this time. All students must meet their pre-req for taking math courses that include an appropriate ALEKS score.	Exceeded	Continue with the project in 16-17.
	Implementation of Starfish		Associate Provost U&S Programs		Implemented Success Plans in Starfish as part of supporting AP. Also increased the use of the Connect component of the system..	Exceeded	Continue with the project in 16-17.
3.1 Promote student recruitment, retention and success.	Send networking/recruiting teams to NYC/LI	More downstate students enrolled in SCMA	SCMA Dean, teams of faculty		Art department sent several faculty to 2-year institutions to create connections and tow work on crafting 2+2 programs. The Music department worked with the School of the Arts in Rochester to recruit talented underrepresented students. Had our downstate recruiter, Emmanuel Cruz, meet and present to the SCMA Advisory Board in NYC to see how we might coordinate efforts.	Approaching	Initiating a virtual open house with downstate high school students, SCMA alumni and current on campus students and faculty.
	Redesign AWRAP and LEG-Up for students in academic difficulty	improve retention rates	EOP staff		Over 900 students went on academic Probation at the end of the fall'15 semester. Approximately, 150 student graduated, did not return, or returned to Good Standing during the winter break as a result completing incompletes. From the Approx. 750 students on academic Probation, 700 met with their AP Advisor and developed an Academic Success plan during winter break. This is better than a 90% participation rate by students. Spring semester ended with 25% of those AP disqualifying which is only 3% of the total # of undergraduates enrolled in spring'16.	Exceeded	
	Gather retention and academic warning data (Inst. Research, student surveys/focus groups, NSSE, …) to identify and target high need student groups	Identify student challenges & solutions; collaboration with campus services for comprehensive programming development;	ISS			Met	
	Examine business case for Client Relationship Management (CRM) system to better track first destination data and enhance recruiting	Plan for improving sharing and coordination of institutional data	CTS		Project did not begin in 2015-16. Has begun in 2016-17.	Not met	Kick off meeting of project was in August. The project will be ongoing through Fall 2016
	Exploit summer opportunities via low residency program	Attract new cohort of grad students via new delivery method	Graduate Studies	Pilot program identified	No program instituted for Summer '16. BHI not approved by State Ed and Strategic Communications in infancy -- two potential low residency opportunities that did reach fruition by summer.	Not Met	Postponing indefinitely as initiative needs curricular changes; too soon for BHI and Strategic Comm to consider.
	Propose completion degree programs for branch campus	Completion programs ready for enrollment in Fall 2016	CLAS Dean and HDV, PBJ, and CS departments		Rotations developed for HDV and PBJ to staff launch of the completion programs at the Metro Center in Fall 2016. BHI still awaiting NYSED approval (CS).	Met	Refine rotations and ensure core sections provided at Metro Center, and not overreliance on online offerings.

3.2 Develop more flexible and creative models of program delivery in undergraduate and graduate programs.	Cultivate diverse course delivery options by providing faculty development & support for online & hybrid course offerings. (REPEAT FROM GOALS 1 & 2)	Enrich pedegogy of online & hybrid courses thereby growing course offerings and increasing student satisfaction.	Extended Learning, Deans		Extended Learning:The instructional design team continued to offer educational, professional development workshops throughout the year, as well as during spring and winter breakout sessions. This included 100 Blackboard Learn workshops to faculty and staff (some through webinars and recordings). Also the instructional design team instituted an institutional hybrid policy and process ensuring quality, rigor and consistency in hybrid course offerings. 5 hybrid courses were supported in Fall 2015 and 5 in Spring 2016. The official hybrid course development program will launch in Fall 2016.	Met	Continued offering of professional development offerings.
	Increase access to programs in Syracuse Metro area results in UG & GR enrollment growth at Metro Center.	Offer UG completion & GR programs at the Metro Center Branch Campus begining in Fall 2016	Extended Learning; CLAS Dean and chair (s); SoB Dean and chair(s)		Extended Learning: The division worked with campus stakeholders to help shepherd the launch of the Metro Center Branch campus which will serve the needs of students with associate's degrees / some college to provide 3 high-need undergraduate degree completion programs in downtown Syracuse in business administration, human development, and public justice and to craft a 2 year course rotation of online and face-to-face course offerings. A recruitment and marketing campaign were developed and Metro Center staff met with representatives from campus services to learn what is currently available to students at main campus and to establish a plan to advise and assist students in accessing these services. An advisement plan was developed in each of the three undergraduate completion degrees (HDV, PBJ, BUS) to meet the needs of the new undergraduate population located at the Metro Center in Fall 2016.	Met	Increase marketing to target audiences, and grow enrollments. Establish timeline for additional programs to add to those available at branch campus.
3.3 Infuse experiential components into the curriculum.	Increase outreach of experiential opportunities to faculty and students	increase number of students, classrooms and community participants engaged	Center for Experiential Learning/Provost		Prepare Community Partnership Model increased outreach through social media: 800 likes to 1,300 likes, 63% increase Increased classroom visits, walk-in advising, events Drafted partnership model to Provost.	Met	Increase outreach through classroom visits, social media, publications and tabling. Increase outreach to community through visits and opportunities to present on campus.
3.4 Provide opportunities for students to gain practical and out-of-class experiences.	Student Engagement Tracking System to capture student out--of -class experiences both in credit and non-credit bearing programs.		Institutional Research and Assessment		We have developed two tracking systems - credit and non- credit bearing programs.: 1) Identified and assigned "Diversity" and "Global Engagement" attributes to courses. 2) Identified and assigned "Service Learning" attributes to courses 3) Developed database to identify student engagement in community service outside of their coursework . Our new systems are now enabled us to track : 1) student involvement in Applied Learning and in Study Abroad Programs 2) student Participation in community services.	Met	Enhancement of database to capture student engagement in community service outside of coursework. Support development of Oswego Applied Learning Plan by CEL.
	Explore options for providing creative ("maker") technology/tools/activities for all students in the library.	Pilot including cross-disciplinary student activities.	Library LINC Team		A successful TIP grant was written that enabled the library to purchase technology and other supplies, and to host many maker events in Spring 2016. Student attendance and engagement is very good.	Met	Will continue growing the maker program in 2016-2017
3.5 Provide proven academic support opportunties.	Provide specialized tutoring to EOP classes enrolled in high risk classes	Increase pass rate; improved GPA;	EOP; OLS		Specialized tutoring was made available to students	Met	

3.6 Improve academic advisement on campus.	Facilitate campuswide Advisory Committee on Academic Advising	Develop new Academic Advising structure for campus	Provost		Director of IR co-chaired a campus -wide committee. A proposal has been forwarded to Provost and President.	Approaching	
3.7 Transfer retention, collaboration with Community Colleges.	Create and support SCMA faculty posses to travel to feeder schools and create 2+2 programs	Increased transfer enrollment in SCMA majors and 2-3 new 2+2 programs in SCMA	SCMA Dean/ Transfer Services		Art department sent several faculty to 2-year institutions to create connections and to work on crafting 2+2 programs. Faculty from Communication Studies, Theatre and Music visited both Onondaga and Cayuga Community Colleges to build relationships and work on 2+2 programs. Coordinated an on campus Oswego visit with students from these 2-year schools. Additionally, the art department worked with students from Mohawk Valley and Onondaga community colleges on "Creatively Exploring Place, Self and Collective Identity" - an art project that brought the students togther in reflecting on their respective communities. Have seen a slight bump in transfers from these two schools.	Approaching	Have requested Provost committment money to continue this program in 2016-2017. Art department currcilular revisions and proposals include a transfer track for program completion.
	Collaboration with Transfer Services andFITW grant to promote services, employ transfers, and work directly with comm. Colleges	Increase of transfer students utilizing services; development of new programs to address transition challenges	OLS staff; FITW staff; transfer services staff			Met	
3.7 Transfer retention, collaboration with Community Colleges.	Workshop with community colleges to facilitate business transfer students	Strengthen relationships with community colleges, enhance seamless transfer.	Provost's Office and School of Business Dean's Office	Held Transfer Success Workshop on October 30th which included community college and OnPoint for College participants	Held Transfer Success Workshop on October 30th which included community college and OnPoint for College participants	Met	Consider offering similar workshop in Fall 2017
	Enhance partnership with Fort Drum & Jefferson Community College to provide access to Watertown / Fort Drum students, including military, veteran and transfer student populations.	Become member in JHEC, offer courses in Watertown / Fort Drum area, strengthen services to military and veteran populations and advise / highlight pathways to degrees	Extended Learning		Extended Learning:15.Efforts to serve the North Country (near Watertown) included advising and recruitment efforts as well as an attempt to offer a broadcasting course on Fort Drum in the Fall of 2015. At that time the Department of Defense tightened restrictions for access to Fort Drum and staff were no longer able to hold weekly recruitment / advising sessions there. Also in the Fall of 2015, SUNY Oswego launched membership in the Jefferson Higher Education Center (JHEC) by supporting the offering of Educational Administration Advanced Certificate courses at the site. Staff reoriented their efforts to move from Fort Drum to the JHEC and fielded 24 student meetings and 62 inquiries into SUNY Oswego programs.	Met	Continued representation in JHEC Advisory Board and North Country Consortium for 2016/17
3.8 Ensure support services are highly accessible and available.	Renovate Library Reference Room to accommodate Writing Center services.	Completed Writing Center relocation.	Library Admin, OLS, Facilities		Writing Center construction was completed during winter break and the center opened in its new first floor location at the start of the Spring 2016 term.	Met	Completed. Will pursue other renovation possibilities.

Academic Affairs Goals 2015-16

Goal 4: Promote social responsibility. Serve as a resource for and stimulus to educational, cultural, environmental, community, and economic development in our region and beyond.

Connection to Oswego's Strategic Impacts:	Impact 3: Our communities and partnerships are enriched and supported.
	Impact 5: Our faculty, staff and students move the dial on grand challenges of our time.
Connection to SUNY Excels	**Engagement**

OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
4.1 Provide programs that support regional economic development.	Increase internships, co-ops, project based learning to community	Students training to provide vibrant workforce	Center for Experiential Learning		4% increase of students working in the community, 1050 to 1090 students	Met	Increase outreach to community with visits, invitations to come on campus.
	Mentor-scholar program in community	Increase high school graduation rates and create pipeline to SUNY Oswego	Center for Experiential Learning		160/33% increase Oswego student mentors. Increase to 5 sites from 3 the previous year	Exceeded	Assess impact of program and cultivate more buy-in and financial support from districts through accomplishments
	Offer VITA program in Oswego and Fulton	Provide low and moderate income households with income tax assistance. Offer students experiential learning.	Accounting faculty and School of Business Dean's Office	Planning underway for 2016 VITA program	VITA program offered in 2016: Number of Student Volunteers for the Spring 2016 Tax Season - 86Total Number of Student Volunteer Hours - 813Number of Faculty Advisors - 3Total Number of Faculty Volunteer Hours - 128	Met	Offer the program in 2017
	Implement Guest wireless program	Easier access to educational resources on campus		Pilot project is up and running in summer. Feedback has been received on simplifications and enhancements, which will be implemented in Fall 2016.		Approaching	Pilot system is ready for roll out in Fall 2016. With succesful pilot, system will go production in October.
4.2 Provide programs addressing the needs of the local community.	Partner with public library, local newspaper and regional library consortium to digitize and provide worldwide access to Palladium Times and its predecessors.	Local newspaper archives in http://nyshistoricnewspapers.org/	Library Admin		Project is ongoing with completion expected in the upcoming year. Earlier years of these newspapers are already available in the database.	Met	Need to investigate status.
	Create SCMA Community Outreach committee	Active engagement with community on common themes in Oswego County	Dean SCMA		Worked with the art and music departments to create and support youth arts programs, reulting in "At the Art Studio" and "Oswego Youth Conservatory", both of which have received funding to support another year. The art department is working on a community art program with local schools to create banners for the city of Oswego. The art department's collaboration with Mohawk Valley and Onondaga Community colleges on "Creatively Exploring Place, Self and Collective Identity" brought togther our students with these others to reflect on their respective communities.	Exceeded	Secured grants to move forward with youth utreach arts programs and community art banner project for 2016-2017

Academic Affairs Goals 2015-16							
4.2 Provide programs addressing the needs of the local community.	Support the CiTi BOCES alternative learning partnership by using campus resources to respond to program and student needs-assessments.	Participating high school students will accrue and/or recover credit toward high school graduation.	SOE		SOE. Center for Teaching and Innovation at BOCES (CiTi BOCES) Credit Accrual and Recovery Education (CARE) alternate school partnership began in September and has grown to having at least 20 high school students signed up for fall 2016. Many SUNY Oswego students and faculty have supported CiTi BOCES students in this vibrant, high school credit accrual and recovery program. DOT. CiTi CARE program support: Technology Methods class worked with CiTi students to develop a promotional video for the CARE program. CiTi CARE students learned video projection skills. C&I. Developed a young adult book club with CiTi CARE students culminating in a best book "bracket-ology" event (mirroring NCAA basketball tournament playoffs) and a community-wide book discussion event at the local independent book store in Oswego, The River's End. Additional Activity SOE. The fifth annual Oswego Writing Institute was held in August 2015 for 100+ teachers and administrators from Central NY school districts. This institute provides intensive professional development workshops that include participation by one-two renowned authors and the SOE Dean's Writing Awards winners and several SOE faculty.	Met	Review results of the 2015-16 year's efforts and use them to support the program and facilitate improvements in the partnership.
	Strengthen and grow partnerships and credit opportunities for academically prepared high school students. (DUPLICATE OF GOAL 2)	Pursue accreditation for High School Programs, enhance pedagogical relationships, and increase enrollment.	Extended Learning, Deans		Extended Learning: SUNY Oswego in the High Schools had 2059 total enrollments among high school junior/seniors representing 24 school districts participating across New York State. 71 high school teachers worked collaboratively with SUNY Oswego faculty to teach the following 11 courses: ASL 101, CRW 206/208, HIS 202/203, FRE 201/202, GER 201/202, SPA 201/202. SUNY faculty serve as mentors to high school instructors from participating schools. Staff visit high schools each fall and spring to facilitate enrollments and represent SUNY Oswego state-wide. The New Visions Program is an innovative partnership with CiTi BOCES that provides 266 total enrollments (67 high school seniors) from 9 districts across Oswego County - APW, Central Square, Fulton, Hannibal, Mexico, Oswego, Phoenix, Pulaski, Sandy Creek, the opportunity to enroll in 12 college credits while taking classes on the SUNY Oswego campus and participating in job shadowing experiences around the region. NACEP Accreditation a long term goal, staff attending conferences and begining to establish needed documentation.	Approaching	Continued growth in the SUNY Oswego in the High Schools program anticipated in 2016/17

Academic Affairs Goals 2015-16							
4.3 Expand partnerships with regional employers including business and not-for-profits.	Provide high quality programs and services aligned with curricular strenghts via contract training and open enrollment courses.	Strengthen relationships, grow enrollment and increase profit from offerings.	Extended Learning		Extended Learning: Through the professional development contract with the Oswego County Department of Social Services, the Contract manager for Professional Development has coordinated the logistics for degree seeking DSS employees to take credit bearing courses (tuition paid by the employer) and facilitated numerous professional development opportunities targeted to the specific succession planning and organizational development needs of their business. The Phoenix Center engaged several paid SUNY Oswego student interns in meaningful work related to their course of study and career interest: A broadcasting major served as a Marketing / Production intern (paid) which included filming and producing a video for the Notary Public open enrollment program, creating all marketing materials for the Engaging Creative Minds program and facilitating email blasts, making web page edits, and segmenting email client lists. 4 students, employed as paid intern instructors for the Engaging Creative Minds program during the summer of 2015 (Software Engineering, Adolescent Education, Technology Education, and School Psychology), worked as student instructors teaching 247 total students (aged 8-12 for 37.5 hours per week over a 4 week period) to create Minecraft designs and mods; 2D, 3D and animated videogames; and apps. They received training in course content, curriculum and lessons and participated in an intern instructor orientation program and one also received 4 internship credits. Students participating in the Engaging Creative Minds non credit kid's camp program were exposed to STEAM-based programs coordinated by the college. In the summer of 2015, the program had 247 enrollments from local students age 8-12. For the summer of 2016, the program has expanded to include ages 7-14. Federal grant funding was secured to pay for an unlimited number of low income scholarships which allow students in foster care, students from families receiving food stamps or public assistance, or students whose family income meets the 200% poverty qualifier to attend free of charge.	Met	Continued collaboration and partnership with businesses for contract training and non credit offerings anticipated for 2016/17.
	Establish marketing plan aimed at regional HR depts	Increase new students via HR connection	Graduate Studies	Plan complete	Disappointing results of early implementation of plan; modifications for second year. Need more specific targeting and distribution of information. HR departments not sharing as hoped. Used modified approach with Behavioral Forensic mailings.	Approaching	Adopting greater emphasis on reaching individual students rather than institutions; this will not be a major emphasis in year ahead due to results.
	Increase number of sites for internships, co-ops, and project based learning	Students training to provide vibrant workforce	Center for Experiential Learning		22% increase in number of sites: 180 sites AY 14/15 to 220 sites 15/16	Exceeded	Increase outreach to community about benefits
	Collaboration with EOP alum	Assist students in securing employment internships in their field	EOP staff, Alumni Office		Outreach to EOP alum's; collaboration with Alumni Office and Experience Based Ed is necessary.	not met	contact with both offices for the design planning of this project. Identify a small group of interested Alumni to collaborate with the college.
4.4 Provide students with skills and knowledge for success in a multicultural world.	Initiate design of Global Engagement Certificate	Plan for for-credit program including curricular and extra-curricular components	IGE project team	Design document	Certificate proposal	Approaching	
	Initiate New Professional Skills Certificate	Undergrad. Certifcate for "job ready" skills at Metro Center	SCMA Dean and Associate Dean	Design document	Certificate proposal - tabled due to constraints on Metro Center undergraduate completion projects	Not Met	Will propose again this year once branch campus/extended learning are ready.

Academic Affairs Goals 2015-16							
4.4 Provide students with skills and knowledge for success in a multicultural world.	Develop on-line workshops addressing financial literacy	Students submit their FAFSA information before the deadline	Fin Aid office, EOP staff, EOP students		The Financial Aid office provided a 4 week program on all aspects of financial aid-- work study, loans, promissory notes, access to financial resources, submission and new regulations for filing FAFSA, and affording college. By the end of the summer the EOP Summer school students were provided with their financial aid packets, information about finding employment on campus and making future palns for study abroad. Peer leaders were trained to assist finanacial aid counselors in all presentations and workshops.	exceeded	will be presented in every EOP summer program
	Offer Diversity Speaker Series in concert with heritage months	Increase student learning about academic explorations of diversity	CLAS Dean, SCMA Dean, Dean of Students		Four speakers were brought to campus in the Fall of 2015 - Bobby Gonzalez,Derald Wing Sue, Robin Kimmerer and Arlene Kanter who presented on 1) Why Latinos are NOT "Spanish." The Rich Cultural Diversity of Hispanics", 2) Overcoming Microaggressions: Toxic Rain in Higher Education, 3) Finding Common Ground between Indigenous and Scientific Ecological Knowledge, and 4) "Who's in, WHo's out and Who Decides: The Rights of People with Disabilities." to approximately 250 students, faculty and staff.	Exceeded	Continue to support ongoing speaker series and other co-curricular programming through collaboration with Student Affairs and the ongoing I am Oz Diversity Speaker Series.
4.5 Expand service-learning and promotion of regional well-being through campus outreach.	Create SCMA Community Outreach committee	Active engagement with community on common themes in Oswego County	Dean SCMA		Was unable to accomplish this due to construction projects	Not Met	Would like to tie this initiative to the "Common Problem Pedagogy" once established

Academic Affairs Goals 2015-2016

Goal 5: Demonstrate accountability. Document goal achievement through annual performance reports and assessment plans. Commit to evaluating the effectiveness of our services.

Connection to Oswego's Strategic Impacts:	Impact 4: Our institution is highly effective and sustainable.
Connection to SUNY Excels	Engagement

OBJECTIVE	ACTION	EXPECTED OUTCOMES	PERSON/UNIT ACCOUNTABLE	MID-YEAR PROGRESS	YEAR END RESULTS	ACHIEVEMENT OR OUTCOME	NEXT STEPS OR ACTION
5.1 Assessment and continuous improvement of undergraduate and graduate programs	Create assessment feedback form from Dean's Office, and link resource requests to assessment outcomes	Clear links between resource allocation and assessment outcomes; closing the feedback loop	SCMA Dean, CLAS Dean, CLAS Associate Dean/Provost		CLAS: Associate Dean provided feedback to all CLAS units, and allotted funds to departments based on recommendations for improvement on the annual budget assistance request form.	Met	SCMA dean will connect with CLAS dean for input on how the process worked for CLAS.
	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. Transition from NCATE accreditation system to CAEP accreditation at the program, department, and SOE levels. Align academic programs to the latest professional standards, TeachNY agenda, and to the CAEP standards.	1) Maintain the TK20 structure and data collection processes related to performance data and learning outcomes across all programs. 2) Continue to support faculty and candidates in the collection and analysis of video and other related assignments leading to the development of Teacher Performance Assessment (edTPA) documentation for initial certification. 3) The Field Placement Office will maintain all placement data in TK20. 4) Workshops and web based info regarding components of program assessment will be updated as needed, and shared each semester with faculty, staff, and candidates. 5) CACREP Accreditation report will be submitted in Fall 2015. 6) CAEP assessment and accreditation processes will be studied via workshops and team-based planning meetings. 7) Program alignment with CAEP and the new TeachNY agenda (when it is disseminated). 8) The SOE Assessment Committee will support these efforts and report on results in the minutes of their meetings.	SOE		1. SOE. Many advancements within TK20, including integration with other platforms, including Blackboard Learn and Banner. Teacher certification test scores now integrated into TK20. Initial and end-of-program assessments have been linked to courses in programs. 2. SOE. Faculty have incorporated a focus on edTPA; candidate products are stored in TK20. 3. SOE. Field Placement Office has begun to populate TK20 system with field placement data. 4. SOE. Workshops, information sessions, and planning meetings have taken place across all departments in SOE. 5. CPS. CACREP report for Mental Health Counseling was submitted and returned with questions. Responses were submitted in March 2016. Awaiting on-site visit. 6. SOE. Faculty have participated in workshops on campus and in conferences. Rubrics are being developed to assess candidate and program performance. SOE program standards will be aligned with INTASC Standards. 7. SOE. Program alignment with CAEP is underway; we continue to monitor updates. No Teach NY agenda has been officially distributed yet. 8. SOE. Assessment committee has met monthly to review progress. 9. SOE. Technology committee has met 2 -3 times per semester to review the new CAEP standards.	Met	Expand and strengthen procedures for collecting and analyzing program assessment that is aligned with CAEP standards and NYSED and SUNY expectations. This includes strengthening our use of the Tk20 system for storing and retrieving data related to program assessment. Plans are also underway to collect and store data from alumni.
	SWOT analysis of all degrees and certificates	Identification of ways to improve programs	Graduate Studies	60% of analyses completed	SWOT analyses completed; recommendation report, including plan for sharing results, making viability decisions to Provost.	Met	Discussing results with Deans this fall; sharing final recommendations with provost by end of calendar year

5.1 Assessment and continuous improvement of undergraduate and graduate programs	Review the learning goals and curriculum for graduate and undergraduate programs in the School of Business	Ensure that the curriculum meets the needs of today's graduates. Address any gaps in learning.	School of Business Associate Dean, Curriculum and Assessment Committee Faculty	Committees are reviewing learning goals and curriculum	Learning goals reviewed and one goal added for the MBA program. Ethics and critical thinking curriculum maps reviewed and revised.	Met	Assess all undergraduate and graduate learning goals in the 2016-2017 academic year
	Coordination and support of UG learning outcome Assessment		Institutional Research & Assessment		1)ALL Acadmic programs have submitted annual reports. An excutive summary being developed. 2) Continued Assessment Fellow programs, provided professional development opportunities including participation in national conferences and presenting /conducting workshops on campus. 3) Graduate programs working on assessment programs .	Exceeded	Will continue with learning outcome assessment, assessment fellow, ' particularly supporting graduate program assessment.
5.2 Assessment and continuous improvement of General Education units in Academic Affairs.	Continue efforts in improving general education assessment practices	Impelment collborative framework for the evaluation of plans and reports submitted by departments between the Assessment Committee and general Ed Council.	Associate Provost U&S Programs		Second year of full implementation of the review of assessment Plans as well as Reports was completed. A joint group of faculty in general Ed Council and Assessment Committee did the review and the General Education Director communicated results to the individual departments. We held the end of spring retreat that brought all faculty who had completed assessment of general education categories in calendar year 2015 together. Reports were generated both from the retreat and results of the assessments completed by faculty in categories assessed.	Exceeded	works continues in this area.
5.3 Assessment and continuous improvement of non-major and other services, units in Academic Affairs.	Survey Metro Center faculty and students to better understand library & information needs.	Plan for library improvements at the Metro Center.	Distance Learning Librarian		Survey completed. Based on analysis of results, began planning with Metro Center Student Resources Advisor for improved information exchange between the library and Metro faculty and students., (e.g., orientations, workshops, online community for cohorts)	Met	Will explore continued partnerships and collaboration opportunities.

5.3 Assessment and continuous improvement of non-major and other services, units in Academic Affairs.	Provide ample opportunities and supports for non-English speaking students to learn English and pursue higher education. (DUPLICATE FROM GOAL 1 & 2)	Cultivate a robust academic and social environment for non-English speaking students that promotes enrollment and retention of diverse students.	Extended Learning, International Student Services		Extended Learning: The ESL Coordinator created a campus resources brochure to support academic and social success for international students, which were shared at orientation activities for international students, posted on the division web site and distributed to academic departments, the Director of Hart Hall, the Hart Hall front desk, and academic advisors. The ESL Coordinator launched a weekly conversation hour for international students during the spring 2016 semester; 15 students attended. In 2015, the Summer Intensive English Program offered 2 students a 3 week and 52 students a 6 week, residential, credit bearing intensive English course for non-native English speakers, primarily college aged international students and 4 HUFS (Hankuk University of Foreign Studies) TESOL Student Teaching Interns the opportunity to observe and obtain teaching experience in ESL. The GO ESL Program offered 28 students a 3 week, residential, non-credit intensive English course for international high school students. The Metro Center Director and ESL Coordinator served on the planning committee for the Multicultural Summit, an event sponsored in collaboration with OCC, SU, and Le Moyne College. SUNY Oswego hosted the summit in the spring of 2016. Open to all faculty, staff and students, 87 attended. SUNY Oswego students and professors were panel participants in an open dialogue centered on support for the international / ESOL population.	Met	Continued supports for non-English speaking students anticipated for 2016/17
	Continuing efforts to improve non-academic units in assessment process.	Assessment plans and reports in full compliance.	Provost/IRA		1) Each academic support unites submitted a plan and reported on their previous year assessment. 2) Feedback provided to improve assessment plan and activities via group as well as individual meetings.	MET	Will continue with assessment of academic support unites, with particular attention on the area that may need improvement.
5.4 Evaluation of Assessment Systems.	1) Review of Assessment practices within Academic division.		Provost/Institutional Research & Assessment		Worked with unites to make sure that the goals , activities and assessment is alligned with "tomorrow" plan' drivers and indicators.	Met	Will continue.
	Establish baselines using current data from tutortrac, classroom performance & retention, and presentation data, to further evaluate effectiveness of services provided	Evaluate semester data to identify opportunities to improve services	SASS and OLS staff		OLS is part of the SUMS grant with the charge to increase the number of STEM students attending tutoring. To that end, a math center director was hired, designs for a new location for the non stem courses is in planning, and additional STEM tutors were hired in order to provide more walk-in an appointment tutoring sessions. Writing Center-- has increased the staff to 15 tutors based on the increase in the number of students utilizing the services. SASS-- provided EDU class for students on academic probation with a GPA beloow 1.5. 90% retention at the end of the spring semester for these students	met	will continue
	Mentor-scholar assessment of impact	Assessment to show impact of program on middle and high school students, grade improvement	Center for Experiential Learning		instituted baseline assessment, shows 6% increase in grades/attendance	Exceeded	Continue assessment model with additional year. Extend assessment to all sites.

	Collect data on audience,impact of arts programs, through feedback form and card swipe	Richer data collected in support of community impact of arts programming, tracking of student involvement	SCMA Dean		Began to collect audience information at concerts given by the music department, theatre performances, and art exhibitions. Gathered and shared data to report on the impact of the arts on our students, staff and community members both locally and internationally. This data used in annual report gathered by Office of Instituitional Research.	Met	We will continue to gather this data and research how to best capture attendance at art exhibitions.
5.5 Review and improve assessment via broader definition of assessment, included more diverse assessment tools and reports.	Review and redesign current assessment in conjunction with NADE and CAS standards	Ensure delivery of services and course curriculum align with national standards	EOP staff		assessments completed: 1. EDU 101- EOP high school to college transition course-- changes included increased involvment w/ peer leaders; collaboration with Financial Aid to provide componenet on financial aid and literacy; increase in community service engagement. 2. Women's support group-- participant feedback included group provide a safe and caring environment, culture sharing discussions, networking and resourceinformation. Group wcontinued through the EOP summer program and is convening for the fall 2016 semester. 3. Peer mentor group-- first time program designed to assist students placed on academic proobation. Success rate= 80% return. Most AP students connected with mentors. Program will be repeated. 4. EDU 204- Peer leader training- based on results from 2013/14, the spring 2015 course was revised to emphasize student's personal growth and development, and integration of the peer leaders with the summer faculty for collaborative programs.	met	As EOP has recently hired 2 new counselors and a director, EDU 101 will be reviewed for possible revisions which will include the experiences of the new staff.

Aguiar Malosetti, Gonzalo. Modern Languages and Literatures
- Hart Hall Grant, SUNY Oswego, April 2016.
- IDAP Award, SUNY Oswego, April 2016.
- You Make the Difference Award, SUNY Oswego, March 2016.
- DSA Award, SUNY Oswego, December 2015.

Attia, Ashraf. Marketing and Management
- President Award for Research & Scholarly Activities, SUNY Oswego. May 2016

Auler, Robert. Music
- Presidents Award for Scholarly and Creative Activity, SUNY Oswego, May 2016.

Bacher, Leigh. Psychology
- Provost Research Fellow, SUNY Oswego, August 2015.
- IDAP Award, SUNY Oswego, January 2016.

Bargainnier, Sandra. Health Promotion and Wellness
- Provosts' Academic Retreat -Most Student Centered Award, SUNY Oswego Provost's Office, August 2015.

Benavides, Evelyn. Sociology
- SUNYCON Faculty Fellow Program, SUNY, October 2015.
- Discretionary Salary Award, SUNY OSWEGO, December 2015.

Bidwell, Amy. Health Promotion and Wellness
- Scholarly and Creative Activity Grant, SUNY Oswego, December 2015.

Bishop, Elizabeth. English and Creative Writing
- IGE Internationalization Course Redesign Award, SUNY Oswego, September 2015.
- IDAP, SUNY Oswego, May 2016.

Blake, Kathleen. Anthropology
- Individual Development Award, United University Professions, April 2016.

Bonzo, Sarah. Marketing and Management
- Open SUNY Online Teaching Ambassador, SUNY. February 2, 2016

Brown, Laura. Human Development
- High Needs Grant, State of New York, September 2015.

Clark, Patricia. English and Creative Writing
- Residence Life and Housing, Professor Recognition Award, SUNY Oswego, March 2016.
- Provost's Office, University of Calcutta - SUNY Oswego Exchange, SUNY Oswego, January 2016.

Coll, Fiona. English and Creative Writing
- Faculty-Student Challenge Grant, SUNY Oswego, March 2016.
- Digital Humanities Summer Institute Scholarship, SUNY Oswego, December 2015.

Cox, Pamela. Marketing and Management
- Member, Beta gamma Sigma Honor Society.

- Member, Phi Kappa Phi Honor Society.

Cullinan, Kelly. Theatre
- Membership/Recognition, Phi Alpha Theta, April 2016.

Curtin, Maureen. English and Creative Writing
- Phillip W. Smith Communications Award, Best of the Best statewide in journalism, United University Professions, May 2016.
- Award of Distinction for "Pearson and the Common Core" (author), Spring 2015, New York State United Teachers, May 2016.
- Award of Distinction for General Excellence, In Touch (editor), Fall 2015, New York State United Teachers, May 2016.

Entner, Benjamin. Art
- Semi-Finalist   - Outwin Boochever Portrait Competition 2016, National Portrait Gallery, Smithsonian Institution. Juried international competition., September 2015.

Fay, Adam. Psychology
- Professor Recognition Award (student nomination), SUNY Oswego, March 2016.

Fenlon, Amanda. Curriculum and Instruction
- Preparing Adolescent Special Education Teacher Candidates to Use Technology to Enhance Learning and Participation for Secondary Students with Disabilities, SUNY Oswego Technology Innovation Program, January 2016.
- Curriculum Materials to Prepare Secondary Special education candidates, UUP IDAP Award Program, December 2015.

Fogel, Jennifer. Communication Studies
- Penfield Faculty Teaching & Research Collections Grant, Penfield Library - SUNY-Oswego, March 2016.

Folk, Jessica. English and Creative Writing
- Finalist - Feature Film Script "Poster Girl", California Women's Film Festival, January 2016.

Friedman, Barry. Marketing and Management
- Fulbright Scholarship, J. William Fulbright Foreign Scholarship Board (FFSB), the Bureau of

- Education and Cultural Affairs of the Department of State (the Department), and the Council for

- International Exchange of Scholars (CIES). January 27, 2016

Frederick, Alfred. Curriculum and Instruction
- Oustanding International Educator of the Year 2015, International Center of Syracuse, November 2015.
- Certificate of Participation in the University of Oxford Symposium on Education Research, University of Oxford, Oxford, UK, March 2016.
- Certificate of Recognition for Organizing the Third International Seminar on Educational Research, Theory and Practice, 2015, State University of Piaui, Teresina, Piaui, Brazil, September 2015.
- Letter of Recognition from Senator Kirsten Gillibrand for 2015 Outstanding International Educator Award., United States Senate, December 2015.

Graham, Bonita. Math
- Make a difference certificate, Campus Housing, February 2016.
- SCAC grant (superviser), internal, November 2015.

Guerra, Douglas. English and Creative Writing
- Dr. Nuala McGann-Drescher Award, UUP/JMLC, November 2015.

Harris, Jessica. Health Promotion and Wellness
- Faculty Recognition Award, SUNY Oswego- Residence Life and Housing, March 2016.
- TIP Grant, SUNY Oswego - Technology, December 2015.

Hellquist, C. Biological Sciences
- Yellowstone aquatic plant diversity: Archiving in anticipation of a drier future, Yellowstone Park Association and Yellowstone National Park, April 2016.

Hester, Jessica. Theatre
- Provost Faculty Research Fellowship, SUNY Oswego, August 2015.

Ieta, Adrian. Electrical Engineering
- Quest 2015 award, Sigma Xi/ ORSP, April 2016.

Ilie, Carolina. Physics
- President's Award for Teaching Excellence, SUNY Oswego, May 2016.
- Materials Research Science and Engineering Center - Faculty and Students Research Team on Polarization and Spin Phenomena in Nanoferroic Structures, National Science Foundation and the University of Nebraska at Lincoln, April 2016.

Islam, Mohammad. Physics
- Scac: Fabrication of Lithium Ion Batteries, SUNY Oswego, March 2016.
- Paradim: Materials Center at Cornell University, National Science Foundation - Cornell University collaboration, April 2016.

Jung, Taejin. Communication Studies
- Chancellor's Grant for Innovative Study Abroad Programs (ISAP Grant, $1,500), OIEP, May 2016.

Keida, Elizabeth. Health Promotion and Wellness
- Childhood Obesity Research Demonstration 2.0, Center for Disease Control- in progress, January 2016.
- Ed.D. in Executive Leadership, St. John FIsher College, June 2016.

Kefallonitis, Efstathios. Marketing and Management
- Fellowship, The Royal Society for the Encouragement of Arts, Manufactures and Commerce, U.K.

- September 15, 2015

Knowles, Helen. Political Science
- 2016 Scholarly and Creative Activity Grant, SUNY Oswego, March 2016.
- Participation in the Institute for Humane Studies Academic Freedom Conference, Institute for Humane Studies, July 2015.
- Communications Award of Distinction, NYSUT, May 2016.

Langenfeldrial, Jonel. Theatre
- Side Show/Music composition Workshop, Artswego, February 2016.

Laura Harris. Penfield Library
- Sylvia Chu Memorial Scholarship, SUNY Librarians Association, April 2016.

Loayza, Milton. Modern Languages and Literatures
- Summer Seminar Stipend, National Endowment for the Humanities, July 2015.

Losi, Heather. Accounting, Finance, Law
- Professor Recognition, Residence Life and Housing. March 4, 2016

Mackenzie, James. Biological Sciences
- Award of Excellence in Research and Sponsored Programs Gold Medal, SUNY Oswego, July 2015.

Maher, Larry. Marketing and Management
- Doctoral Fellowship, University of Houston, Houston, Texas.

- Membership, Alpha Sigma Lambda, Eta Gamma Chapter.

McGrath, Thomas. Music
- 10-year service award/pin, SUNY ESF, April 2016.
- teacher recognition award, SUNY ESF, July 2015.

McKeown, Joshua. International Education
- Andrew Heiskell Award for Study Abroad (Honorable Mention) "I, Too, Am Study Abroad" (with several department staff), Institute of International Education (IIE), March 2016.

Metzgar, Richard. Art
- Provost's Award for Mentoring in Scholarly and Creative Activity, SUNY Oswego, May 2016.
- Faculty Scholarly and Creative Activity Grant, SUNY Oswego, December 2015.

Moore, Devon. English and Creative Writing
- Juried Fellowship, Constance Saltonstall Art Colony, July 2015.

Nash, Lori. Philosophy
- Oswego Chapter - Phillip H. Smith Award, United University Professions, May 2016.

Newell, Peter. Biological Sciences
- Scholarly and Creative Activity Grant, SUNY Oswego, March 2016.
- Rice Creek Associates Small Grant for Research, Rice Creek Associates, April 2016.

O'Toole, Joanne. Curriculum and Instruction
- CAPA-SUNY Oswego Faculty Development Seminar Scholarship to Shanghai, China, SUNY Oswego / CAPA, March 2016.
- President's Award for Teaching Excellence, SUNY Oswego, May 2016.

Pagano, Andrea. Accounting, Finance, Law
- Outstanding Educator, Residence Life and Housing. March 4, 2016

Pippin, Douglas. Anthropology
- Phi Beta Delta Honor Society for International Scholars, SUNY Oswego Chapter, December 2015.
- Faculty Scholarly and Creative Activity Grant, SUNY Oswego, March 2016.
- Individual Development Award Program, UUP, March 2016.

Radhakrishnan, Ritu. Curriculum and Instruction
- International Honor Society, SUNY Oswego, November 2015.

Rank, Allison. Political Science
- Fall Academic Affairs Retreat - Best Teaching/Learning Enhancement, SUNY Oswego, August 2015.
- RHA Outstanding Educator Award, SUNY Oswego, March 2016.
- Curriculum Innovation Grant, SUNY Oswego, May 2016.

Rao, Hema. Accounting, Finance, Law
- Beta Alpha Psi Honor Society.
- Beta Gamma Sigma Honor Society.

Rodgers, Mary. Accounting, Finance, Law
- Open SUNY Fellow, SUNY Center for Online Teaching Excellence. February 8, 2016

Sagot, Maria. Biological Sciences
- Rice Creek Grant, Rice Creek, SUNY Oswego, April 2016.

Schmitz, Eric. Music
- Scholarly and Creative Activities grant ($3000), SUNY Oswego SCAC and Provost's Office, November 2015.
- Honorary Member, Mu Beta Psi music fraternity, SUNY Oswego chapter of Mu Beta Psi, April 2016.

Scott, Guy. Marketing and Management
- Nominated as Outstanding Adviser, Business Management Club of SUNY Oswego. (April 20, 2016).

- Received the "You Make a Difference Award", Resident Life and Housing / Richard R. Kolenda Ed.D. March 4, 2016

Sime, Karen. Biological Sciences
- Biological Status of the Bog Buckmoth, U.S. Fish and Wildlife Service, December 2015.

Sonchak, Lyudmyla. Economics
- Koch Research Fellowship Grant, The C. Koch Foundation, February 2016.

Streets, Barbara. Counseling and Psychological Services
- 2016 Awardee. PDP Blended Learning Program., New York State Council on the Arts, March 2016.
- 2016 Penfield Library Display to Archives, Faculty Speaker, Penfield Library, April 2016.

Toale, Mary. Communication Studies
- Distinguished Teaching Fellow of the Eastern Communication Association, Eastern Communication Association (regional), April 2016.

Usuanlele, Uyilawa. History
- Professor Recognition Award, Residence Life and Housing, SUNY, Oswego, March 2016.

Wideman, Stephanie. Communication Studies
- Outstanding Educator, SUNY Oswego Residence Life and Housing, March 2016.

Wilcox, Elizabeth. Math
- Professor Recognition Award, Residential Life and Housing, SUNY Oswego, March 2016.

Wolford, Karen. Psychology
- President's Award for Excellence in Academic Advisement, SUNY Oswego, July 2015.

Woodworth, Jan. Vocational Teacher Preparation
- School Board Member Achievement, NYS School Boards Association, July 2015.
- NYS Honorary Empire Degree, NYS FFA, May 2016.

Wray, Kenneth. Philosophy
- Visiting Scholar, Massachusetts Institute of Technology, September 2015.

Wright, Susan. Accounting, Finance, Law
- Discretionary Salary, Performance Based, Lump Sum Award, 2015, SUNY Oswego. December 14,

2015
- Internationalization Course Redesign Award, SUNY Oswego Institute for Global Engagement. (October

31, 2015

Yang, Harrison. Curriculum and Instruction
- Distinguished Guest Professor, Shandong Normal University, China, October 2015.

Abraham, Steven. Marketing and Management

- "The LMRDA. Another Labor Law that Benefits Employers?" 7th Annual American Business Research

- Conference, World Business Institute, New York, NY, International, Pblished in proceedings, July 24, 2015.

Aguiar Malosetti, Gonzalo. Modern Languages and Literatures

- "Modelos para armar: criminalidad y ciudadanía fracturada en A Grande Arte, de Rubem Fonseca y La aguja en el pajar, de Ernesto Mallo," Latin American Studies Association (LASA), New York, NY, May 29, 2016.
- "La novela negra argentina o el arte de la imposible reconciliación nacional," Middle Atlantic Council of Latin American Studies (MACLAS), Philadelphia, PA, March 4, 2016.
- "Cultural Exchanges during the Cold War: Latin America in the Work of Frank Tannenbaum," IGE Hour, SUNY Oswego, Oswego, NY, April 25, 2016.

Andrews, David. Economics

- "Ethics and Morality in Early-20th Century Economic Thought," Institute for New Economic Thinking, International, February 17, 2016.

Armani, Kimberly. Extended Learning

- "A Study of How CNY Moves on Two Feet," Onondaga Citizen's League, Syracuse, NY, October 20, 2015.

Bacher, Leigh. Psychology

- "Patterns of Visual Attention During Face Recognition Memory," Quest 2016, SUNY Oswego, Oswego, NY, April 13, 2016.
- "Status report: Exploration of visual attention patterns during a working memory task in children," Quest 2016, SUNY Oswego, Oswego, NY, April 13, 2016.
- "Individual Differences in Spontaneous Eye Blinking are Linked to Frontal Assymetry in Human Infants," International Society for Developmental Psychobiology, San Sebastian, Spain, July 19, 2015.

Benavides, Evelyn. Sociology

- "Who are you now? The Cool Girl vs. The Cool Guy: Gender, Transgendered Identity, and Performance in Popular Fiction," Midwest Sociological Society Annual Meeting, Chicago, IL, March 26, 2016.

Bendinskas, Kestutis. Chemistry

- "Lead, mercury, sleep, and inflammatory markers in adolescents: An OMICS approach," ACS national meeting, San Diego, CA, March 2016.

- "Lead, Mercury, Sleep, and Inflammatory Markers in Adolescents: Metabolomics Data," NIH Common Fund Metabolomics Annual Meeting, Lexington, KY, September 2015.

- "Effects of Environmental Lead and Mercury on the Cardiovascular Disease Risk in Children," Science Today, SUNY Oswego, Oswego, NY, September 2015.

Beyerbach, Barbara. Curriculum and Instruction

- "Mindfulness in the schools: Exploring the Possibilities," Eastern Educational Research Assoc., Sarasota, Florida, February 26, 2015.

Bichindaritz, Isabelle. Computer Science

- "Data Mining Methods for Case-based Reasoning in Health Sciences," ICCBR, Frankfurt, Germany, September 28, 2015.
- "Cognitive Machine Learning in Biomedicine," BioTech Accelerator, Syracuse, NY, February 8, 2016.
- "An Innovative Educational Framework for Interdisciplinary Educational Collaboration for Biomedical Data Science Based on Online Open Education Resources," NPSMA, Buffalo, NY, May 19, 2016.

Bidwell, Amy. Health Promotion and Wellness

- "An internet-based nutrition and physical activity intervention for overweight/obese adults.," American College of Sports Medicine Health Fitness Summit, Orlando, FL, April 2, 2016.
- "Bounce into a Healthier Lifestyle," CELT, SUNY Oswego, Oswego, NY, January 11, 2016.

Bishop, Elizabeth. English and Creative Writing

- "Enslaved Women, Hemans and Wordsworth," International Conference on Romanticism, Park City, UT, October 25, 2015.

Bishop, Michelle. Penfield Library

- "Getting started with infographic tools," Technology Fall Conference, SUNY Oswego, Oswego, NY, October 30, 2015.

Bkassiny, Mario. Electrical Engineering

- "Implementation of a Wideband Spectrum Sensing Algorithm Using a Software-Defined Radio (SDR)," SUNY Undergraduate Research Conference (SURC), Cobleskill, NY, April 15, 2016.
- "Quickest Detection Algorithm for Real-Time Signal Processing," SUNY Oswego Technology Fall Conference, SUNY Oswego, Oswego, NY, October 30, 2015.

Blake, Kathleen. Anthropology
- "Effects of scavenging birds and insects on decomposition time of pig carcasses at Rice Creek Field Station," American Academy of Forensic Sciences, Las Vegas, NV, February 24, 2016.
- "Points of Interest in Sex Determination: A Metric Assessment of the Pubic Bone to Determine the Accuracy of Known and Novel Data Points," American Academy of Forensic Sciences, Las Vegas, NV, February 26, 2016.

Blanchard, Eric. Political Science
- "Visualizing Vulnerability in American Responses to China: Securitization and Cyber-Espionage," American Political Science Association, San Francisco, CA, September 5, 2015.
- "Hillary Clinton as Secretary of State through a Gender Lens: From 'Soft Power' to 'Hard Choices'," International Studies Association-Northeast, Providence, RI, November 7, 2015.
- "United States National Identity in 1950," International Studies Association, Atlanta, GA, March 15, 2016.
- "Gender and Human Security in the People's Republic of China: The Case of Violence Against Women," International Studies Association, Atlanta, GA, March 16, 2016.
- "Analytic Eclecticism and the Challenge of Theoretical Multilingualis," presented on "Promises and Pitfalls of Eclecticism in IR," International Studies Association, Atlanta, GA, March 18, 2016.
- "Discourse Analysis," Western Political Science Association, San Diego, CA, March 25, 2016.

Blanchfield, Lyn. History
- "Chocolate in the Classroom: How to Teach the Columbian Exchange," New York State Association of European Historians, St. John Fisher College, Rochester, NY, October 10, 2015.
- "Animals and Civic Identity in the Medieval Italian City-State," St. Louis University 4th Annual Symposium on Medieval and Renaissance Studies, St. Louis, MO, June 20, 2016.

Blatchley, Kayla. English And Creative Writing
- MVCC and SunyPoly Faculty and Student, SUNY Polytechnic, Utica, NY, May 2016.

Bonzo, Sarah. Marketing and Management
- "Modeling perioperative services as sociotechnical systems: Complexity and surgical delays," CESUN 2014, Council of Engineering Systems Universities, Hoboken, NJ, International, Published in proceedings, Industrial and Systems Engineering Society Panel Discussion on IEs in Healthcare,

Rochester Institute of Technology, Rochester, NY. April 21, 2016.
- "Got Online Teaching Motivation? Job design Implications," Business Research Consortium

Conference, Niagara University, Niagara Fall, New York, Regional, Published in proceedings, April 16, 2016.
- "Modeling Sociotechnical Systems: Capturing and Evaluating Information Flow," Society of Health

Systems Annual Meeting, Houston, TX, February 18, 2016.

Bozek, Sarah. Communication Studies

- "Women in Academe: Leaning in? Leaning out? Aligning ourselves with other women through communication," NYCSA, Callicoon, NY, October 17, 2015.

Burrell, Marcia. Curriculum and Instruction

- "Global Literacy Defined by Engagement: SUNY Oswego's Best Practices," AAC&U Annual Meeting, Washington, DC, January 23, 2016.
- "Learning How to Learn: Using a MOOC and cognitive research to create a transformative environment for student learning," Conference on Instruction & Technology (CIT 2016), Potsdam, May 3, 2016.

Bush, Richard. Technology Education

- "Iron Casting in the Computer Age," 76th Fall Conference, SUNY Oswego, Oswego, NY, October 29, 2015.
- "Advanced Manufacturing at Oswego," 76th Fall Conference, SUNY Oswego, Oswego, NY, October 29, 2015.
- "Plywood Boats," 76th Fall Conference, SUNY Oswego, Oswego, NY, October 30, 2015.

Card, Robert. Philosophy

- "Reasons, Reasonability, and Policy," Brocher Foundation/Oxford Uehiro Centre for Practical Ethics, Geneva, Switzerland, June 8, 2016.

Caviness, Terrance. Music

- "Using Arts in Education to help enrich your Music Programs," New York State band Directors Association, Syracuse, NY, March 5, 2016.
- "Trumpet Performance Hints," Westhill High School, Westhill, NY, November 12, 2015.

Clabough, Cynthia. Art

- "Enrollment in the Age of Completion Agendas, Transfer paths, and More," Council of Art Department Chairs, SUNY FIT, New York, NY, March 17, 2016.

Clark, Patricia. English and Creative Writing

- "Cookbooks, Cuisine, Nationalisms: Black Nationalist – Dalit Connections," On the Cutting Edge of Social Science: A West Bengal-New York Exchange (seminar/conference), Department of South and Southeast Asian Studies, University of Calcutta and State University of New York, Oswego, NY, University of Calcutta, Kolkata, India, January 2016.
- "Interdisciplinary in a Disciplined World (panel presentation and discussion with Dr. Lisa Glidden, Dr. Mary McCune and Dr. Kevin White)," Brown Bag Speaker Series, Office of the Dean of the College of Liberal Arts and Sciences, SUNY Oswego, March 2016.
- "Edna Lewis Roundtable Panel," Scarborough Fare: Global Foodways and Local Foods in a Transnational City, ASFS/AFHVS/CAFS Joint Meeting and Conference, University of Toronto, Toronto, Canada, June 2016.

Coll, Fiona. English And Creative Writing
- "Thinking Machines," Bridges Lecture Series, Waterloo, Ontario, Canada, November 27, 2015.

Cox, Pamela. Marketing and Management
- "Integrating Scaffolding Learning in an Online Course", Business Research Consortium of Western

New York, Niagara University, Lewinston, NY 14109, National, April 16, 2016.
- "Country Culture and National Innovation", Business Research Consortium of Western New York

Niagara Falls Conference 2016, Business Research Consortium of Western New York, Niagara Falls, New York, April 16, 2016.

Crawford, Dean. Accounting, Finance, Law
- Associates, LLP", 11th Annual BRC Conference, Business Research Consortium, Niagara Falls, NY, "Starbridge Regional", April 16, 2016.

Cullinan, Kelly. Theatre
- "The Social Impact of Jack Nicklaus," NYSSA, SUNY Oswego, Oswego, NY, October 3, 2015.
- "Sportsmanship Parenting via The Matheny Manifesto," National Sportsmanship Day: Sociology Dept, SUNY Oswego, Oswego, NY, March 3, 2016.

Curtin, Maureen. English and Creative Writing
- "Freedom as an Antidote to Solidarity in Mary McCarthy's The Group," Northeast Modern Language Association, Hartford, CT, March 19, 2016.
- "Socialism and Irish-American Literature in the 20th Century," How Class Works, Stony Brook, NY, June 11, 2016.

Damkaci, Fehmi. Chemistry
- "Impact on retention: Peer-mentoring using introductory chemistry labs," 250th National American Chemical Society Conference, Boston, MA, August 17, 2015.
- "Studies towards the total synthesis of Trigoinine B," 250th National American Chemical Society Conference, Boston, MA, August 18, 2015.
- "New Ligand Design for Ullman type C-O bond formations," 250th National American Chemical Society Conference, Boston, MA, August 18, 2015.
- "Ullmann Type C-C, C-O, and C-N couplings," Ege University, Department of Chemistry, Izmir, Turkey, December 21, 2015.

Delancey, Craig. Philosophy
- "Probing or Priming? An XPhi Re-evaluation of The Knowledge Argument," Center for Consciousness Studies, University of Arizona, Tucson, AZ, April 27, 2016.

Delaney, Timothy. Sociology

- "Promoting International Sportsmanship," Sport: An International Symposium, Moscow, Russia, November 23, 2015.
- "Keynote Address Speaker - From Sesame Street to Street Gangs: The Transformation of Play Groups to Street Gangs," Criminal Justice Educators Association of New York, Utica, NY, October 23, 2015.
- "Keynote Address Speaker - Ethics and Sportsmanship," Saint Thomas More Lecture, Rochester, NY, March 14, 2016.
- "The Examination of Sportsmanship," Sportsmanship Day Symposium, SUNY Oswego, Oswego, NY, March 3, 2016.

Diddi, Arvind. Communication Studies

- "An analysis of Indian and American news media coverage of Narendra Modi's visit to the US," On the Cutting Edge of Social Science: A West Bengal-New York Exchange, Kolkata, India, January 14, 2016.

Dighe, Ranjit. Economics

- "Bell Bottom Brews: 1970s Origins of the International Craft Beer Revolution," Economic and Business Historical Society, Montreal, Canada, May 28, 2016.
- "Huck Finn as History: Reading and Teaching Mark Twain's Masterpiece as Social and Economic History," Central New York Economic History Conference, Hamilton, NY, April 16, 2016.

Dirienzo, Denise. Experience-Based Education

- "Professional Skills Preparatory Course - Overview," SUNY Applied Learning Conference, Albany, NY, November 10, 2015.
- "Mentoring Students; CELT Winter Breakout," CELT Winter Breakout, SUNY Oswego, January 19, 2016.
- "Exploring the SUNY Oswego Institutional Repository," CELT Spring Breakout, SUNY Oswego, May 19, 2016.

Djukiccocks, Ana. Modern Languages and Literatures

- "Film im Unterricht (Using Short Films in German Language Classes)," NYSAFLT (New York State Association of Foreign Language Teachers), Saratoga Springs, NY, October 30, 2015.

Dong, June. Marketing and Management

- "Modeling Credit Risk Contagion by Spatial Probit Model," The Business Research Consortium of

Western New York, Niagara University, Lewiston, NY, April 16, 2016.
- "Supply Chain Supernetworks," Tianjin University, Tianjin, China, March 31, 2016.

- "Supply Chain Risk Management," Shanghai Normal University, Shanghai, March 24, 2016.

Dragomir, Cristina. Political Science

- "In Search for Social Justice," International Studies Association, Atlanta, GA, March 15, 2016.
- "Roma Holocaust," International Studies Association, Atlanta, GA, March 16, 2016.
- "Debating India's Reservation Policy," Observer Research Foundation, Delhi, India, January 22, 2016.
- "Nomads and Criminals," Kolkota University, Kolokota, January 8, 2016.
- "Indian and European Gypsy," American Political Science Association, San Francisco, CA, September 20, 2015.
- "Narrikurovars," Glogal Awarenss Confernece, SUNY Oswego, Oswego, NY, November 6, 2015.
- "Nomads and Criminals," Council of European Studies, Paris, France, July 3, 2015.

Dykas, Matthew. Psychology

- "Development of the Circle of Security Outreach Application," Art & Science of Health Promotion Conference, Orlando, FL, May 28, 2016.
- "Social support and resilience: Links with veterans' well-being," Eastern Psychological Association, New York, NY, March 4, 2016.
- "Partner support quality and PTSD symptoms in veterans," Eastern Psychological Association, New York, NY, March 4, 2016.
- "Past secure base relationships in military veterans," Eastern Psychological Association, New York, NY, March 4, 2016.
- "Predicting performance in an undergraduate geology field camp from academic- and personality-related factors," Geological Society of America, Baltimore, MD, November 1, 2015.

Entner, Benjamin. Art

- "Gallery Lecture," SOA Gallery, Pratt MWP, Utica, NY, February 26, 2016.

Fairbrother, Anne. Curriculum and Instruction

- "Teaching "Powerful Literacy" Through YA Novels and other," CEE (Conference on English Ed) and IFTE (International Federation for the Teaching of English), New York, NY, July 6, 2015.

Fakhr, Rana. Marketing and Management

- "The Power of Social Media & Behavioral Change in Egypt", International Management and Business

- Research Conference, American-Eurasian Network for Scientific Information, Istanbul, Turkey, April 14, 2016.

Fay, Adam. Psychology
- "Avoiding threats: Testing a curvilinear relationship between sensory capacity and avoidance orientation," Eastern Psychological Association, New York, NY, March 5, 2016.
- "Temperature primes in context: Interactive effects of tactile and ambient temperature," Association for Psychological Science, Chicago, IL, May 29, 2016.
- "Avoiding threats: Testing a curvilinear relationship between sensory capacity and avoidance orientation," QUEST, SUNY Oswego, Oswego, NY, April 13, 2016.
- "Temperature primes in context: Interactive effects of tactile and ambient temperature," QUEST, SUNY Oswego, Oswego, NY, April 13, 2016.

Fenlon, Amanda. Curriculum and Instruction
- "Assessing Preference of Assistive Technology Tools to Make Common Core Accessible," Adirondack Assistive Technology EXPO, Tupper Lake, NY, October 26, 2015.
- "Embracing Technology and Active Student Participation to Effectively Prepare Special Educators," SUNY Oswego International Exchange, SUNY Oswego, Oswego, NY, June 16, 2016.
- "Curriculum Components For the Success of ALL Learners," SUNY Oswego Technology Conference, SUNY Oswego, Oswego, NY, October 29, 2015.
- "EText Pilot Project Panel Presentation," SUNY Oswego CELT Spring Breakout, SUNY Oswego, Oswego, NY, May 23, 2016.

Flint, Kristen. Extended Learning
- "Getting a Handle on Blackboard Enterprise Surveys," SUNY CIT, Potsdam, NY, June 3, 2016.
- "Exploring Bb Learn's Institutional Hierarchy," SUNY CIT, Potsdam, NY, June 3, 2016.

Fogel, Jennifer. Communication Studies
- "Star Wars: When Feminists Awaken," Console-ing Passions, Notre Dame, IN, June 17, 2016.

Friedman, Barry. Marketing and Management
- "Got Online Teaching Motivation? Job design Implications," Business Research Consortium

Conference, Niagara University, Niagara Falls, NY, April 16, 2016.
- "The Fraud Triangle Map: A Psychological Basis for Fraud," Business Research Consortium

Conference, Niagara University, Niagara Falls, NY, April 16, 2016.
- "Employee Engagement," Syracuse Chamber of Commerce Executive Development Leadership Series, CenterState Syracuse Chamber of Commerce, Syracuse, New York, April 15, 2016.

- University and Community Collaboration in Management Education: Lessons learned and Insights after a Decade of Experiential Learning. *Eastern Academy of Management.* 2016.

Frederick, Alfred. Curriculum and Instruction
- "Academic Achievement and the Eurocentric Curriculum," 3rd Int. Seminar on Edu. Research, Theory and Practice, State University of Piau, Teresina, Piaui, Brazil, July 15, 2015.
- "Addressing Academic Achievement and Social Justice through Culturally Relevant Teaching," University of Oxford Symposium on Edu. Research, Oxford, UK, March 19, 2016.
- "Addressing Academic Achievement and Social Justice through Culturally Relevant Teaching," QUEST, SUNY Oswego, Oswego, NY, April 13, 2016.

Geetha-Loganathan, Poongodi. Biological Sciences
- "Spatial and Temporal Expression Pattern of Peptidase Inhibitor 16 (PI16) During Chick Embryo Development," QUEST, SUNY Oswego, SUNY Oswego, Oswego, NY, April 13, 2016.
- "Expression Pattern of KRT15 during chick embryogenesis," QUEST, SUNY Oswego, SUNY Oswego, Oswego, NY, April 13, 2016.
- "Effect of UV-Radiation on Planarian Regeneration," QUEST, SUNY Oswego, SUNY Oswego, Oswego, NY, April 13, 2016.
- "Three-Dimensional Analysis of Turtle Morphogenesis," QUEST, SUNY Oswego, SUNY Oswego, Oswego, NY, April 13, 2016.
- "Early Embryonic Vascular Development in Turtles," QUEST, SUNY Oswego, SUNY Oswego, Oswego, NY, April 13, 2016.

Giglio, Juliet. English and Creative Writing
- "Married to Screenwriting," University of Film Video Association, Washington, DC, August 5, 2015.

Gilliard-Cook, Theresa. Extended Learning
- "Hybrid Courses," SUNY Oswego Academic Retreat - Slam, Mingle, Act, SUNY Oswego, Oswego, NY, August 20, 2015.
- "Hybrid Courses," CELT Winter Breakouts, SUNY Oswego, Oswego, NY, January 19, 2016.
- "Hybrid Courses," CELT Spring Breakouts, SUNY Oswego, Oswego, NY, May 26, 2016.

Ginsberg, Sharona. Penfield Library
- "We're Here, We're Queer, Hire Us! Navigating the Job Hunt When You Don't Conform," SUNY Pride Conference, Oneonta, NY, October 24, 2015.
- "Making Spaces: (re)Discovering the Maker Movement in Libraries," North Central Kansas Library System, Manhattan, KS, November 5, 2015.
- "Creating at the Library: 3D Printing and More," CELT Winter Breakout, SUNY Oswego, Oswego, NY, January 22, 2016.
- "Lights, Camera, Thesis: Next Level Student Projects," CELT Winter Breakout, SUNY Oswego, Oswego, NY, January 22, 2016.
- "What's Your LGBTQ IQ?" SUNY Librarians Association Conference, Binghamton, NY, June 10, 2016.
- "Creating at the Library: Maker Services Pilot Project at SUNY Oswego," Conference on Instruction and Technology, Potsdam, NY, June 1.

- "Making Space for Diversity: Inclusiveness in Library Makerspaces," National Diversity in Libraries Conference, Los Angeles, CA, August, 2016.
- "Making & Creating at the Library," CELT Spring Breakout, SUNY Oswego, Oswego, NY, May 18, 2016.

Giukin, Lenuta. Modern Languages and Literatures
- "Romanian Spirituality & the Global Challenge in Romanian Cinema," MLA: Panel - Romanian Spirituality and Global Challenge, Austin, TX, January 8, 2016.
- "Filming Location(s) in the New Romanian Cinema," Filming Locations: The Fabric of Myth, Vulture and Identities in Small Cinemas, Valletta, Malta, September 26, 2015.

Glidden, Lisa. Political Science
- "Social Capital, Economic Reform, and Changing State-Society Relations in Cuba," International Studies Association, Atlanta, GA, March 16, 2016.
- "Teaching Environmental Politics Without Depressing Your Students," International Studies Association, Atlanta, GA, March 17, 2016.
- "Sustainability as a paradigm shift," SUNY Sustainability Conference, Stony Brook, NY, October 5, 2015.
- "Keynote Speech: What is a Global Citizen?" International Center of Syracuse, Syracuse, NY, November 13, 2015.

Gonzalez, Tiphanie. Counseling and Psychological Services
- "Adapting childhood games to build rapport between members," Association for Counselor Education and Supervision, Philadelhia, PA, October 10, 2015.
- "Be a SUPERvisor to child counselors," Association for Counselor Education and Supervision, Philadelhia, PA, October 10, 2015.
- "Curriculum components for the success of all students," Technology Annual Fall Conference, SUNY Oswego, Oswego, NY, October 30, 2015.
- "Chi Sigma Iota new chapter faculty advisor committee," American Counseling Association, Montreal, Canada, April 2, 2016.
- "Native American Concerns Meeting," American Counseling Association, Montreal, Canada, April 1, 2016.

Guerra, Douglas. English And Creative Writing
- "Digital Ekphrasis: Strategic Modeling and Inexhaustible Archives," CLAS Dean's Brown Bag Series, SUNY Oswego, Oswego, NY, October 23, 2015.

Hardy, Mark. Technology Education
- "Advanced Manufacturing at SUNY Oswego," SUNY Oswego Department of Technology, SUNY Oswego, Oswego, NY, October 30, 2015.
- "Technology Teachers Needed!" SUNY Oswego Department of Technology, SUNY Oswego, Oswego, NY, October 30, 2015.

Hebblethwaite, Christopher. Penfield Library

- "ACRL 2015," NNYLN, Clayton, NY, October 2, 2015.

Hellquist, C. Biological Sciences

- "Ottonicar, R. C. and C. E. Hellquist. Abundance of amino acid-metabolizing bacteria in Sphagnum species of an Oswego, NY fen," Northeast Natural History Conference, Springfield, MA, April 23, 2016.
- "Sanchez, S. and C. E. Hellquist. The influence of plants on habitat structure and insect abundance in pre-existing and newly established garden beds," SUNY Undergraduate Research Conference, Cobleskill, NY, April 15, 2016.
- "Gerber, Z. W., I. J. Putzig, M. L. Miller, P. Tomascak, and C. E. Hellquist. Chemical analysis of waters from Yellowstone National Park: Implications for aquatic vegetation and moose. Rochester Academy of Science Fall Meeting. Fing," Rochester Academy of Sciences Fall Meeting, Rochester, NY, November 7, 2015.
- "Eden, H., C. McLaughlin, R. Ottonicar, I. Putzig, M. Wagner, E. Wilmarth, and C. E. Hellquist. Is mechanical control an effective method for reducing invasive cattail (Typha) in an Oswego County, NY fen?" Rochester Academy of Sciences Fall Meeting, Rochester, NY, November 7, 2015.
- "Ferris, M., A. Rank, and C. E. Hellquist. Lake Ontario plastic wrack and its potential influence on spider abundance in standline communities," Rochester Academy of Sciences Fall Meeting, Rochester, NY, November 7, 2015.
- "McWilliams, K., K. Smith, and C. E. Hellquist. The effect of seed identity and habitat structure on seed selection by granivorous animals at Rice Creek Field Station (Oswego, NY)," Rochester Academy of Sciences Fall Meeting, Rochester, NY, November 7, 2015.
- "Page, F., S. Bonanno, and C. E. Hellquist. Population trends of the rare bog buckmoth (Hemileuca sp1) in a fen being colonized by invasive Typha (cattail)," Rochester Academy of Sciences Fall Meeting, Rochester, NY, November 7, 2015.
- "Hellquist, C. E. and C. B. Hellquist. Aquatic vegetation of Yellowstone and Grand Teton National Parks: A diverse flora with no exotic species," Northeast Aquatic Plant Management Society, Saratoga Springs, NY, January 12, 2016.
- "Sime, K. R., and C. E. Hellquist. Anastatus furnissi (Hymenoptera: Eupelmidae) as a parasitoid of the Bog Buckmoth (Lepidoptera: Saturniidae), a rare inhabitant of New York peatlands," Annual Meeting of the Entomological Society of America, Minneapolis, MN, November 15, 2015.
- "Hellquist, C. E. and C. B. Hellquist. Aquatic plant diversity in Yellowstone and Grand Teton National Parks: A native flora with no introduced species," International Conference on the Problems of Taxonomy and Geography of Aquatic Plants., Borok, Russia, October 21, 2015.

Hemphill, Douglas. Extended Learning

- "An Annual Check-in Live from the Trenches 2016: Instructional Designers' Perspectives," COIL, New York, NY (virtual presentation), April 25, 2016.
- "Getting a Handle on Blackboard Enterprise Surveys," CIT, Potsdam, NY, June 3, 2016.

Hurtado, Roberta. English and Creative Writing
- "Teaching Latina/o Studies: A Revolutionary Act?," Northeast Modern Language Association, Hartford, CT, March 18, 2016.
- "Flesh That Means," International and Global Studies, SUNY Oswego, Oswego, NY, November 2015.

Ieta, Adrian. Electrical Engineering
- "Experimental characterization of EHD thrust from pin emitters," The Electrostatics Society of America (ESA), Institute of Electrostatic Japan (IEJ), International Electrostatic Assembly (IEA), Industry Applications Society (IEEE-IAS) Electrostatic Processes Committee, and La Societé Francaise d'Electrostatique (SFE), Lafayette, IN, June 14, 2016.
- "Assessing EHD thrust using rotational motion," The Electrostatics Society of America (ESA), Institute of Electrostatic Japan (IEJ), International Electrostatic Assembly (IEA), Industry Applications Society (IEEE-IAS) Electrostatic Processes Committee, and La Societé Francaise d'Electrostatique (SFE), Lafayette, IN, June 14, 2016.

Ilie, Carolina. Physics
- "Capillary Condensation in Polymer Blends: an Analysis of Phase Transitions," March 2016 American Physical Society International Meeting, Baltimore, MD, March 17, 2016.
- "Electric Transport Phenomena of Nanocomposite Organic Polymer Thin Films," March 2016 American Physical Society International Meeting, Baltimore, MD, March 17, 2016.
- "Explaining the Gender Gap: Comparing Undergraduate and Graduate/ Faculty Beliefs about Talent Required for Success in Academic Fields," March 2016 American Physical Society International Meeting, Baltimore, MD, March 17, 2016.
- "Electric Transport of nanocomposite Organic Polymer Thin Films," Rochester Symposium for Physics Students, Rochester, NY, April 2, 2016.
- "Thin Film Solar Cells: A Plasmonic Approach," Exploration, and Observation: Undergraduate Student Research and Creative Activities Forum 2016, Albany, NY, February 2016.
- "Explaining the Gender Gap: Comparing Undergraduate and Graduate/Faculty Beliefs About Talent Required for Success in Academic Fields," Conference for Undergraduate Women in Physics, Syracuse University, Syracuse, NY, January 16, 2016.
- "Theoretical Analysis of Plasmonic Solar Cells," Rochester Academy of Sciences, Canandaigua, NY, November 7, 2015.
- "Analysis of Capillary Condensation and Polymer Blends," Rochester Academy of Sciences, Canandaigua, NY, November 7, 2015.
- "Polymer Blends: Capillary Condensation and the Wetting Phenomena," Summer 2015 SCA Symposium, SUNY Oswego, Oswego, NY, September 4, 2015.
- "Solar Cells: Exploration of Current and Novel Trends, Environmental Impact, and Limitations in Efficiency," Summer 2015 SCA Symposium, SUNY Oswego, Oswego, NY, September 4, 2015.

Islam, Mohammad. Physics

- "Improvement of Lithium Ion Battery Performance by Using Electrophoretically Deposited Nanoparticle Electrodes and Engineering of Ionic Transport in the Electrolytes," National Conference of Undergraduate Research, Asheville, NC, April 7, 2016.
- "Electrophoretic Deposition of Graphene Films for Applications in Electronic Devices and Electrochemical Storage," National Conference of Undergraduate Research, Asheville, NC, April 7, 2016.
- "Chemically Switchable Complex Oxide Quantum Well Ultraviolet Luminescence," American Chemical Society, Riverdale, NY, June 9, 2016.

Jiraporn, Napatsorn. Marketing and Management

- "Time Management and Food Consumption," SUNY Oswego- SHNU Conference, SHNU, Shanghai,

China, May 2016.
- "Time Management and Food Consumption," BRC Conference, Business Research Consortium,

Niagara Falls, NY, April 16, 2016.
- "Do multiculturals choose more culturally appropriate persuasive arguments than

monoculturals?" Academy of Management Conference, Academy of Management, Vancouver, BC, August 7, 2015.

Jorgensen, Trevor. Music

- "Best Practices from the Life Cycle of and Assessment," CELT, SUNY Oswego, Oswego, NY, January 12, 2016.
- "Techniques for Jazz Improvisation," Mansfield University Instrumental Jazz Festival, Mansfield, PA, April 22, 2016.

Jung, Taejin. Communication Studies

- "Panel Discussion: Multiple cultures in the classroom," Multicultural Summit, SUNY Oswego, Oswego, NY, April 1, 2016.

Kagan, Jennifer. Curriculum and Instruction

- "Teaching Mindfully Beyond the Classroom; the Ways of Learning at the Onondaga Nation School," National Council of Teachers of English (NCTE), Minneapolis, MN, November 20, 2015.

Kane, John. Economics

- "Creating an Introduction Video to Welcome Students," SUNY CIT, Postdam, NY, May 31, 2016.
- "Communication and Collaboration: Online Tools and Techniques," SUNY CIT, Potsdam, NY, May 31, 2016.

Kane, Sharon. Curriculum and Instruction
- "Writing, Collaboration and Assassination: What More Could the Common Core Ask for?" Oswego Writing Institute, SUNY Oswego, Oswego, NY, August 19, 2015.
- "Writing in Place: Location-based Mindfulness," Oswego Writing Institute, SUNY Oswego, Oswego, NY, August 18, 2015.
- "Teaching Social Justice through Young Adult Literature," Conference on English Education, New York, NY, July 7, 2015.
- "Battle of the Kids' Books with CARE Program," QUEST, SUNY Oswego, Oswego, NY, April 13, 2016.

Kee, Thomas. Extended Learning
- *The Hourglass* by W.B. Yeats, Boston University, MA, September 2015.

Ketcham, Gregory. Extended Learning
- "Panopticon or Path to Redemption? Supporting New Academic Policies with Intrusive Advising and Early Alert Systems," Online Learning Consortium (OLC), New Orleans, LA, April 21, 2016.

Kim, Young. Sociology
- "Racial Micro-aggressions and the American Creed," Midwest Sociological Society, Chicago, IL, March 25, 2016.

Khan, Raihan. SOB Dean's Office
- "Integrating Scaffolding Learning in an Online Course," Business Research Consortium of Western

New York, Niagara University, Lewinston, NY, April 16, 2016.
- "Country Culture and National Innovation," Business Research Consortium of Western New York

Niagara Falls Conference, Niagara Falls, NY, April 16, 2016.

Knowles, Helen. Political Science
- "First Among Five Equals: Justice Kennedy's Senior Associate Justice Opinion-Assignment Power," New England Political Science Association Annual Conference, Newport, RI, April 22, 2016.
- "The Dissenting Opinions of Justice Scalia," New England Political Science Association Annual Conference, Newport, RI, April 22, 2016.

Kumar, Alok. Physics
- "Unearthing Hindu Contributions to Science," Global Dharma Conference 2015, Hindu Student Association, Edison, NJ, September 12, 2015.
- "Decolonizing Perceptions of Dharma in Academia," Global Dharma Conference 2015, Hindu Student Asssociation, Edison, NJ, September 12, 2015.

Lalande, John. Modern Languages and Literatures
- "Advocacy for Small German Programs," American Council on the Teaching of Foreign Languages and the American Association of Teachers of German, San Diego, CA, November 22, 2015.
- Exploring Global Literature: German Contemporary Music Against Xenophobia, SUNY Oswego, Oswego, NY, April 2016.

Leary, Paul. Music
- "Perfume: for Piano and Electronics," SEAMUS 2016, Statesboro, GA, February 25, 2016.
- "Machina," ElectroAcoustic Barn Dance Festival, Fredericksburg, VA, October 1, 2015.
- "Perfume: for Piano and Electronics," Society for New Music, Syracuse, Syracuse, NY, .
- "Focus on Faculty Recital (various works)," Sheldon Ballroom, SUNY Oswego, Oswego, NY, September 20, 2015.
- "Perfume: for Piano and Electronics," Society for New Music, Syracuse, Everson Art Museum, Syracuse, NY, February 20, 2016.
- "THE BATTLE OF C-J6MT," Youtube/CCP Games, online, April 3, 2016.

Lewis, Tracy. Modern Languages And Literatures
- "Remarks at Launching Ceremony of my book of poetry Gesta de colibrí," Universidad del Norte, Asunción, Paraguay, Asunción, Paraguay, November 3, 2015.
- "Remarks at Launching Ceremony of my bilingual edition of Juan Manuel Marcos' Poemas y canciones," Universidad del Norte, Asunción, Paraguay, Asunción, Paraguay, November 6, 2015.
- "Presentation in literature class on Jacques Derrida," Universidad del Norte, Asunción, Paraguay, Asunción, Paraguay, November 3, 2015.
- "Lecture on Paraguayan literature," Universidad para el Desarrollo y la Innovación, Santa Cruz, Bolivia, November 4, 2015.
- "Modern Language Dept. salon, presentation on value of handwriting in language learning," SUNY-Oswego, SUNY Oswego, Oswego, NY, April 7, 2016.
- "Coordinated Spanish 495 presentation on Paraguay at Quest," SUNY-Oswego, SUNY Oswego, Oswego, NY, April 13, 2016.
- "Coordinated Spanish 495 presentation on Juan Manuel Marcos and Victor Jara, at Spanish Student Colloquium," SUNY-Oswego, SUNY Oswego, Oswego, NY, April 11, 2016.
- Modern Language Dept. Salon, poetry reading, SUNY Oswego, Oswego, NY, October, 2015.
- Creative Writing 205 class, poetry reading, SUNY Oswego, Oswego, NY, October, 2015.
- one of readers at event Professors, Poems, and Prose: a Faculty Reading, SUNY Oswego, Oswego, NY, October, 2015.
- Creative Writing 205 class, poetry reading, SUNY Oswego, Oswego, NY, February ,2016.

Loayza, Milton. Modern Languages and Literatures
- "Rafael Spregelburd's Spam: Representing the Perfect Crime of Global Money," Latin American Studies Association Conference, New York, NY, May 29, 2016.
- Climate Change Theatre Action, SUNY Oswego, Oswego, NY, November, 2015.

Macey, Kathleen. Theatre

- "Lost Hand sewing arts: Smocking," Costume Commission, USITT, Salt Lake City, UT, March 19, 2016.

Matteson, Donna. Technology Education

- "3D Printing: Considerations and Applications for the Classroom," 76th annual Fall Conference, SUNY Oswego, Oswego, NY, October 29, 2015.
- "Hands on develop of 2D CADand CNC laser," Central China Normal University, SUNY Oswego, Oswego, NY, June 20, 2016.
- "Hands-on development of 3D virtual models and 3D Printing," Central China Normal University, SUNY Oswego, Oswego, NY, June 21, 2016.
- "Supporting Educator Collabortation to Foster College and Career Readiness," International Technology and Engineering Education Association, Washington, DC, March 2, 2016.

McCabe, Judith. Theatre

- "Ancient Art of Candlewicking," United States Institute of Theatre Technicians, Salt Lake City, UT, March 16, 2016.

McHugh, Amy. Communication Studies

- "Becoming Culturally Aware – How to get and keep intercultural contact on track," Canadian Bureau of International Education, Online, December 17, 2015.
- "COIL Workshop: Our COIL Experiences," Universidade Estadual Paulista (UNESP), Online, March 29, 2016.
- "Jump in and swim? COILing across the Atlantic," SUNY COIL, Online, April 26, 2016.

McKeown, Joshua. International Education

- "I, Too, Am Study Abroad (co-presented with staff)," Diversity Abroad annual conference, Atlanta, GA, April 4, 2016.
- "Outcome Assessment and Research in Study Abroad," Forum on Education Abroad, Atlanta, GA, April 7, 2016.
- "Clarifying Study Abroad Enrollment expert panelist," U.S. Department of Education (IPEDS), Washington, DC, June 2015.
- "Special Address: SUNY Oswego Experience in Kolkata and India," New York-West Bengal Initiative at Univ. of Calcutta (India) Research conference on social sciences and humanities, Kolkata, India, January 15, 2016.
- "SUNY Oswego speech," SUNY Oswego-Shanghai Normal University Sino-American Academic Business Research Forum, Shanghai, China, May 26, 2016.

McLain, David. Marketing and Management

- "The role of feedback intervention in effective knowledge sourcing", Academy of Management 2011

Conference, Academy of Management, San Antonio, TX.

- "Modeling perioperative services as sociotechnical systems: Complexity and surgical delays.", CESUN

2014, Council of Engineering Systems Universities, Hoboken, NJ.

- "The perceived compatibility of safety and production expectations in hazardous occupations", Decision

Sciences Institute 2006 Conference, Decision Sciences Institute, San Antonio, TX.

- "Web availability and managerial decision making", Decision Sciences Institute 2010 Conference, Decision Sciences Institute, San Diego, CA.

- "The impact of federal and state occupational safety and health regulation on workplace injuries,

illnesses and fatalities: A longitudinal analysis of the health care industry", 2005 Conference, Labor and Employment Relations Association.

- "The perceived compatibility of safety and production expectations in hazardous occupations", LERA

2006 Conference, Labor and Employment Relations Association, Boston, MA.

Mejias, Ulises. Communication Studies

- "Internet Governance and Democracy: A Proposal for a Comparative Analysis of India and the United States," On the Cutting Edge of Social Science: A West Bengal-New York Exchange, Universtiy of Calcutta, India, January 15, 2016.
- "Paranodal Politics and Ethics: Critical Responses to Digitality," 12th Conference of the European Sociological Association, Prague, Czech Republic, August 28, 2015.

Mian, Sarfraz. Marketing and Management

- "Entrepreneurship Ecosystems and the Role of Incubation Mechanisms", 5th International Conference on Applied Business Research, International Islamic University, Islamabad, Pakistan, May 17, 2016.

Mitchell, Emily. Penfield Library

- "Collecting and Applying Usability Data from Distance Learners," Distance Library Services, Pittsburgh, PA, April 21, 2016.
- "Dancing With Myself: Rockin' it as the sole person responsible for the website," EdUI, Charlottesville, VA, November 10, 2016.
- "How to Win (Almost) Every Website Fight," SUNY Librarians Association, Binghamton, NY, June 9, 2016.
- "What can the library website do for you?," Winter Breakout, SUNY Oswego, Oswego, NY, January 11, 2016.

Moore, Devon. English and Creative Writing
- Arcadia University Visiting Poet Lecturer Reading, Glendale, PA, April 2016.
- River's End Bookstore, Oswego, NY, November 2015.
- Why Not Have Poetry Series, Syracuse, NY, September 2015.
- Buffalo Street Books, Ithaca, NY, July 2015.

Mullen, Jodi. Counseling and Psychological Services
- "Be a SUPERvisor to Child Counselors," Association for Counselor Educators & Supervisors, Philadelphia, PA, October, 2015.
- "Play Therapy with Sexually Traumatized Children," Jamaican Academy of Child and Adolescent Mental Health, Kingston, Jamaica, December, 2015.
- "Filial Therapy," Jamaican Academy of Child and Adolescent Mental Health, Kingston, Jamaica, December, 2015.

Murphy, Patrick. English and Creative Writing
- "Thou wouldst make a good fool: Anarchy & Transformation in Shakespeare's Language," Naomi Chernoff Creativity Conference, Syracuse, NY, October 9, 2015.

Nanthakumar, Ampalavanar. Math
- "Multivariate Kurtosis as a tool for comparing copula models," Mathematics Department, SUNY Oswego, Oswego, NY, April 12, 2016.
- "Multivariate Kurtosis as a tool for comparing copula models," Mathematics Department, Syracuse University, Syracuse, NY, April 19, 2016.
- "A Comparison of Quantile Regression and Copula based conditional distribution using body mass index," ATINER, Athens, Greece, June 27, 2016.

Newell, Peter. Biological Sciences
- "Gut microbiota of an agricultural pest insect: nutritional cues and genetic determinants for biofilm formation by an Acetobacter isolate from the fruit fly *Drosophila suzukii*," American Society for Microbiology, Boston, MA, June 17, 2016.

Niri, Vadoud. Chemistry
- "Chemical Analysis of Electronic Cigarettes Using Solid Phase Microextraction and Needle Trap Device Coupled to Gas Chromatography Mass Spectrometry," 250th American Chemical Society National Meeting, Boston, MA, August 17, 2015.
- "Analyzing Toxic Heavy Metals in Local Fruits and Vegetables," 61st Annual ACS Undergraduate Research Symposium, Rochester, NY, April 16, 2016.
- "So You Think Electronic Cigarettes are Safe?," 61st Annual ACS Undergraduate Research Symposium, Rochester, NY, April 16, 2016.
- "Monitoring Microbial Volatile Organic Compounds (MVOCs) from Molds in Indoor Air Presenters," Quest 2016, SUNY Oswego, Oswego, NY, April 13, 2016.
- "Analyzing Heavy Metal Content of Local Fruits and Vegetables," Quest 2016, SUNY Oswego, Oswego, NY, April 13, 2016.

- "Qualitative and Quantitative Analysis of Electronic Cigarette Vapor," Quest 2016, SUNY Oswego, Oswego, NY, April 13, 2016.

Oldenburg, Diane. Health Promotion and Wellness
- "Smoke Free for Baby and Me: Reducing Smoking Rates Among Pregnant Women in Oswego County," NYS Dept of Health, Albany, NY, March 24, 2016.

Olori, Jennifer. Biological Sciences
- "The evolution of regenerative capacities and preaxial polarity in limb development - insights from Paleozoic amphibians," Society of Vertebrate Paleontology Annual Meeting, Dallas, TX, October 17, 2015.
- "Prevalence and Co-infection Dynamics of Ranavirus and Chytrid Fungus in Central New York," Northeastern Natural History Conference, Springfield, MA, April 24, 2016.

Olson, Eric. Curriculum and Instruction
- "STEM Retention efforts at SUNY Oswego," NEASTE, Columbia University, October 23, 2015.
- "Quest Presentation," C&I faculty diverstiy presentation, SUNY Oswego, April 15, 2015.
- "Everyday Science experiences," Chautauqua Institution, Chautauqua, NY, July 15, 2015.

O'toole, Joanne. Curriculum and Instruction
- "Strategies for Decreasing the Complexity of the edTPA Process," Stanford Center for Assessment, Learning & Equity (SCALE), Savannah, GA, April 1, 2016.
- "Genre Transformation: Integrated Communication and Literacy," American Council on the Teaching of Foreign Languages (ACTFL), San Diego, CA, November 21, 2015.
- "The NYSAFLT Journal for Readers and Writers," New York State Association of Foreign Language Teachers (NYSAFLT), Saratoga Springs, NY, October 31, 2015.
- "Sensory Images: Tools for Making Meaning," Language Educators of Central New York (LECNY), Syracuse, NY, February 6, 2016.
- "The Meaningfulness Principle," Second Language Educators Conference (SLEC), Cortland, NY, September 26, 2015.
- "Understanding and Succeeding on the World Languages edTPA," New York State Association of Foreign Language Teachers (NYSAFLT), Webinar - On-line, January 20, 2016.

Pagan, Mary. Health Promotion and Wellness
- "Teaching With Poverty In Mind," ESM Faculty and Staff Professional Development Day, East Syracuse Minoa High School, East Syracuse, NY, March 30, 2016.

Pagano, James. Environmental Research Center
- "Trends and Toxic Equivalence of PCDD/F and DL-PCBs in Lake Trout from the Great Lakes: 2004-2013," American Chemical Society, Boston, MA, August 18, 2015.
- "Identification and quantitation of chloro-methoxy-phenol analogues in Great Lakes fish," International Association of Great Lakes Research, Guelph, ON, June 8, 2016.

Pan, Mingte. History
- "Heavenly Principle (tianli) or social norms (qingli): Li as a legal factor in the Qing criminal adjudication," University of Calcatta, India, January 13, 2016.

Parker, Benjamin. Extended Learning
- "Veterans' Service Organizations Panel Discussion," New York State Advisory Council on Military Education, Binghamton, NY, October 29, 2015.

Parsons, Dennis. Curriculum And Instruction
- "The Other Migrant Mother: Following the crops, retracing and reimagining the photographic footsteps of Dorothea Lange, and other artists of the Farm Security Administration," Transforming Education through Resistance, Resilience, and Empowerment (TRED), UMASS/Dartmouth New Bedford Mass, November 14, 2015.

Pippin, Douglas. Anthropology
- "Archeological Review of New York's British & American Revolutionary War Fortifications," Conference on the American Revolution in the Mohawk Valley, Fort Plain, NY, June 10, 2016.
- The British Soldier on Carleton Island, Cape Vincent, NY, July 2015.
- The History and Culture of Ecuador, SUNY Oswego, Oswego, NY, October 2015.
- The Fundamentals of NAGPRA, the Native American Graves Protection and Repatriation Act of 1990, SUNY Oswego, Oswego, NY, February 2016.
- On-site archaeological presentation, activities and tour of Fort Haldimand, Carleton Island, NY, Cape Vincent, NY, August 2015.

Radhakrishnan, Ritu. Curriculum and Instruction
- "Assassination: It Will Slay You," Oswego Writing Institute, SUNY Oswego, Oswego, NY, August 18, 2015.
- "Malala Speaks!," Global Awareness Conference, SUNY Oswego, Oswego, NY, November 6, 2015.
- "Crossing the Border: Navigating Dual Identities," Global Awareness Conference, SUNY Oswego, Oswego, NY, November 6, 2015.
- "Engaging and Empowering Learners: A Push toward Critical Pedagogy in Higher Education Classrooms," CELT Conference, SUNY Oswego, Oswego, NY, October 9, 2015.
- "Picture It": Enhancing Social Studies Instruction through a 5th Grade Art-Infused Curriculu," College and University Faculty Assembly, New Orleans, LA, November 11, 2015.
- "iTeach and iLearn: Using iPads to Approach Social Studies Methods Instruction," College and University Faculty Assembly, New Orleans, LA, November 12, 2015.
- "Using technology for authentic assessment," CELT Winter Conference, SUNY Oswego, Oswego, NY, January 19, 2016.

Ramalho, Tania. Curriculum and Instruction
- "Love and social justice in a kindergarten classroom — What would Erich Fromm have to say," American Educational Studies Association, San Antonio, TX, November 12, 2015.
- "Mission and Progression in the Professor's Career," Instituto Federal de Alagoas, Maceio Campus, Maceio, Alagoas, Brazil, April 2016.
- "Teacher, Learning and Democracy-Making in School," Instituto Federal de Alagoas,Viçosa Campus, Vicosa, Alagoas, Brazil, April 6, 2016.
- "Meeting the needs of students: gender & class considerations," Instituto Federal de Alagoas, Marechal Deodoro Campus, Marechal Deodoro, Alagoas, Brazil, April 11, 2016.

Rank, Allison. Political Science
- "To Win a War: The Bletchley Circle and Exposing Structural Violence Against Women," Western Political Science Association, San Diego, CA, March 24, 2016.
- "Youth in America's Political Imagination," New England Political Science Association, Newport, RI, April 23, 2016.

Rao, Hema. Accounting, Finance, Law
- "Machiavellianism in Public Accountants: An Empirical Study," Administrative Sciences Association of Canada.

- "Round table on Teaching Auditing", MBAA annual meeting 2010, Midwestern Business

Administration Association, Chicago, IL.
- "Integrating Scaffolding Learning in an Online Course", Business Research Consortium of Western

New York, Niagara University, Lewinston, NY, April 16, 2016.
- "Accounting and Ethics Education", 2015 North East American Accounting Association, North East

Chapter AAA, Rhode Island, October 24, 2015.

Raymond, Casey. Chemistry
- "Exploratory Hydrothermal Synthesis of Metal Homo- and Heteropolychalcogenide Compounds," SUNY Oswego Summer Research, SUNY Oswego, Oswego, NY, September 4, 2015.
- "Apps to aid teaching inorganic chemistry," American Chemical Society, San Diego, CA, March 14, 2016.

Roe, Kelly. Art
- "Transfer Success strategies from a department perspective," NYSTAA (NYS Transfer and Articulation Association Center Meeting), SUNY Oswego, Oswego, NY, October 16, 2015.
- "Panel: Transfer students," CADC, SUNY FIT, March 17, 2016.

Sagot, Maria. Biological Sciences
- "Energetics Costs of Social Communication," North American Society for Bat Research, Monterey, California, October 31, 2015.
- "Systematic Revision of Tachyglossus (Monotremata: Tachyglossidae)," Quest, SUNY Oswego, Oswego, NY, April 13, 2016.

- "Individual & Species Level Behavioral Responses to the Presence of Predators: Comparisons Between the White-footed Mouse and the Northern Short-tailed Shrew," Quest, SUNY Oswego, Oswego, NY, April 13, 2016.

Sanderson, Christopher. Theatre
- "The Bacchae, full performance transfer," Kennedy Center American College Theater Festival, Philadelphia, PA, January 13, 2016.

Santos, Catherine. Provost Office
- "Access to Higher Education," Black and Latino Legislative Caucus, Albany, NY, February 13, 2016.
- "EOP Advocacy Day," UUP, Albany, February 29, 2016.

Schaber, Bennet. English and Creative Writing
- "Fabrics of Dislocation," Small Cinemas in Transition, Valletta, Malta, September 25, 2015.

Schildkraut, Jaclyn. Public Justice
- "Mass shootings by the numbers: Understanding the myths and realities," Academy of Criminal Justice Sciences, Denver, CO, March 31, 2016.
- "Rethinking crisis communications on campus: An evaluation of faculty and staff perceptions about emergency notifications," Academy of Criminal Justice Sciences, Denver, CO, March 30, 2016.
- "Increasing guardianship in schools after mass shootings: A routine activities approach," American Society of Criminology, Washington, DC, November 19, 2015.

Schmitz, Eric. Music
- "Big Changes Ahead - Recording a piece for trombone quartet with only one trombonist," QUEST, SUNY Oswego, Oswego, NY, April 13, 2016.

Senecal, Carla. Art
- "Stepping Out In Style," NYSATA, Albany, NY, November 21, 2015.
- "Stepping Out In Style," NYSATA, Albany, NY, November 22, 2015.

Seppi, Lisa. Art
- "With Love to Rome: Art, Memory, and Mythology," National Museum of the American Indian, Smithsonian, Washington, DC, November 5, 2015.
- "Not Just Our Corner of the World: Re-evaluating the Feminine, the Decorative, and the Indigenous Legacy in Western Modernism," Native American Art Studies Association, Santa Fe, NM, October 2, 2015.

Shaffer, John. Artswego
- "Community/University Collaborations," New York State Presenters Network, Albany, NY, October 27, 2015.

Sime, Karen. Biological Sciences
- "Publishing Science: Advice from a Teacher and Editor," Entomological Society of America, Minneapolis, MN, November 15, 2015.
- "*Anastatus furnissi* (Hymenoptera: Eupelmidae) as a parasitoid of the Bog Buckmoth (Lepidoptera: Saturniidae), A Rare Inhabitant of New York Peatlands," Entomological Society of America, Minneapolis, MN, November 17, 2015.

Skolnik, Gurdeep. Extended Learning
- "Teaching Students from Multiple Cultures," Multicultural Summit, SUNY Oswego, Oswego, NY, April 1, 2016.

Smith, Steven. Learning Support Services
- Professors, Poems, and Prose: A Faculty Reading, SUNY Oswego, Oswego, NY, October 2015.

Sonchak, Lyudmyla. Economics
- "Souther Economic Association meeting," Southern Economic Association, New Orleans, LA, November 22, 2015.
- "Eastern Economics Association meeting," Eastern Economic Association, Washington, DC, February 26, 2016.

Stamm, Alfred. Atmospheric and Geological Sciences
- "A Study of Precipitation Chemistry using Back Trajectories to Identify Source Regions," Northeastern Storm Conference, Saratoga Springs, NY, March 6, 2016.

Steiger, Scott. Atmospheric and Geological Sciences
- "Misovortex characteristics and development along lake-effect bands during the OWLeS project," American Meteorological Society, Boston, MA, August 5, 2015.
- "More lightning activity within an apparently less conducive storm: A tale of two lake-effect events during OWLeS," Lyndon State College Chapter of the American Meteorological Society and National Weather Association, Saratoga Springs, NY, March 5, 2016.

Streets, Barbara. Counseling and Psychological Services
- "Edutainment: Using Storytelling to Process Loss and Grief in Trauma-Impacted Communities," American Psychological Association Conference, Toronto, Canada, August 6, 2015.
- "Teaching for Cultural Competency: The Cultural Immersion Assignment," Phi Beta Delta International Conference, Denver, CO, June 3, 2016.
- "Before Rushing In: Examining Motivations to Help in Trauma Impacted Communities Internationally," International Global Hour, SUNY Oswego, September 21, 2015.
- "Africa and Modern Jazz Program," ALANA Leadership Conference, SUNY Oswego, Oswego, NY, September 20, 2015.

- "It is what it is: Examining verbal responses to requests for social justice through the lens of critical race theory and racial identity development models," Maarifa, SUNY Oswego, Oswego, NY, February 13, 2016.
- "Racial Identity/ Bias and Microaggressions," Shine the Light on Oz, SUNY Oswego, Oswego, NY, March 9, 2016.
- "It is what it is: Part 2- Implications," Black Student Union / ABPsi, Student Chapter, SUNY Oswego, Oswego, NY, March 16, 2016.

Sullivan, Tamara. Counseling and Psychological Services
- "15 play therapy interventions for the busy counselor," New York Mental Health Counselors Association Conference,, Albany, NY, April 16, 2016.
- "Becoming the clinical supervisor you would like to have," New York Mental Health Counselors Association Conference, Albany, NY, April 16, 2016.
- "College-community mental health collaboration," New York Mental Health Counselors Association Conference,, Albany, NY, April 16, 2016.
- "Play Therapy Interventions for School Counselors," Western New York School Counseling Conference, Rochester, NY, February 3, 2016.
- "From training to formation: Re-envisioning the partnership roles of counselor educators and site supervisors for today's counselors," Association for Counselor Education and Supervision, Philadelphia, PA, November 17, 2016.
- "Be a SUPERvisor to Child Counselors," Association for Counselor Education and Supervision, Philadelphia, PA, November 18, 2016.

Thompson, Cara. Art
- "Permaculture Mobile App," SUNY Technology Conference, Pottsdam, NY, June 2, 2016.
- "Gamification and Play," SUNY Oswego breakout sessions, SUNY Oswego, SUNY Oswego, Oswego, NY, May 23, 2016.
- "Balancing Academia and Your Creative Work," AIGA Educator Dialogues, Syracuse, NY, September 25, 2015.

Toale, Mary. Communication Studies
- "NCA Department Chairs Forum," National Communication Assoiciation, Las Vegas, NV, November 19, 2015.
- "[R]evolution of Undergraduate Interpersonal Communication Research: A Roundtable Discussion," Eastern Communication Association, Baltimore, MD, March 31, 2016.
- "Top Papers in Interpersonal Communication: Respondent," Eastern Communication Association, Baltimore, MD, April 1, 2016.
- "Revolutionizing Nonverbal Communication Scholarship: A Roundtable Discussion about Redefining and Reinvigorating Research in the Field: Panelist," Eastern Communication Association, Baltimore, MD, April 2, 2016.

Tribunella, Thomas. Accounting, Finance, Law
- "The Fraud Triangle Map: A Psychological Basis for Fraud", Business Research Consortium

- Conference, Niagara University, Niagara Fall, New York, April 16, 2016.

Usuanlele, Uyilawa. History
- "Holy Aruosa Cathedral School and Development of Creative Arts in Edo Language in Benin City, Nigeria, 1945-1965," Humboldt-Universiat Zu Berlin, Germany, September 10, 2015.
- "Bringing (Edo) African Culture into the Colonial Classroom: The Example of Holy Aruosa Primary School, Benin City, Nigeria, 1947-1973," Mulana Azad Institute of Asian Studies, Kolkata, India, January 14, 2016.
- "Race and Ethnicity in Mediation of Labour Disputes in Colonial Nigeria: The Case of The Timber Industry, 1925-1955," V.V. Giri National Labour Institute, Delhi, India, March 21.

Valentino, Karen. Provost Office
- "First in the World Transfer Gateways and Completion Grant: Creating Pathways for 2 Yr. to 4 Yr. Transfers," New York State Transfer and Articulation Association, White Plains, NY, May 26, 2016.

Walsh, Christine. Curriculum and Instruction
- "Supporting Student Achievement through Action Research," National Association for Professional Development Schools, Orlando, Florida, April 9, 2016.
- Facilitator, Team Sheldon PDS Slam, SUNY Oswego, Oswego, NY, May 2016.

Wan, Hong. Accounting, Finance, Law
- "Financial Service Clustering and Its Impact on China's Marine Economy in Coastal Region",

- Business Research Consortium 2016 Annual Meeting, Business Research Consortium, Niagara Falls,

- NY, April 16, 2016.

White, Kevin. Anthropology
- "Historial Context of Iroquois Creation Narratives," Gathering of Good Minds, Syracuse, NY, May 28, 2016.
- "Creation Story Conversations in Cultural Fluency #1," Six Nations Polytechnic, Ontario Canada, November 9, 2015.
- "Corn & Creation," Onondaga Community College, Syracuse, NY, November 13, 2015.
- "Hewitt & the Naming of the Twins of Creation," Iroquois Research Conference, Rochester, NY, October 3, 2015.

Whittingham, Georgina. Modern Languages and Literatures
- "Una mestiza, un simulacro, y la ira de la Inquisición virreinal en La fiesta del mulato de LJ Hernandez," Latin American Studies Association (LASA), New York Hilton Midtown, New York, NY, May 28, 2016.

- "Self-Reflexive Narration in She Has Reddish Hair and her Name is Sabina," Middle Atlantic Council of Latin American Studies (MACLAS), Fox School of Business, Temple University, Alter Hall, Philadelphia, PA., March 4, 2016.
- "La relación discurso teatral/estructura social en La casa de muñecas de Henrik Ibsen y en La colección de relojes de Renée Ferrer, Session in Honor of Sandra M. Cypess: Gender Politics and Cultural Memory in Latin American Theatre," Kentucky Foreign Language Conference, University of Kentucky, Lexington, KY, April 23, 2015.
- "Self-Reflexive Narration in She Has Reddish Hair and her Name is Sabina," Modern Languages and Literatures Salon, SUNY Oswego, Oswego, NY, September 3, 2016.

Wideman, Stephanie. Communication Studies
- "NCA Argumentation & Forensics Business Meeting," National Communication Association, Las Vegas, NV, November 2015.

Wilcox, Elizabeth. Math
- "A Group Theory Afternoon," SMPosium at MAA Mathfest, Washington, DC, August 10, 2015.
- "The Group Menagerie," SUNY Geneseo, Geneseo, NY, October 10, 2015.
- "The Chermak-Delgado Lattice of a Finite Group: An update," Zassenhaus Conference, Garden City, NY, June 10, 2016.

Willard, Carol. Curriculum and Instruction
- "Universal Design in Higher Education," Center for Excellence in Learning and Teaching, SUNY Oswego, Oswego, NY, May 23, 2016.

Wilson, Leigh. English and Creative Writing
- Readings from Recent Flash Fiction, East Tennessee State, Johnson City, TN, September 2015.

Wolford, Karen. Psychology
- "Delsing, A. & Wolford, K. MBSR Mobile App for Stress Reduction by Veterans for Veterans.," NYCRIN - Venture Showcase, Columbia U, New York, NY, July 21, 2015.
- "Wolford, K. NSF (REU): Training Diverse Teams of Veterans and Non-Veterans to Research Trauma: Studies, Outcomes and Challenges," Eastern Psychological Association, New York, NY, March 4, 2016.
- "Gabriel, K., Infante, L., Wolford, K., and Bovier, E. The relationship between knowledge and mental illness stigma. Poster presented," Eastern Psychological Association, New York, NY, March 4, 2016.
- "Bergen-Cico, D., Wolford, K., Alford, K., Medina, R., Cisson, K., & Preuss, C. Dogs 2Vets Challenges and Solutions in Implementation. Presentation," Eastern Psychological Association, New York, NY, March 4, 2016.
- "Montera, N., Infante, L., Delsing, A., Wolford, K. and Gump, B. (2016). NSF ICorps Mobile App for Stress Reduction: Creation of the Minimum Viable Product and Initial Validation Study Outcomes," Eastern Psychological Association, New York, NY, March 4, 2016.
- "Gabrial, K., Infante, L. , Wolford, K. & Bovier, E. The Relationship Between Knowledge and Mental Illness Stigma," SUNY Oswego QUEST, SUNY Oswego, Oswego, NY, April 13, 2016.

Woodworth, Jan. Vocational Teacher Preparation

- "CTE Certification Pathways," Assoc. of Career and Technical Education Admiinistrators, Albany, NY, May 5, 2016.
- "Certification in Agriculture," Students at SUNY Morrisville, Morrisville, NY, October 3, 2016.
- "Assessment in CTE," Association of Career and Technical Educators, Morrisville NY, June 15, 2016.

Wray, Kenneth. Philosophy

- "How far can Extended Knowledge be Extended?: The Asymmetry between Research Teams and Artifacts," Second International Conference on Socially Extended Knowledge, University of Edinburgh, Edinburgh, Scotland, October 2015.
- "How far can Extended Knowledge be Extended?: The Asymmetry between Research Teams and Artifacts," Epistemology Reading Group, Department of Linguistics and Philosophy, Massachusetts Institute of Technology, Cambridge, MA, September, 2015.

Wright, Susan. Accounting, Finance, Law

- NY Family Business, Local.

Yang, Harrison. Curriculum and Instruction

- "Improving blended learning strategies in a college curriculum," The International Symposium on Educational Technology, Wuhan, China, July 27, 2015.
- "Development of school technology leadership," The International Symposium on Educational Technology, Wuhan, China, July 28, 2015.

Zelcer, Mark. Philosophy

- "PSYOP, Hacktivism, and Unlicensed Combatants," The Future of Just War, Montery, CA, October 8, 2015.
- The Life of J. B. Soloveitchik: Living a Paradox, Brooklyn, NY, December, 2015.

Zenor, Jason. Communication Studies

- "This is Just Not Working for Us: After Ten Years on the Job, It is Time to Fire Garcetti," AEJMC, Off-Campus, August 5, 2015.
- "Accessory or Neccesity? Millennials and the Second Screen," AEJMC, Off-Campus, August 4, 2015.

Auler, Robert. Music
- "Residency," Mansfield University, Mansfield, PA, April 22, 2016.
- "PianoForte Foundation Concert," Chicago, IL, April 29, 2016.
- "Syracuse Symphoria," Syracuse, NY, April 12, 2015.
- "Society for New Music," Syracuse, NY, September 8
- "Concerto Soloist," LaPorte Symphony, LaPorte, IN, March 13, 2016.
- "Concerto Soloist," Aberdeen Symphony, Aberdeen, SD, October 24, 2015.

Brewster, Gregory. Theatre
- Lighting Design, Alana Fashion Show, Hewitt Ballroom, SUNY Oswego, Oswego, NY, September, 2015.
- Lighting Design, Williamsburg Salsa (Artswego), Hewitt Ballroom, SUNY Oswego, Oswego, NY, September, 2015.
- Lighting Design, Del Sarte Dance Org, Hewitt Ballroom, SUNY Oswego, Oswego, NY, November, 2015.
- "Bacchae- Production Electrician & Production Sound," Hewitt Ballroom, SUNY Oswego, Oswego, NY, October, 2015.
- "The Stone Age- Production Electrician & Production Sound," Hewitt Ballroom, SUNY Oswego, Oswego, NY, December, 2015.
- "Mousetrap- Production Electrician & Production Sound," Hewitt Ballroom, SUNY Oswego, Oswego, NY, March, 2016.
- "Pirates of Penzance- Production Electrician & Production Sound," Hewitt Ballroom, SUNY Oswego, Oswego, NY, April, 2016.
- "All Shook Up- Lighting Design Mentor," VVS High School, Verona, NY, March 2016.

Bush, Richard. Technology Education
- 2nd Annual Oswego State Iron Pour, SUNY Oswego, Oswego, NY, October 13, 2015.

Cardone, Peter. Art
- SUNY Oswego Faculty Exhibition, SUNY Oswego, Oswego, NY, October 9, 2015.

Caviness, Terrance. Music
- "Central Winds Concert Season - 4 major Concerts throughout the Central New York area," Syracuse, NY, December 12, 2015.
- "Conducted the Allegro Youth Wind Ensemble 4 times over the academic year," Syracuse NY, January 1, 2016.
- "Conducted G. Ray Bodley High School in many performances both Jazz and Bands - 14 concerts," Fulton, NY, September 5, 2015.

Clabough, Cynthia. Art
- Michigan Landscapes, Michigan Womyn's Music Festival, MI, August 4, 2016.
- Art Department Faculty Exhibition, SUNY Oswego, October 9, 2016.

Dailey, Colleen. Music
- "Baldwinsville Community Band. Performing Instrument: Timpani and Trombone. 18 Concert Dates: 7/1, 7/8, 7/15, 7/22, 7/29, 8/5, 8/19, 10/17 (direct), 12/2, 12/6 (direct), 12/9, 12/16 (direct), 5/30, 9/8, 6/12, 6/15, 6/22, 6/29," Baldwinsville, NY, July 1, 2015.
- "Fulton Community Band. Performing Instrument: Trombone. 11 Concert Dates: 7/7, 7/12, 7/31, 8/6, 8/20, 11/14, 12/13, 5/14, 5/28, 6/30," Fulton, NY, July 7, 2015.
- "Phoenix Community Band. Performing Instrument: Trombone and Assistant Director. 5 Concert Dates: 7/18, 7/27, 11/9, 12/21, 5/16," Phoenix, NY, July 18, 2015.
- "Sounds of Brass. Brass Quintet. Performing Instrument: Trombone. 17 Concert Dates: 7/7, 7/12, 7/31, 8/16, 9/11, 11/10, 11/13, 11/24, 2/5, 2/7, 2/9, 2/16, 4/26, 4/28, 6/3, 6/14, 6/24," Fulton/Oswego, NY, July 2, 2015.
- "Onondaga Civic Symphony Orchestra. Performing Instrument: Trombone. 2 Concert Dates: 11/15, 6/10," Syracuse, NY, November 15, 2015.
- "SUNY Oswego Wind Ensemble. Performing Instrument: Trombone. Concert Date: 4/28," SUNY Oswego, April 28, 2016.
- "Oswego City Jazz Band: Performing Instrument: Trombone. Concert Date: 8/12," Oswego, NY, August 12, 2015.
- "Musicals: Fulton School District, Phoenix School District, Port Byron School District: Performing Instruments: Trombone and Timpani. 11 Performances: 3/3, 3/4, 3/5, 3/10, 3/11, 3/12, 3/17, 3/18, 3/19," Fulton/Phoenix/Port Byron, NY, March 3, 2016.

Dighe, Ranjit. Economics
- "Navigators of the Shadow Ring (televised serial produced by Oswego Prof. Jacob Dodd)," Oswego, NY, January 17, 2016.

Dodd, Jacob. English and Creative Writing
- Spectral Transmission: Episodes 1-3 Broadcast WCNY PBS, Syracuse, NY, November 29, 2015.
- Full Strength, Oswego Public Library, Oswego, NY, July 13, 2015.
- Full Strength, Southeastern Film Festival, Dahlonega, GA and Nashville, TN, April 10, 2015.
- 8th International Children's Film Festival Bangladesh, Dhaka, Bangladesh, Dhaka, Bangladesh, January 24, 2015.
- Tide 38th Clermont-Ferrand Short Film Festival, France, Clermont-Ferrand, France, February 5, 2016.
- Full Strength, Johnstown Film Festival, Johnstown, PA, September 10, 2015.
- Full Strength, Lahore International Children's Film Festival, Lahore, Pakistan, Lahore, Pakistan, November 16, 2015.
- Sharjah International Children's Film Festival, United Arab Emirates, United Arab Emirates, October 18, 2015.

Entner, Benjamin. Art
- Amid/In WNY Part 4, Hallwalls, Buffalo, NY, September 18, 2015.
- SUMUS (Solo), Yavapai College, Prescott, AZ, July 3, 2015.
- Classics (Solo), SOA Gallery, Pratt MWP, Utica, NY, February 26, 2016.

Fenlon, Amanda. Curriculum and Instruction
- Taking a Privilege Walk to Understand Ferguson & Trayvon in Your Home Country, SUNY Oswego, April 28, 2015.

Forshaw, Juliet. Music
- "Sang backup for Gina Holsopple's CD Release Party," Oswego Music Hall, Oswego, NY,December 9, 2015.
- "Sang backup for Michael Judge at a songwriter showcase," Buzz Café, Syracuse, NY, April 14, 2016.

Frederick, Alfred. Curriculum and Instruction
- An Exhibition of African, American and Brazilian Art, Syracuse, NY, April 29, 2016.
- Multicultural Gathering: A Community Outreach Project, Syracuse, NY, April 29, 2016.
- An Exhibition of African, American and Brazilian Art, Syracuse, NY, October 30, 2015.
- Multicultural Gathering: A Community Outreach Project, Syracuse, NY, October 30.

Graber, Todd. Music
- "Focus on Faculty: Carol Chapman, Todd Graber, Lisa Casey and Russell Miller," Sheldon Ballroom, SUNY Oswego, Oswego, NY, October 18, 2015.
- "Handel Messiah- soloist," St. Mary's Church, Oswego, NY, November 30, 2015.
- "Winterreise Recital with Juan La Manna," OASIS Center, Syracuse, NY, March 16, 2016.
- "Mozart's Coronation Mass, tenor soloist," Sheldon Ballroom, SUNY Oswego, Oswego, NY, May 1, 2016.
- "Pirates of Penzance - Conductor," Hewitt Ballroom, SUNY Oswego, Oswego, NY, April 21, 2016.
- "Pirates of Penzance - Conductor," Hewitt Ballroom, SUNY Oswego, Oswego, NY, April 22, 2016.
- "Pirates of Penzance - Conductor," Hewitt Ballroom, SUNY Oswego, Oswego, NY, April 23, 2016.
- "Pirates of Penzance - Conductor," Hewitt Ballroom, SUNY Oswego, Oswego, NY, April 29, 2016.

Harris, Jessica. Health Promotion and Wellness
- Women's Health Fair, SUNY Metro Center, Syracuse, NY, September 30, 2015.

Jorgensen, Trevor. Music
- "Focus On Faculty: Oswego Jazz Project," SUNY Oswego, Oswego, NY, October 4, 2015.
- "Ke-nekt': Bacchus Saxophone Quartet featuring Dr. Robert Young," SUNY Oswego, Oswego, NY, November 11, 2015.
- "Laveck Concert Series: Lake Effect Trio," Pulaski, NY, November 21, 2015.
- "Focus On Faculty: Trevor Jorgensen Clarinet and Saxophone," SUNY Oswego, Oswego, NY, February 14, 2016.

- "Ke-nekt": Jazz Bassist Larry Grenadier," SUNY Oswego, Oswego, NY, March 9, 2016.
- "Oasis in Concert: Duoplicity," Syracuse, NY, April 13, 2016.
- "Mansfield University Instrumental Jazz Festival," Mansfield, PA, April 22, 2016.
- "Director, Oswego City Band," Oswego, NY, June 29, 2016.

Kee, Thomas. Extended Learning
- Immersive Theatre Seminar, Lesley University MFA Stage & Screen Residency, January 10, 2016.
- Immersive Theatre Seminar, Suffolk University Environmental Theatre, February 22, 2016.
- Acting Shakespeare, Winthrop Playmakers, May 14, 2016.
- "Mary's Little Monster by Thomas Kee," Ophelia Theatre Group, New York, NY, October 23, 2015.
- "Compass Rose by Ronan Noone directed by Thomas Kee," Newton Nomadic Theatre Company, Newton, MA, September 25, 2015.
- "When the Ghost Begins to Quicken by W.B. Yeates," Boston University, Boston, MA, September 24, 2015.
- "Compass Rose by Ronan Noone directed by Thomas Kee," Lesley University, Cambridge, MA, February 10, 2016.
- "I Woke Up In a Sam Shepard Play by David L. Hudacek," Boston Theatre Marathon, May 8, 2016.
- "The Purge: Election Year," Universal Pictures, October 16, 2015.

Kim, Ah Reum. Music
- "LaVeck Concert Series- chamber music concert," Pulaski, NY, November 21, 2015.
- "Hart Hall Informance- performance and information session," SUNY Oswego, Oswego, NY, November 22, 2015.
- "Symphoria Concert- with Itzhak Perlman," Syracuse, NY, November 1, 2015.
- "Kenekt Concert- Hosted Afiara Quartet and collaboration," SUNY Oswego, Oswego, NY,February 24, 2016.
- "Chamber music concert," Oswego, NY, March 29, 2016.
- "Symphoria Masterworks concert," Syracuse, NY, January 23, 2016.
- "Symphoria Masterworks concert," Syracuse, NY, May 14, 2016.

Knowles, Helen. Political Science
- "Constitution Day panel," SUNY Oswego, Oswego, NY,September 17, 2015.
- "Judging Free Speech: A Presentation to the Faculty and Graduate Students of the Department of Political Science at Boston University," Boston, MA, September 25, 2015.
- "Judge Scalia and the Impending Constitutional Crisis: A Talk to the Department of Political Science," SUNY Oswego, Oswego, NY, February 18, 2016.

Kraszpulska, Aleksandra. Theatre

- "The Stone Age," SUNY Oswego, Oswego, NY, December, 2015.
- "Footlight Players- Guys & Dolls Jr.," IUP, Indiana PA, July, 2015.
- "Footlight Players- Treasure Island," IUP, Indiana PA, July, 2015.
- "Footlight Players- The Velveteen Rabbit," IUP, Indiana PA, July 2015.
- "Footlight Players- The Yellow Boat," IUP, Indiana PA, July, 2015.
- "Fox on the Fairway," Cortland Repertory Theatre, June ,2016.
- "Pinnochio," Cortland Repertory Theatre, June, 2016.

Kumar, Alok. Physics

- "Writing the World: Scholarship and Audience, Writers Speak series, sponsored by Writing Across the Curriculum Program and the Provost's Office," SUNY Oswego, Oswego, NY, April 26, 2016.
- "Cultural Diversity in Science," the American Association of University Women, Oswego Branch, Steamer's Restaurant, Oswego, NY, November 19, 2015.

Lamanna, Juan. Music

- "Conductor, College Orchestra concert," SUNY Oswego, Oswego, NY, May 1, 2016.
- "Conductor, College Orchestra concert," SUNY Oswego, Oswego, NY, October 24, 2015.
- "Conductor, Oswego Youth Orchestra," SUNY Oswego, Oswego, NY, November 15, 2015.
- "Conductor, College Orchestra concert," SUNY Oswego, Oswego, NY, November 22, 2015.
- "Pianist, Vocal Recital," Syracuse, NY, March 3, 2016.
- "Pianist, duo recital," SUNY Oswego, Oswego, NY, April 3, 2016.
- "Conductor, Oswego Youth Orchestra," SUNY Oswego, Oswego, NY, April 10, 2016.
- "Pianist, Kenect Recital," SUNY Oswego, Oswego, NY, April 27, 2016.
- "Conductor, Chamber Orchestra concert," SUNY Oswego, Oswego, NY, April 29, 2016.

Langenfeldrial, Jonel. Theatre

- "Sideshow," Francis Marion Brown Theatre, SUNY Oswego, Oswego NY, February, 2016.
- "Sideshow," Forestburg Playhouse, Forestburg New York, July, 2015.
- "The Stone Age, Devised Theatre peice," Hewitt Union Ballroom, SUNY Oswego, Oswego, NY, December, 2015.
- "The Stone Age, selected scenes," Kolkatta, India, January, 2016.
- "Tales of the Haunted Harbor," H. Lee White Maritime Museum, Oswego, NY, August, 2015.
- "Cemetary Storytelling History," Oswego Town Cemetery/The Acre, SUNY Oswego, Oswego, NY, October, 2015.
- "Storytelling Perf. for Children & Families," Oswego Publice Library, SUNY Oswego, Oswego, NY, May, 2016.

Leary, Paul. Music

- Focus on Faculty Recital, SUNY Oswego, Oswego, NY, September 20, 2015.

Lewis, Tracy. Modern Languages and Literatures
- "Interview with Uninorte TV," Asunción, Paraguay, November 2, 2015.
- "Interview with Radio Chaco Boreal," Asunción, Paraguay, November 2, 2015.
- "Interview with EDU TV," Asunción, Paraguay, November 2, 2015.
- "Interview with Ultima Hora newspaper," Asunción, Paraguay, November 3, 2015.

Loayza, Milton. Modern Languages and Literatures
- "Songs of Imagination," La Casita Cultural Center, Syracuse, NY, December 8, 2015.
- "Maria de Buenos Aires," Anchorage Opera, Alaska, January 21, 2016.

Macey, Kathleen. Theatre
- "Space Pirates of the Planet Penzance: Costume Design," SUNY Oswego, Oswego, NY, April 19, 2016.

McCabe, Judith. Theatre
- The Bacchae, SUNY Oswego, Oswego, NY, October 23, 2015.
- The Stone Age, SUNY Oswego, Oswego, NY, December 4, 2015.
- The Mouse Trap, SUNY Oswego, Oswego, NY, March 1, 2016.
- Pirates Of Penzance, SUNY Oswego, Oswego, NY, April 21, 2016.

McGrath, Thomas. Music
- "Jazz:The Music, the Stories, the Players," Hamilton College, Clinton, NY, March 3, 2016.
- "Arts and Ed: Performance Strategy and Interpretation," South Jefferson High School, Adams, NY, January 14, 2016.
- "Arts and Ed: Roots of Rock and Roll," Oneida Public Library, Oneida, NY, July 25, 2015.
- "Arts and Ed: The Music of TV and FIlm," Utica Free Library, Utica, NY, July 18, 2015.
- "Arts and Ed: The Music That Makes Us Dance," Utica Free Library, Utica NY, June 3, 2016.

Metzgar, Richard. Art
- Mapping Across Time: A cartographic experiment with the Mohawk River Valley and Fort Stanwix National Monument, Rome, NY, October 15, 2015.

Mullen, Jodi. Counseling and Psychological Services
- Parenting: Joy Sutton Show, Roanoke, VA, July 12, 2015.

Olson, Eric. Curriculum and Instruction
- COSMOS Show, Solomons MD, February 10, 2015.
- AAO statewide juried show, Oswego, NY, March 12, 2016.

Perdiguero, Juan. Art
- Italian Greyhounds, La Buganvilla Gallery, Cordoba, Spain, July 5, 2015.
- Birds, Ghostprint Gallery, Richmond, VA, USA, September 18, 2015.
- Makers & Mentors, Rochester Contemporary Art Center, Rochester, NY, April 4, 2016.
- CEPA Biennial Auction, CEPA Gallery, Buffalo, New York, USA, , Buffalo, NY, April 9, 2016.
- Painting: Alive and Kicking, Galeria Moret Art, A Coruña, Spain, September 22, 2015.
- International Drawing Triennial, Tallinn, Estonia, August 25, 2015.
- Silk Road Art Festival", Xi'an , China, Xi'an , China, October 8, 2015.
- Chiaroscuro, Ghostprint Gallery, Richmond, VA, November 4, 2015.

Sanderson, Christopher. Theatre
- "The Bacchae," SUNY Oswego, Oswego, NY, October 22, 2015.
- "The Bacchae," SUNY Oswego, Oswego, NY, October 23, 2015.
- "The Bacchae," SUNY Oswego, Oswego, NY, October 24, 2015.
- "The Bacchae," SUNY Oswego, Oswego, NY, October 29, 2015.
- "The Bacchae," SUNY Oswego, Oswego, NY, October 30, 2015.
- "The Bacchae," SUNY Oswego, Oswego, NY, October 31, 2015.
- "The Bacchae," Kennedy Center American College Theater Festival, January 16, 2016.

Schmitz, Eric. Music
- "Oswego Jazz Project (OJP) performance at UUP Fall gathering," SUNY Oswego, Oswego, NY, September 11, 2015.
- "OJP performance at Focus on Faculty concert," SUNY Oswego, Oswego, NY, October 4, 2015.
- "Performance of original composition 'Big Changes Ahead' by Eastman New Jazz Ensemble," Eastman School of Music, Rochester, NY, October 15, 2015.
- "OJP clinic and performance at School of the Arts," Rochester, NY, November 6, 2015.
- "Performance of original composition 'Big Changes Ahead' by UNI Jazz Panthers, University of Northern Iowa Tallcorn Jazz Festival," Cedar Falls, IA, February 19, 2016.
- "OJP performance with guest bassist Larry Grenadier at Ke-nekt series concert," SUNY Oswego, March 9, 2016.
- "OJP clinic and performance at Mansfield University Jazz Festival," Mansfield, PA, April 22, 2016.
- "Oswego State Jazz Ensemble and Latin Jazz Ensemble performances at Oneonta Jazz Festival, SUNY Oneonta," Oneonta, NY, April 23, 2016.

Smith, Elizabeth. Curriculum and Instruction
- Admitted Student Day, Ice Arena, SUNY Oswego, Oswego, NY, April 19, 2016.
- Admitted Student Day, C&I Presentation, SUNY Oswego, Oswego, NY, April 9, 2016.
- Admitted Student Day, C&I Presentation, SUNY Oswego, Oswego, NY, April 16, 2016.
- Block 1 Group Advisement Presentation, SUNY Oswego, Oswego, NY, February 5, 2016.
- Open House, Ice Arena, SUNY Oswego, Oswego, NY, November 11, 2015.

Springston, Mark. Technology Education
- "Fall 2015 STEM 4 Kids Program: 4 session5," SUNY Oswego, September 30, 2015.
- "Fall 2015 Young Inventors Program: 4 sessions," SUNY Oswego, October 1, 2015.
- "Contest Coordinator for the Live Communication Contest at the fall 2015 Technology and Engineering Education Collegiate Association Eastern Regional Conference," Virginia Beach, VA, November 8, 2015.

Thompson, Cara. Art
- Made in NY 2015, Schweinfurth Art Center, Auburn , NY, March 28, 2015.

Tryon, Daniel. Technology Education
- Team MINI Live On Ice vs. Canton, SUNY Oswego, Oswego, NY, February 13, 2016.
- Team MINI Live On Ice vs. Brockport, SUNY Oswego, Oswego, NY, February 24, 2016.
- "Team MINI Live On Ice vs. CCHL All-Graduate Team," SUNY Oswego, Oswego, NY, October 24, 2015.
- "Team MINI Live On Ice vs. Brockport," SUNY Oswego, Oswego, NY, October 31, 2015.
- "Homecoming Team MINI Live On Ice vs. Plattsburgh," SUNY Oswego, Oswego, NY, November 13, 2015.
- "Homecoming Team MINI Live On Ice vs. Potsdam," SUNY Oswego, Oswego, NY, November 14, 2015.
- "Team MINI Live On Ice vs. Morrisville," SUNY Oswego, Oswego, NY, November 20, 2015.
- "Team MINI Live On Ice vs. Buffalo," SUNY Oswego, Oswego, NY, December 4, 2015.
- "Team MINI Live On Ice vs. Fredonia," SUNY Oswego, Oswego, NY, December 5, 2015.
- "Team MINI Live On Ice vs. Cortland," SUNY Oswego, Oswego, NY, January 29, 2016.

Tsutsumi, Mihoko. Music
- "National Festival Chorus," Sanders Theater, Boston, MA, June 5, 2016.
- "7th Annual Concert to Benefit Amaus Health Services," Immaculate Conception Church, Syracuse, NY, April 22, 2016.
- "Men's College Choir, Women's College Choir, State Singers, and Youth Choir Spring Concert," St. Mary Catholic Church, Oswego, NY, April 24, 2016.
- "Amahl and Night Visitors," American Foundry, Oswego, NY, December 20, 2015.
- "Holiday Concert," St. Mary Catholic Church, Oswego, NY, December 1, 2015.
- "Men's College Choir, Women's College Choir and State Singers Fall Concert," St. Mary Catholic Church, Oswego, NY, November 1, 2015.
- "Festival of Choirs," Trinity United Methodist Church, Gainesville, FL, September 27, 2015.
- "Children's Musical "Alice's Wonderland"," Harborfest, Oswego, NY, July 24, 2015.

Walsh, Christine. Curriculum and Instruction
- Oswego Writing Institute 2015, SUNY Oswego, Oswego, NY, August 19, 2015.

Whittingham, Georgina. Modern Languages and Literatures

- Guest speaker event: Dr. Margarita Vargas (SUNY at Buffalo). The Possibility of Justice: Barbara Colio's Antigone in You Are Here (Usted está aquí). Event supported through grants from Hart Hall, Dean of the School of Liberal Arts and Sciences and OIP, SUNY Oswego, Oswego, NY, September 30, 2015.
- Guest speaker: Vinh Pham (Cornell University). "José Rizal: a Glimpse of the Asian José Martí." A Global Engagement Event on Race and Nationalism sponsored through a grant from the Institute of Global Engagement and support from the Department of Modern, SUNY Oswego, Oswego, NY, November 4, 2015.
- Guest Speaker: Mayan Cultural Activity through Weaving-- Speaker: Alida Perez, Kakchikel Maya, Founder and Director of a Textile Museum in Antigua, Guatemala: Museo Casa del Tejido Antiguo, SUNY Oswego, Oswego, NY, October 12, 2015.
- Guest Speaker:Dr.Eugenio Basualdo (SUNY, Oswego) "A sample of Cuban Art from the collection of José Castillo." Hispanic Heritage Celebration, SUNY Oswego, Oswego, NY, October 14, 2015.

Wilcox, Elizabeth. Math

- "Albert's Bridge, performed by the MAA Community Players at the 2016 MAA Mathfest celebrating the 100th anniversary of the MAA," Washington, DC, August 10, 2015.

Wolford, Karen. Psychology

- "Penfield Library Display to Archives Talk - Streets, Barbara Faye & Wolford, Karen Brief Talk on Motivations to Help in Trauma Impacted Communities," SUNY Oswego, Oswego, NY, April 13, 2016.

Abraham, Steven. Marketing and Management

- The LMRDA. Another Labor Law that Benefits Firms?, *International Journal of Law and Management*, 59.

Andrews, David. Economics

- Andrews, David. The Political and Economic Thought of the Young Keynes: Liberalism, Markets and Empire by Christiano, Carlo. *History of Economics Review*, 62, 106-108. August, 2015.
- Andrews, David. The Other Adam Smith by Mike Hill and Warren Montag. *History of Economic Ideas*, 23, 172-4. November 2015.

Ann, Jean. Curriculum and Instruction

- Ann, Jean 'Back in St. Olaf…': American Dialects in The Golden Girls.. 1. In Fågersten, Kristy Beers (Ed.), *Watching TV with a Linguist* (93-119). Syracuse University Press. 2016.

Attia, Ashraf. Marketing and Management

- With Elhusseiny, M., Almurshidee, K. Pricing of Local Sources of Risk on Industry Returns:

Empirical Evidence from the United Kingdom. *International Journal of Business and Economics Perspectives*, *10*(1), 1-16. 2015.
- With Honeycutt, E., Hodge, S. Addressing Service Challenges to Improve Sales Training.

Services Marketing Quarterly, 36(4), 352-367. 2015.

Benavides, Evelyn. Sociology

- With Clark, E. A., Clark, C. *Challenging Neoliberalism: Globalization and the Economic Miracles in Chile and Taiwan*, 1. Edward Elgar Publishing. 2016.
- With Clark, E. A. A Man Up? Gender and Sportsmanship On and Off the Field. 1. In Dalaney, Tim (Ed.), Sportsmanship Multidisciplinary Perspectives (12). McFarland and Company. Date missing
- With Clark, C., Clark, E.A. Globalization's Impact on Gender Roles in the United States. *International Journal of Contemporary Sociology*, 52:2, 189-211. October 2015.

Bendinskas, Kestutis. Chemistry

- With Patil, S., Weymouth, T.E., Cavalcante, R., Karnovsky*, A., and Sartor*, Ma.A.. ConceptMetab: Exploring relationships among metabolite sets to identify links among biological concepts. *Bioinformatics*, 1-8. January 2016.

Bichindaritz, Isabelle. Computer Science

- With Marling, C., Montani, S. (Ed.), *Proceedings of the Workshop on Case-based Reasoning in the Health Science*, 1st. ICCBR. 44. 2015.
- With Corchado, J. De Paz, J. (Ed.), *Distributed Artificial Intelligence Models for Knowledge Discovery in Bioinformatics*, 1st. Hindawi. 114. 2015.
- With Corchado, J. De Paz, J.. Distributed Artificial Intelligence Models for Knowledge Discovery in Bioinformatics. *BioMed Research International*, 2. February 2015.

- Data Mining Methods for Case-based Reasoning in Health Sciences, *International Conference on Case-Based Reasoning*. ICCBR, 184-198. September, 2015.
- With Parimi, P., Keshan, N., Machine Learning for Stress Detection from ECG Signals in Automobile Drivers, *IEEE International Conference on Big Data (Big Data),*. IEEE, 2449-245. October, 2015.
- With Tylee, Daniel, Quinn, Thomas, Glatt, Stephen. Constructing Generalizable Classifiers for the Classification of Complex Biological Disorders, *NYAS Machine Learning symposium*. NYAS, 38. March, 2016.
- Automatic Multilevel Stress Detection from ECG Signals, *Workshop on Knowledge Discovery in Healthcare Data*. IJCAI, TBD. 2016.

Bishop, Elizabeth. English and Creative Writing
- "Reading history in Hemans' "The Suliote Mother"". *In Grave Notes*, http://gravestoneproject.com/?page_id=147.
- (May 2016) Bishop, Elizabeth. Walter Benjamin: A Critical Life by Eiland, Howard and Michael W. Jennings. *Shofar*, 34, 134-9. May 2016.

Bkassiny, Mario. Electrical Engineering
- With Lima De Sousa, A., and Jayaweera, S. Wideband Spectrum Sensing for Cognitive Radios in Weakly Correlated Non-Gaussian Noise. *IEEE Communications Letters*, 19/7, 1137-1140. July 2015.

Blake, Kathleen. Anthropology
- With Gaffney, H. and Hartnett-McCann, K. Metric Assessment of the Pubic Bone to Determine the Accuracy of Known and Novel Points for Sex Estimation, *Proceedings of the American Academy of Forensic Sciences*. American Academy of Forensic Sciences, 148-9. February, 2016.
- With Robinson, B.. Effects of Scavenging Birds and Insects on Decomposition Time of Pig Carcasses at Rice Creek Field Station, *Proceedings of the American Academy of Forensic Sciences*. American Academy of Forensic Sciences, 59. February, 2016.
- Forensic anthropology report for case 15-1688 for the Onondaga County Office of the Medical Examiner.

Blanchard, Eric. Political Science
- With Lin, S. Gender and Non-Western "Global" IR: Where are the Women in Chinese International Relations Theory?. *International Studies Review*, 18/1, 48-61. March 2016.
- "United States Identity in 1950" posted on Making Identity Count: National Identity Database available at https://nationalidentitydatabase.wordpress.com/

Bonzo, Sarah. Marketing and Management
- With Liker, J. K. The impact of cross-unit coordination and process improvement efforts in Anatomic

Pathology: A Systems Perspective. *Quality Management in Healthcare*. May 2016.
- With McClain, D., Avnet, M.S. Process Modeling in the Operating Room: A Socio-Technical Systems Perspective. On Line. Systems Engineering (2016).

Bozak, David. Psychology
- "The Judge's Debriefing," *Clean Run* (magazine), Vol 22, No 5, May 2016.

Card, Robert. Philosophy
- In defence of medical tribunals and the reasonability standard for conscientious objection in medicine. *Journal of Medical Ethics*, 42, 73-75. February, 2016.

Caviness, Terrance. Music
- Technology and Trumpet. *New York School Music News*. April, 2015.
- Technology and Trumpet. *Kentucky Music Educator's Bluegrass Music News*. August, 2015.
- Technology and Trumpet. *In International Trumpet Guild Journal*. January, 2015.
- Section Trumpet Playing. *In International Trumpet Guild Journal*. March, 2015.

Cocks, Richard. Philosophy
- Oneness: Where Mysticism and Morality Meet. *In People of Shambhala*, http://peopleofshambhala.com/oneness-where-mysticism-and-morality-meet/. July, 2015.
- The Naked Android: Sex, Death, and Immortality in the Age of AI. *In People of Shambhala*, http://peopleofshambhala.com/the-naked-android-sex-death-and-immortality-in-the-age-of-ai/. August, 2015.
- Limits of Existentialism. *In People of Shambhala*, http://peopleofshambhala.com/the-limits-of-existentialism/. September, 2015.
- Spiritual Spiritual Evolution: Waiting for the Higher MEME. *In People of Shambhala*, http://peopleofshambhala.com/spiritual-evolution-waiting-for-the-higher-meme/. October, 2015.
- Metaphysics, Ethics, and Living in an Uncertain World. *In People of Shambhala*, http://peopleofshambhala.com/metaphysics-ethics-and-living-in-an-uncertain-world/. October, 2015.
- Liberal Cultural Suicide and Spiritual Confusion: Apotheosis via Self-Castigation. *In The Orthosphere*, https://orthosphere.wordpress.com/2015/11/21/liberal-cultural-suicide-and-spiritual-confusion-apotheosis-via-self-castigation/. November, 2015.
- Resentment and a World Both More and Less Christian. *In The Orthosphere*, https://orthosphere.wordpress.com/2015/11/27/resentment-and-a-world-both-more-and-less-christian/. November, 2015.
- Patriarchal Culture. *In The Orthosphere*, https://orthosphere.wordpress.com/2015/12/05/patriarchal-culture/. December, 2015.
- From Romanticism to Political Correctness: Modernity and Emotional Literacy. *In People of Shambhala*, http://peopleofshambhala.com/from-romanticism-to-political-correctness-modernity-and-emotional-illiteracy/. November, 2015.
- Cultural Diversity. *In The Orthosphere*, https://orthosphere.wordpress.com/2015/11/09/cultural-diversity/. November, 2015.

Cooper, Karol. English and Creative Writing
- Masculine Prerogative as Mental Disease in the Later Works of Eliza Haywood. first. In Ilaria Natali and Annalisa Volpone (Ed.), *Symptoms of Disorder: Reading Madness in British Literature 1744-1845* (195-220). Cambria Press. 2016.

Clabough, Cynthia. Art
- "Vaginite Temple to Anne", cover illustration for Imaginal Figures in Everyday Life by Harrell, Mary, Chiron Publication. 2015.
- Graphic Design, Womyn's Music Festival. August, 2015.

Damkaci, Fehmi. Chemistry
- With Alawaed, A., Vik, E. N-Picolinamides as ligands for Ullmann-type C-N coupling reactions. *Tetrahedron Letters*, 57, 2197-2200. May, 2016.

Deacon, David. History
- Folksongs of Another America by Leary, James P.. *Michigan Historical Review*. April, 2016.

Delaney, Timothy. Sociology
- With Madigan, T. *The Sociology of Sport*, 2nd. McFarland. 2015.
- *Sportsmanship: Mutlidisciplinary Perspectives*, 1st. McFarland. 2016.
- Structural-functionalism and the Sociology of Sport. 1st. In Richard Giulianotti (Ed.), *Routledge Sociology of Sport Handbook* (19). Oxford. 2015.
- "Pop Culture: An Overview" (Philosophy Now), used as entrance exam excerpts and questions created from the passages for admission to Waseda University, Tokyo, Japan. November, 2015.

Dighe, Ranjit. Economics
- *The Historian's Huck Finn: Reading Mark Twain's Masterpiece as Social and Economic History*, Praeger. 2016.

Dunn, David. Biological Sciences
- With Lipke, E. A., Perera, D. A, Li, C., Qin, Z., Li, Y., Shang, M., Su, B. A., Cek, S., Peatman, E., Dunham, R. A. Spermatogonial stem cells specific marker identification in channel catfish, Ictalurus punctatus and blue catfish I. furcatus. *Fish Physiology and Biochemistry*, 41/6, 1545-1556. December, 2016.

Edwards, Ann. Marketing and Management
- With Friedman, B., Khan, R. Relating Self-Discipline in Social Networking to Academic

Performance among College Students. *Journal of Strategic and International Studies*, *XI*(1), 41-50. www.iaabr.com. 2016.
- Understanding the Lack of Racial and Ethnic Diversity in the Accounting Profession: A Systems

View. In M. Karsten (Ed.), *Gender, Race, and Ethnicity in the Workplace: Emerging Issues and Enduring Challenges*. Santa Clara, CA: ABC-CLIO. 2016.

Folk, Jessica. English and Creative Writing
- Short Nonfiction, "Sing Us a Song", *Ghost City Review*, Vol. 2, 2016.
- Slam Poem, "Once is Enough", *Ghost City Review*, Vol. 2, 2016.
- Slam Poem, "I See You", *Ghost City Review*, Vol. 2, 2016.
- Screenwriter, "Five", African American Short Films, Badami Productions, 2016.

Forshaw, Juliet. Music
- Osip Petrov, Anna Petrova-Vorobyova and the Development of Low-Voiced Character Types in Nineteenth-Century Russian Opera. *Cambridge Opera Journal*, Vol 28, Issue 2, TBD. June 2016.

Friedman, Barry. Marketing and Management

- With Lisa, S. Latent Employee Turnover and Prevention: When Job Creation Catches Up with

Economic Recovery. *Journal of Business, Cambria Press*, *6*(1), 1-29. www.cambriainstitute.com/journals/. 2016.

- With Edwards, A. L., Khan, R. Relating Self-Discipline in Social Networking to Academic

Performance among College Students. *Journal of Strategic and International Studies*, *XI*(1), 41-50. www.iaabr.com. 2016.

- *Latent Employee Turnover and Prevention: When Job Creation Catches Up with Economic Recovery*. Niagara, New York: Business Research Consortium. http://www.businessresearchconsortium.org/. 2015.

Geetha-Loganathan, Poongodi. Biological Sciences

- With Buchtová, M., Fu, K., Nimmagadda, S., Hosseini-Farahabadi, S., Trachtenberg, A., Patrick Kuo, W., Vesela, I., Richman, J.M. Identification and functional analysis of novel facial patterning genes in the duplicated beak chicken embryo.. *Dev Biol*, 407/2, 275-88. Septemer, 2015.

Giglio, Juliet. English and Creative Writing

- With Giglio, K. *Fade In: An Introduction to Screenwriting*, 1st. Kendall-Hunt. 2016.

Ginsberg, Sharona. Penfield Library

- MakerBridge blog.

Giukin, Lenuta. Modern Languages and Literatures

- At the Crossroads of Time: Memoirs and Becoming in Ben Todica's Documentary Our Journey. In Janelle Blankenship, Tobias Nagle (Ed.), *European Visions: Small Cinemas in Transition* (18). Transcript-Verlag, 2015.

Harris, Jessica. Health Promotion And Wellness

- With Gellar, K. Residential Proximity and its Impact on College Students' Body Mass Index. *American Journal of Health Sciences*, 7/1. June, 2016.

Ieta, Adrian. Electrical Engineering

- With Chirita, M., Ietac, A., Kiss, M.L., Sacarescud, L., & Saviie, C. Top-down synthesis of mesocrystalline α-Fe2O3 submillimeter-sized rhombohedrons. "*Particulate Science and Technology*", DOI: 10.1080/02726351.2015.1090508. Fall, 2015.
- With Chirita, M., Banica, R., Kiss, M.L., Savii, C., Grozescu, I. Transition from single crystalline FeCO3 to layered and ordered nanostructured α-Fe2O3. *Materials Letters*, 158, 214–217. Fall, 2015.
- With D'Antonio, J., Chirita, M., Bibash, Kc. Experimental characterization of EHD thrust from pin emitters, *2016 Electrostatics Joint Conference*. The Electrostatics Society of America (ESA), Institute of Electrostatic Japan (IEJ), International Electrostatic Assembly (IEA), Industry Applications Society (IEEE-IAS) Electrostatic Processes Committee, and La Societé Francaise d'Electrostatique (SFE), NA. Summer, 2016.
- With Bibash, Kc., Chirita, M., D'Antonio, J. Assessing EHD thrust using rotational motion, *2016 Electrostatics Joint Conference*. The Electrostatics Society of America (ESA), Institute of Electrostatic Japan (IEJ), International Electrostatic Assembly (IEA), Industry Applications Society (IEEE-IAS) Electrostatic Processes Committee, and La Societé Francaise d'Electrostatique (SFE), NA. Summer, 2016.

- With Kiss, M. L., Beljung, C., Chirita, M. Single Crystalline Micrometric Magnetite for Magnetic Resonance Imaging, *The 21th International Symposium on Analytical and Environmental Problems, Szeged, Hungary*. NA. Fall, 2015.
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Yang, Harrison. Curriculum and Instruction
- With Kwok, L. F., Cheung, S. K., Fong, J., Kwan, R. (Ed.), *Hybrid Learning: Innovation in Educational Practices*, 1. Springer. 411. 2015.
- With Wu, D., Yu, X., Zhu, S. (Ed.), *Case Studies of ICT in Education Worldwide: 2013-2014*, 1. Beijing Normal University Publishing Group. 350. 2015.
- Zhu, S. with Yang, H. H., Feng, L.. Visualizing and Understanding the Digital Divide. In Cheung, S. K., Kwok, L. F., Yang, H. H., Fong, J., Kwan, R. (Ed.), *Hybrid Learning: Innovation in Educational Practices* (394-403). Springer. 2015.
- Feng, L. with Kong, X., Zhu, S., Yang, H. H.. An Investigation of Factors Influencing College Students' Mobile Learning Behavior. In Cheung, S. K., Kwok, L. F., Yang, H. H., Fong, J., Kwan, R. (Ed.), *Hybrid Learning: Innovation in Educational Practices* (323-333). Springer. 2015.
- With Zheng, X. D., Meng, D. The IT governing in e-education: The governance system and governance capacities. *China Educational Technology*, 349/2, 74-79. February, 2016.
- With Xu, J., Zheng, X. D. Digital citizenship in the information age. *China Educational Technology*, 348/1, 9-16. January, 2016.
- With Wu, A., Shi, Y. H., Zhu, S. Development of School Technology Leadership, *International Symposium on Educational Technology*. IEEE, 25-29. July, 2015.
- With Cai, J., Tian, Y. M. Improving Blended Learning Strategies in a College Curriculum, *International Symposium on Educational Technology*. IEEE, 68-71. July, 2015.

Young, Elizabeth. Penfield Library
- Sad Is... by Nichlos, Cheyenna. *Children's Literature Comprehensive Database*. September, 2015.
- Black Cats by Peterson, Megan. *Children's Literature Comprehensive Database*. September, 2015.
- Do You Want to be a Pirate? by Malam, John. *Children's Literature Comprehensive Database*. September, 2015.
- Rude Cakes by Watkins, Rowboat. *Children's Literature Comprehensive Database*. September, 2015.
- Young, Elizabeth. Flirty Dancing by McLachlan, Jenny. *Children's Literature Comprehensive Database*. September, 2015.
- Fuzzy Friends by Meyer, Stephanie. *Children's Literature Comprehensive Database*. March, 2016.
- The Black Stars by Krokos, Dan. *Children's Literature Comprehensive Database*. March, 2016.
- Baby Pigs by Leaf, Christina. *Children's Literature Comprehensive Database*. March, 2016.
- Hong Kong by Somervill, Barbara A.. *Children's Literature Comprehensive Database*. March, 2016.
- Cassidy's Guide to Everyday Etiquette (and Obfuscation) by Stauffacher, Sue. *Children's Literature Comprehensive Database*. March, 2016.

Yang, Stephen. Health Promotion And Wellness
- With Buckenmeyer, P., True, L., Schrom, B, Bauer, J., Lindel, N., Wilbur, A., Ohare, J. Effect Of 5-hour Energy Shot® On Simulated Car Racing Ability in Sleep-deprived College-aged Individuals, *2016 Annual Meeting, World Congress on Exercise is Medicine®, and World Congress on the Basic Science of Energy Balance of the American College of Sports Medicine*. ACSM, S46-S47. June 2016.

Zelcer, Mark. Philosophy
- With Yanofsky, N. The Role of Symmetry in Mathematics. *Foundations of Science*, 2016.
- Conscientious Objection and the Transformative Nature of War. *Journal of Military Ethics*, 14/2, 118-122. 2015.
- Rigor and Structure by Burgess, John. *Metascience*, 43. 2015.
- The Consistency of Arithmetic and Other Essays by McCall, Storrs. *Metascience*, 42. 2015.

Zenor, Jason. Communication Studies
- A Reckless Disregard for the Truth? The Constitutional Right to Lie in Politics. *Campbell Law Review*. April, 2016.
- This is Just Not Working for Us: Why after Ten Years on the Job, it is Time to Fire Garcetti. *University of Richmond Journal of Law & Public Interest*. February, 2016.
- Shielding Acts of Journalism: Open Leak Sites, National Security and the Free Flow of Information. *Nova Southeastern Law Review*. October, 2015.
- Damming the Leaks: Balancing National Security, Whistleblowing and the Public Interest. *Lincoln Memorial Law Review*. October, 2016.
- Heroes and Scoundrels: The Image of the Journalist in Pop Culture by Satzman, Joe. *Journalism and Mass Communication Educator*, 1. April, 2016.

Zhang, Ding. Marketing and Management
- With Guo, J. A review of supply chain versus supply chain competition. *Operations Research and Management*, 25(1), 1-7. 2016.
- With Chen, Z., Sun, J., Teng, C. Modeling Inter Supply Chains Competition with Resource Limitation and Demand Disruption. *International Journal of System Sciences*, 47(7), 1644 - 1658. 2016.
- A dynamic allocation model for medical resources in the control of influenza diffusion. *Journal of System Science and System Engineering*, 24, 276 - 292. 2015.

Appendix F:
PROFESSIONAL ACTIVITIES & SERVICE
(Reported in On-Line Reports as of May 31, 2016)

Abraham, Steven. Marketing and Management
- Professional, 7th Annual American research Business Conference, Session Chair
- Management, Accounting Web, Online
- Management, Oswego YMCA, Oswego, NY, September 2007 – Present

Aguiar Malosetti, Gonzalo. Modern Languages And Literatures
- Spanish Colloquium II at SUNY Oswego, Organization and coordination of the event, including review of all papers presented by undergraduate students.
- Brazilian Film Series 2015-2016 at SUNY Oswego, Organizer and discussant.
- "Crisis of Legality in the Latin American Neopoliciaco: Approaches and Perspectives.", Latin American Studies Association (LASA), May 29, 2016.

Andrews, David. Economics
- European Socieity for the History of Economic Thought, Member of the Council.
- European Society for the History of Economic Thought, Auditor.
- History of Economic Ideas, Member of the Editorial Board.
- European Journal for the History of Economic thought, Referee (two manuscripts).
- Chair of Methedological Issues session at the annual meeting of the European Society for the History of Economnic Thought, Paris, France, May 26, 2016.
- Discussant for the session "Reflections on Economic Science," at the annual meeting of the European Society for the History of Economic Thought, Paris, France, May 28, 2016.

Auler, Robert. Music
- LaVeck Concerts, Director.
- OASIS Concert Series, Director.
- Oswego Youth Conservatory, Director.

Bacher, Leigh. Psychology
- International Society for Developmental Psychobiology, Editorial Board Member.

Bargainnier, Sandra. Health Promotion And Wellness
- Centers for Disease Control CDC, Physical Education Curriculum Analysis Tool, December 2015.

Benavides, Evelyn. Sociology
- New York State Sociological Association, Vice President.
- Midwest Sociological Society, Seesion Organizer.
- Session: Anomie, Isolation, and Alienation, Chicago, IL, March 23, 2016.
- Gender and Popular Culture Session, Chicago, IL, March 26, 2016.
- Exploring Feminism, Chicago, IL, March 26, 2016.

Bendinskas, Kestutis. Chemistry
- American Journal of Undergraduate Research, Editor-in-Chief.

Bertonneau, Susan. Modern Languages And Literatures
- Pi Delta Phi (National French Honor Society), Moderator of local chapter, Theta Delta. Initiation of New Members April 13, 2016..
- Quest Session: French Culture & Literature. Organized 3 student presentations. May 13, 2016, SUNY Oswego, May 13, 2016.
- Explore Global Literature (Penfield Library, Michelle Bishop, Chair). Organized 5 student poetry readings. March 7, 2016., SUNY Oswego, March 7, 2016.
- Hart Hall Global Awareness Conference. Organized session on French Study Abroad. 3 student presentations. November 7, 2015., SUNY Oswego, November 7, 2015.
- French Film Series. Co-organized with students (French Honor Society Officers) - Academic Year 2015-16,, SUNY Oswego, 2015.

Bichindaritz, Isabelle. Computer Science
- ICCBR 2015 (International Conference on Case-based Reasoning), Program committee Member.
- Medical Informatics Europe 2016, Program committee Member.
- AMIA 2016 (American Medical Informatics Association Annual Symposium), Reviewer.
- CBMS 2016 (Computer Based Medical Systems), Program committee Member.
- KDIR 2016 (7th International Conference on Knowledge Discovery and Information Retrieval), Program committee Member.
- 11th Case-based Reasoning in the Health Sciences workshop, Co-chair, 2015.
- Biomed Research International Journal special issue on "Distributed Artificial Intelligence Models for Knowledge Discovery in Bioinformatics, Co-guest editor, 2015.
- Journal on Data Mining and Digital Humanities, Editor, 2015.

Bidwell, Amy. Health Promotion And Wellness
- American College of Sports Medicine Health Fitness Summit Committee, Planning Committee Member.
- Medicine in Science and Sport and Exercise, Manuscript Reviewer.

Bkassiny, Mario. Electrical Engineering
- Institute of Electrical and Electronics Engineers (IEEE), Technical Program Committee (TPC) Member of the IEEE Vehicular Technology Conference (VTC- Fall 2015).
- Institute of Electrical and Electronics Engineers (IEEE), Review of a manuscript entitled: "Implementation and Analysis of Blind C yclostationary Spectrum Sensing in Cognitive Radios" submitted to the IEEE Transactions on Wireless Communications.
- European Research Council Executive Agency (ERCEA), Review of a research proposal entitled: "Cognition-BAsed NETworkS: building the next generation of wireless communications systems using learning and distributed intelligence".

- Institute of Electrical and Electronics Engineers (IEEE), Review of a manuscript entitled: "SIMO Diversity Receivers over Composite Fading Channels and Impulsive Noise: A Unified Approach" submitted to the IEEE Transactions on Vehicular Technology.

Blake, Kathleen. Anthropology
- DMORT, Assessment Team.
- Onondaga County Office of the Medical Examiner, Forensic anthropology consultation for case 15-1688, October 2015.
- New York State Office of Parks, Recreation and Historic Preservation, NAGPRA, Project Osteologist, August 2015.
- SUNY Binghamton Forensic Anthropology, Forensic Anthropology consultation, September 2015.

Blanchard, Eric. Political Science
- European Journal of International Relations, Journal manuscript review.
- American Politics Research, Journal manuscript review.
- Routledge/TaylorFrancis, Book manuscript review.
- Rowan and Littlefield, Book manuscript review.
- CQ/Sage, Book manuscript review.
- CHAIR of PANEL: "Gender/China: Empirical and Theoretical Approaches to China's Peace, Security, Trade and Development through Feminist and Gender Lenses", Atlanta, GA, March 16, 2016.

Blanchfield, Lyn. History
- New York State Association of European Historians, Treasurer.
- New York State Association of European Historians, Executive Board Member.
- Best Practices for Writing Fellowship Applications: Write Way Series (with Allison Rank), SUNY Oswego, April 8, 2016.

Bonzo, Sarah. Marketing and Management
- One-day Training Program, Pediatrix, Ft Lauderdale, Florida, October 14, 2015
- Management, Montefiore Health System, Bronx, NY, June 3, 2013 - September 3, 2015

Brewster, Gregory. Theatre
- VVS HIGH SCHOOL, LIGHTING DESIGN- MUSICAL, March 2016.

Brown, Laura. Human Development
- A.C.E., Chairs training workshops.
- National Council on Family Relations, manuscript Reviewer for journals.

Burrell, Marcia. Curriculum And Instruction
- AERA, TACTL, Reviewed For Best Paper.
- Nazareth College/Rochester School Number 9, Formative Assessment, April 2016.

Caviness, Terrance. Music
- Central Winds, Treasurer.
- Arts in Education - Music Teacher Day, CNS High School, March 10, 2016.

Clabough, Cynthia. Art
- Council of Art Department Chairs, President.
- Council of Art Dept. Chairs (CADC) & Council of Gallery and Museum Directors (CGMD) Annual Meeting, Member of Planning Committee.
- Enrollment in the Age of Completion Agendas, Transfer paths, and More, SUNY FIT, NYC, March 17, 2016.
- SUNY New Paltz, Art Department, Strategies for Working with Transfer Students, April 2016.

Coll, Fiona. English And Creative Writing
- The Floating Academy (www.floatingacademy.com), Editor-in-Chief.

Cox, Pamela. Marketing and Management
- Professional, Journal of Behavioral and Applied Management, Reviewer.

Crawford, Dean. Accounting, Finance, Law
- Professional, New York State Society of CPAs COAP Committee, Committee Member.

Culligan, Sean. Theatre
- Upstate NY Regional Section USITT, Past Chair, Vice-Chair of Elections.

Curtin, Maureen. English And Creative Writing
- Project Blend, School of Education, Developing building leaders in high need schools in Central New York, May 2016.

Dailey, Colleen. Music
- CELT Workshops: Winter Breakout/Spring Breakout/ Symposium on Teaching and Learning, SUNY Oswego, October 10, 2015.
- Writing Fellows Workshops: Wednesdays, SUNY Oswego, September 8, 2015.
- Write Way Series Workshops: Fridays, SUNY Oswego, November 14, 2015.
- Symposium on Teaching and Learning (CELT Purchase), Online webinars through Penn State University, February 14, 2016.
- Music Department, Rebecca Horning, Substitute for Class Piano 1 and 2, October 2015.
- Music Department, Rebecca Horning, Substitute for Class Piano 1 and 2, November 2015.
- Music Department, Juan Lamanna, Trombone Sectional for College Orchestra, February 2016.
- CELT, Michelle Miller Reading Group, January 2016.

Damkaci, Fehmi. Chemistry
- Terra Science and Education, President.
- Journal of Chemical Education, Manuscript review.
- Organic & Bimolecular Chemistry, Manuscript review.

Davis, Rdeborah. Curriculum And Instruction
- Van Duyn Elementary School SCSD, Keynote- Family Fun Night- Parent Involvement for Student Achievement, February 2016.
- Oswego Metro Center - Humanities Program Grant, Wisdom and Aging - 6 week conversation, May 2016.
- Migrant Education Program -Professional Development Workshop, Culturally Relevant Teaching (4 hrs), July 2015.

Delancey, Craig. Philosophy
- Synthese, Referreed paper for journal.

Delaney, Timothy. Sociology
- New York State Sociological Association, President.
- New York State Sociological Association, Co-Treasurer.
- Academic Affairs Retreat, SUNY Oswego, August 20, 2015.

Dighe, Ranjit. Economics
- Economic and Business History Society, Trustee.
- Novel Sources of Knowledge, panel at Economic and Business History Society conference, Montreal, Canada, May 26, 2016.
- ABC-CLIO/Greenwood/Praeger (publishers), Series Editor of "Historian's Annotated Classics" (July 2015 - June 2016), July 2015.

Dirienzo, Denise. Experience-Based Education
- QUEST, Chaired.

Dong, June. Marketing and Management
- Professional, European Journal of Operations Research, Reviewer.
- Professional, Transportation Research E, Reviewer.

Dunn, David. Biological Sciences
- Sigma Xi SUNY Oswego Chapter, Tresasurer.
- American Journal of Undergraduate Research, Member of Editorial Board.

Dykas, Matthew. Psychology
- Oswego County Family Court, Child Abuse/Neglect, July 2015.
- Child Advocacy Center, Child Abuse/Neglect, February 2016.
- SUNY Cortland, Psychology Program Reviewer, March 2016.
- YMCA Oswego, Child Abuse/Neglect, January 2016.

Edwards, Ann. Marketing and Management
- Management, AXA Equitable (w/Metro Center), Syracuse, May 21, 2010 – Present.

Fay, Adam. Psychology
- PLOS One, Reviewed Psychology Manuscript, January 2016.

Fenlon, Amanda. Curriculum And Instruction
- International Journal of Disability, Development and Education, Journal Article Reviewer.
- North Country Assistive Technology Team, Monthly Team Meetings and Staff Development.
- Don Johnston Assistive Technology Summit, East Syracuse, NY, February 25, 2016.
- Dryden School District, Independent Educational Evaluator, March 2016.
- Cazenovia School district, Independent Educational Evaluator, December 2015.
- Hamilton School District, Independent Educational Evaluator, April 2016.

Flint, Kristen. Extended Learning
- WNYBUG, eLearning Day 2016 Planning Team.

Fogel, Jennifer. Communication Studies
- Association for Education in Journalism and Mass Communication, Conference Reviewer.
- Easy Pedagogical Practices for Student Motivation and Feedback, SUNY Oswego, October 10, 2015.
- Female Agency - Session Chair, Notre Dame, IN, June 17, 2016.

Forshaw, Juliet. Music
- Journal of the American Musicological Society, Asked me to referee an article for publication: "Boris Godunov and the Terrorist", March 2016.

Frederick, Alfred. Curriculum And Instruction
- Fulbright Association of Central New York, Board Member.
- Distinguished Professor Academy, Albany NY, Member.
- African and Brazilian Academic and Cultural Exchange Initiative, Coordinator.
- Culturally Relevant Teaching, Teresina, Piaui, Brazil, July 15, 2015.

Friedman, Barry. Marketing and Management
- Professional, Editorial Review Board: Business Research Consortium of Western New York State,
- Committee Member.

Giglio, Juliet. English And Creative Writing

- SUNY Wide Film Festival 2016, Co-Chair.
- University of Miami, Juror for screenwriting competition.
- University of Film & Video Association, Juror for panel presentations.
- Nickelodoen Writers Workshop, SUNY Oswego, September 22, 2015.
- Great Britain, Great Screenplays, London, March 19, 2016.
- Sundance Film Festival Workshop @ SU, Syracuse University, April 2, 2016.
- Creative Writing in the Quad Banned Book Event, SUNY Oswego, September 25, 2015.
- Fall Scene Fest, SUNY Oswego, November 15, 2015.
- Moderator for Breaking into the Business Panel @SWFF7, SUNY Oswego, April 9, 2016.

Gilliard-Cook, Theresa. Extended Learning
- Directors of Online/Distance Learning Environments (DOODLE), Treasurer.
- Hybrid Course Workshop, SUNY Oswego, October 10, 2015.
- **Giukin, Lenuta.** Modern Languages And Literatures
- MLA Romanian Forum, Chair.
- Romanian Studies Association of America, Secretary/Treasurer.
- Romanian Studies Association of America, "Newsletter" Editor.
- Conflict and Controversy in Small Cinemas, Krakow 2016, Organizer and Presenter.
- MLA Panel "Romanian Spirituality and Global Challenge, Organizer, Chair and Presenter.
- Filming Locations: The Fabric of Myths, Culture and Identities, Malta, Organizer and Presenter.
- Institute Of International Education, Fulbright US Scholar Program, Film Studies Peer review Committee, August 2015.

Gonzalez, Tiphanie. Counseling And Psychological Services
- American Counseling Association of NY, Secretary.
- Association for Multicultural Counseling and Development, North Atlantic Region Chair.
- National Association of Holmes Scholar Alumni, Member at Large.
- National Association of Holmes Scholar Alumni, Journal Development Committee.
- Association for Multicultural Counseling and Development, LatNet Newsletter Co-editor.

Graham, Bonita. Math
- Programs Committee, Member.
- Round Table Pedagogy Lunch Group, Organizer.
- American Journal of Undergraduate Research, LaTeX, October 2015.

Guerra, Douglas. English And Creative Writing
- C19 (Archives Caucus), Planning for library outreach.

Hardy, Mark. Technology Education
- New York State Technology and Engineering Educators Association, Vice President.
- New York State Technology Student Association, Member, Board of Directors.
- Engineering by Design, SUNY Oswego, June 29, 2015.

Harris, Jessica. Health Promotion And Wellness
- SUNY Club Softball, Faculty Advisor.
- G.E.R.O Club, Faculty Advisor.
- CELT: Retirement, SUNY Oswego, May 18, 2016.
- CELT: Developing a Faculty-Led Study Abroad Program, SUNY Oswego, May 19, 2016.
- CELT: A New Golden Triangle for Teaching and Learning, SUNY Oswego, May 19, 2016.
- CELT: Teaching students to think: Insights from Cognitive Psychology (Michelle Miller workshop), SUNY Oswego, May 20, 2016.
- CELT: Advisement Bootcamp, SUNY Oswego, May 23, 2016.
- CELT: Using rubrics to provide transparent assessment of student work, SUNY Oswego, May 23, 2016.
- CELT: Creating rubrics in Blackboard Learn, SUNY Oswego, May 23, 2016.

Hellquist, C. Biological Sciences
- New York Flora Association, Member, Board of Directors.
- Botanical Society of America, Manuscript review for American Journal of Botany.
- Aquatic plant identification: Potamogetonaceae and Hydrocharitaceae, Northeastern Natural History Conference (Springfield, MA), April 22, 2016.
- New York Department of Environmental Conservation, Assessment of invasive Typha (cattail) regrowth in Silver Lake Fen, NY, May 2016.

Hemphill, Douglas. Extended Learning
- Executive Mentor in the St. John Fisher College Ed. D Program in Executive Leadership, Health and Wellness, December 2015.

Hurtado, Roberta. English And Creative Writing
- Hypatia Journal, Reviewer, January 2016.

Ilie, Carolina. Physics
- Sigma Xi SUNY Oswego Chapter, President.
- Frontier of Physics, Editorial Board, Reviewer.
- American Journal for Undergraduate Research, Editor.
- Physics Review: Special Topics: Physics Education Review, Reviewer.
- SUNY 4E Network of Excellence, Member (grant co-PI).
- Journal of Physics Condensed Matter, Reviewer.

James, Nancy. Music
- Syracause Opera, Assistant Conductor/Chorus Master.

Johns-Masten, Kathryn. Penfield Library
- NASIG - North American Serials Interest Group, Evaluation and Assessment Committee, Member.

Jung, Taejin. Communication Studies
- Association for Education in Journalism and Mass Communication (AEJMC), Paper review for AEJMC PR and KACA (Korean American Communication Association) divisions.
- European Journal of Social Psychology, Manuscript review.
- Multicultral Summit, An invited panelist for the multicultral summit panel of "Multiple cultures in the classroom" hosted by SUNY Oswego at Sheldon Hall., April 2016.

Kagan, Jennifer. Curriculum And Instruction
- Central New York Tennis Association, President.
- Syracuse International Film Festival, President.
- Team Sheldon and AA Cole Elementary School in Central Square, NY, Literacy Coaching for Guided Reading Instruction, February 2016.
- Team Sheldon and AA Cole Elementary School in Central Square, NY, Literacy Coaching for Guided Reading Instruction, March 2016.

Kane, John. Economics
- SUNY FACT2 Council, Chair.
- SUNY IITG review committee, Reviewer and review committee Member.
- FACT2 Awards Committee, Reviewer.
- Winter Breakout Workshops, SUNY Oswego, SUNY Oswego, January 11, 2016.
- Spring Breakout Workshops, SUNY Oswego, SUNY Oswego, May 16, 2016.

Kay, Gwen. History
- History of Science Society, Rossiter Prize Committee, Member.
- Forum for the History of Science in America, Secretary/Treasurer.
- SUNY Voices/University Faculty Senate, Organizing committee: SUNY Voices Shared Governance conference.
- University Faculty Senate, Chair, Leadership Institute.
- SUNY Voices: Shared Governance for Students and Faculty, Albany NY, March 4, 2016.
- UFS/FCCC/SA Leadership Institute, Albany, NY, May 22, 2016.
- NCHC Faculty Instititue: Food Politics and Food Policy (The Iowa State Fair), Des Moines, IA, August 12, 2015.

Kefallonitis, Efstathios. Marketing and Management
- Management, branding.aero LLC, New York, NY, USA, August 2003 – Present.

Kurstswanger, Karel. Public Justice
- Broome County Executive's Office, Opioid Abuse Council: Calendar year 2015.,
- Broome County Health Department, Child Fatality Review Team: Calenda year 2015,
- Crime Victims Assistance Center, Inc., Organizational Strategic Planning, May 2016.

Kyle, Sandra. Curriculum And Instruction
- Kappa Delta Pi International Honor Society in Education, Chapter Counselor.
- Resume and Cover Letter Workshop for Educators, SUNY Oswego, March 16, 2016.
- The Road to Teach, Film and Discussion, SUNY Oswego, November 19, 2015.

Lalande, John. Modern Languages And Literatures
- Vice p\President, Delta Phi Alpha (National German Honorary Society).
- Delta Phi Alpha, Planning for national business meeting at national conference.

Lamanna, Juan. Music
- CELT, Speaker, Panel on International Travel, January 2016.

Langenfeldrial, Jonel. Theatre
- H. Lee White Maritime Museum, Vice President, Board of Trustees.
- Storytelling for Social Justice, St. Xavier's Student Hostel, Kolkatta, India, January 2016.
- Devised Theatre, St. Xavier's College, Kolkatta, India, January 2016.
- Theatre & Communication, Amity Universtiy, Kolkatta, India, January 2016.
- Acting Workshop, LOK Theatre Gompany, Kolkatta, India, January 2016.

Laura Harris. Penfield Library
- SUNY Librarians Association, Oswego representative (starting 6/2016).

Lewis, Tracy. Modern Languages And Literatures
- Universidad del Norte, Asunción, Paraguay, Profesor de Honor (honorific title since 1997, which entails ongoing consultancy and involvement in various aspects of university).

Loomis, Linda. English And Creative Writing
- Onondaga County Library System, Legacy Writing/Creative Aging Program sponsored by a New York State Grant through Senator DeFrancisco., March 2016.

Losi, Heather. Accounting, Finance, Law
- Professional, COAP Committee through NYSSCPA, Committee Chair.

Macey, Kathleen. Theatre
- United Institute of Theatre Technology: Upstate Region of New York, Secretary.
- ACE Fellows program, Washington DC, July 28, 2015.
- NAST Chair workshop, Louisville KY, March 15, 2016.

- USITT Costume Commission, Salt Lake City, UT, March 16, 2016.
- Job Fair: USITT Upstate NY region, Oneonta, NY, January 6, 2016.
- USITT Upstate NY region, SUNY Brockport, September 12, 2015.
- Fred Feldt. SUNY Alumni, Rock Band of 1960s-70s music. Asked to design the uniforms for performance, May 2016.

Markert, Linda Rae. Educational Administration
- CAEP (Council for the Accreditation of Educator Preparation), Board of Examiner/Campus Site Visitor.
- Center for Scholastic Inquiry, Editorial Board Member.
- Practical Strategies for Transformational Leadership, Red Mill Inn, Baldwinsville, NY, July 7, 2015.
- HeartMath: The Science of Resiliency and Rejuvenation, Metro Center, March 31, 2016.
- Using GESA's Philosophy for Resilient Leadership, Baldwinsville Public Library, June 7, 2016.
- Team Sheldon/Hannibal High School, Instructional Rounds Pilot Study, February 2016.

Matteson, Donna. Technology Education
- SOE Peer Review, Chair.
- Dept Personnel Committee, Chair.
- EPT Honor Society, Co-trustee.
- SUNY Oswego Fall Conference, Conference Planning and Transportation.
- Inventor Workshop for Central Square School District, SUNY Oswego, November 2015.
- 3 Day Inventor Workshop for Rockland School District, SUNY Oswego, June 8, 2016.
- Central Square School District, CAD Curriculum Development, October 2015.

Mazzye, Doreen. Curriculum And Instruction
- The Reading League, Board Member.
- Technology in the Classroom, SUNY Oswego, June 23, 2016.

McCabe, Judith. Theatre
- United States Institute of Theatre Technicians, VP of Membership.
- Kennedy Center American College Theatre Festival (KCACTF), Design Technical Manager(DTM) Task Force Member.
- KCACTF Region II, Respondent.
- Oswego High School Theatre Productions, Costume consultant /supplier for designers.
- The Art of Candlewicking, Salt LAke City, Utah, March 16, 2016.
- How to make Pirate's Booty: making sustainable costumes, SUNY Oswego, May 1, 2016.

McKeown, Joshua. International Education
- Forum on Education Abroad, Outcome Assessment and Research Committee.
- Phi Beta Delta Honor Society for International Scholars, Editorial Board for International Research and Review.
- Forum on Education Abroad and Dickinson College, Peer Reviewer to Frontiers: the Interdisciplinary Journal of Study Abroad.

- CAPA the Global Education Network, Academic Advisory Board.
- Outcome Assessment and Research Committee, Forum on Education Abroad conference, Atlanta, GA, April 7, 2016.
- SUNY Oswego-Shanghai Normal University Sino-American Academic Research Forum, Administrative committee and academic award panel, May 27, 2016.

McLain, David. Marketing and Management
- Professional, Academy of Management, Session Chair, Member.

- Professional, Academy of Management, Session Chair, Member.

- Professional, Decision Sciences Institute, Attendee, Meeting, Member.

- Professional, Academy of Management, Attendee, Meeting, Member.

- Management, Alpha Sites, July 1, 2014 – Present.

- Management, Gerson Lehman Group, Austin, TX, September 20, 2012 – Present.

- Management, Payer+Provider, Boston, MA, August 5, 2012 – Present.

Mitchell, Emily. Penfield Library
- Association of College and Research Libraries Distance Learning Section Web Committee, Team Member: collaborated on website migration.

Molinari, James. Marketing and Management
- Management, MechTech, Webster, N.Y., October 2008 – Present.

Rodgers, Mary. Accounting, Finance, Law
- Management, Mary Tone Rodgers, CFA, Investment Advisory, Tampa, FL, May 4, 2011 – Present.

Moore, Karen. Extended Learning
- North American Association of Summer Sessions (NAASS), AVP, Northeast Region.
- North American Association of Summer Sessions (NAASS), 2016 Northeast Regional Conference Committee.

Mullen, Jodi. Counseling And Psychological Services
- NY Association for Play Therapy, Chair, regional training.
- Jennings Counseling Center, Sand Play Therapy, October 2015.
- Jennings Counseling Center, Play Therapy, July 2015.
- Chesapeake Beach Professional Seminars, Registered Play Therapy Supervisor Training, July 2015.
- Integrative Counseling Services, Sand Play Therapy, June 2016.
- Integrative Counseling Services, A dozen play therapy interventions for children & adolescents, April 2016.

Murray, Maria. Curriculum And Instruction
- The Reading League, Founder and CEO.
- Auburn Central School District, Professional Development - Decoding Intervention, August 2015.
- Auburn Central School District, Professional Development - Decoding Intervention, December 2015.
- West Genesee School District, Professional Development - Common Core State Standards Alignment, August 2015.
- West Genesee School District, Professional Development - Phoneme Awareness, March 2016.
- Lyncourt Schools, Professional Development - Word Reading Development, March 2016.

Nash, Lori. Philosophy
- UUP, Chapter President.
- UUP, Statewide Executive Board Member.
- UUP, Academic Delegate.
- UUP, Negotiations Committee.

Olori, Jennifer. Biological Sciences
- Society of Vertebrate Paleontology, Romer Prize Committee Member.
- Journal of North American Herpetology, Associate Editor.

Olson, Eric. Curriculum And Instruction
- Oswego City School District, Minetto Science Fair, March 2016.
- Genius Olympiad, Science Fair Judging, July 2015.
- Book Collaboration, Editorial services, December 2015.
- SSTEM STEP grants, Assessment Coordinator for these NSF grants, August 2015.

O'Toole, Joanne. Curriculum And Instruction
- Eta Omicron Chapter, Phi Beta Delta, President.
- New York State Association of Foreign Language Teachers (NYSAFLT), Annual Conference Planning Committee Member; Publications Committee Chair; Journal Editor.
- UNIBE University, San Jose, Costa Rica, International School Program Evaluation and Development, January 2016.

Pagano, James. Environmental Research Center
- Great Lakes Research Consortium, Campus Representative.
- American Chemical Society, Reviewer - Environmental Science &Technology.
- Society of Environmental Toxicology and Chemistry, Reviewer - Environmental Toxicology and Chemistry.
- Status and Trends of Biological and Persistent Organic Chemicals in the Great Lakes, Boston. MA, August 18, 2016.

Pan, Mingte. History
- Member, Board of Editors, The Chinese Historical Review.
- Member, Board of Editors, H-Asia Network.
- Ming-Qing Legal History, Academia Sinica, Taipei, Taiwan, December 12, 2015.

Parker, Benjamin. Extended Learning
- New York Advisory Council on Military Education, President.
- Central New York Veterans Higher Education Regional Consortium, Advisory Board Member.
- New York State Advisory Council on Military Education Annual Workshop and Symposium, Binghamton, NY, October 29, 2015.
- Center for Deployment Psychology's UC4: Serving Student Veterans and Service Members on Campus, SUNY Oswego, March 24, 2016.

Perdiguero, Juan. Art
- Finger lakes Community College, Department of Art and Design, Art Portfolio Review Sessions, November 2015.
- Villa Maria College, Art Portfolio Review Sessions, October 2015.

Pippin, Douglas. Anthropology
- New York State Archaeology Association, Morgan Chapter, Executive Board.
- New York State Archaeology Association, Co-Chair, centennial annual meeting. Rochester, NY, April 2016.
- The Onondaga Nation, NAGPRA, July 2015.
- The Oneida Nation of New York, NAGPRA, July 2015.
- The United States Army Garrison at Fort Drum, NAGPRA, July 2015.
- The National Park Service, National NAGPRA, NAGPRA, July 2015.
- The Thousand Islands Land Trust, Historic Preservation, August 2015.

Preston, Mary Ann. Institutional Research And Assessment
- Association for Institutional Research and Planning Officers (AIRPO), Comprehensive Colleges Sector Representative.

Radhakrishnan, Ritu. Curriculum And Instruction
- National Council for the Social Studies Trade Book Committee, Member.
- College and University Faculty Assembly Research Committee, Member.
- CUFA National Conference, Reviewer.
- Social Education Journal, Reviewer.
- CUFA National Conference, New Orleans, LA, November 11, 2015.
- Project SMART, Professional Development Supervisor, September 2015.
- Syracuse City School District/SUNY Oswego, ALST Certification Workshop, May 2016.

Ramalho, Tania. Curriculum And Instruction

- Journal of Critical Literacy, Board Member.
- International Journal of Development Education and Global Learning, Book Review Editor.
- Journal of Development Education and Global Learning, Manuscript review.
- Journal of Critical Literacy, Manuscript review.
- Mission and progression in the professor's career, Instituto Federal de Alagoas, Maceio, April 7, 2016.

Rosenbaum, Peter. Biological Sciences

- NE Partners in Amphibian and Reptile Conservation, Steering Committee Member.
- Northeastern Naturalist, Paper review.
- Bog Turtle Recovery Subunit (Lake Plains-Prairie Penninsula Recovery Unit) Meeting, SUNY Oswego, Rice Creek Field Station, March 15, 2016.
- Town of Brutius, Phase I Bog Turtle Survey, March 2016.

Sagot, Maria. Biological Sciences

- North American Society for Bat Reseach, Board of Directors.
- North American Society for Bat Research, Co-Chair sponsorship committee.
- North American Society for Bat Research, Chair nominations committee.
- IUCN Bat Specialist Group, Newsletter Editor-in-chief.
- IUCN Bat Specialist Group, Latin America expert representative.
- Session chaired: Roosting Ecology (NASBR), Monterey, California, October 31, 2015.
- Session chaired: Rice Creek (Quest, SUNY Oswego, Oswego, April 13, 2016.

Salcedo-Strumpf, Beatriz. Modern Languages And Literatures

- Curriculum committee, Chairperson.

Sanderson, Christopher. Theatre

- The New York Shakespeare Festival/The Public Theater, Developing New Plays, September 2015.

Schaber, Bennet. English And Creative Writing

- Monroe Community College, Curriculum Review--Cinema Studies, February 2016.

Schildkraut, Jaclyn. Public Justice

- Criminal Justice Educators Association of New York State, Treasurer.
- Criminal Justice Educators Association of New York State, Webmaster.
- Homicide Research Working Group, Webmaster.
- Criminal Justice Educators Association of New York State, Conference Planning.

- Criminal Justice Studies, Manuscript Review.
- American Journal of Criminal Justice, Manuscript Review.
- Sociological Inquiry, Manuscript Review.
- Social Problems, Manuscript Review.
- Safe and Sound: A Sandy Hook Initiative, Violence prevention in schools (NOTE: I have worked continuously with this organization for two years), May 2016.

Scott, Guy. Marketing and Management
- Management, I am the CEO of Blue Eagle Strategies, LLC, Dewitt, NY, June 15, 2015 – Present.

Scruton, Irene. School Of Business, Dean's Office
- Team Management OzLeads, SUNY Oswego, November 16, 2015.

Seo, Minjung. Health Promotion And Wellness
- Federation of International Sport Aerobics and Fitness in Korea, Vice president.
- Lehman College, The City University of New York (CUNY), External promotion Reviewer for Dr.Danna Ethan.
- Global Journal of Health Science, Journal Reviewer.
- COIL annual conference, Manhattan, NY, April 23, 2016.

Seppi, Lisa. Art
- College Art Association, Mauscript Reviewer for Art Journal.
- American Journal of Undergraduate Research, Art History Subject Editor.

Shaffer, John. Artswego
- New York State Presenters Network, Advisory Board Member.
- CNY Arts, Syracuse, Economic Development Grant Panelist, February 2016.
- CNY Arts, Syracuse, Onondaga County General Operating Support Grant Panelist, February 2016.
- New York State Presenters Network, Artist/Presenter Partnership Grant Panelist, February 2016.
- WCNY/ LeMoyne College Arts Admin. Program, Broadcast Interview: "Making Art Work" https://itunes.apple.com/us/podcast/making-art-work/id635521720?mt=2, February 2016.

Sime, Karen. Biological Sciences
- Entomological Society of America, Member, Science Policy Committee.
- Annals of the Entomological Society of America (Journal), Subject Editor.
- BioControl, Manuscript review.
- Biological Control, Manuscript review.
- Arthropod-Plant Interactions, Manuscript review.
- Journal of the Kansas Entomological Society, Manuscript review.

Skolnik, Richard. School of Business, Dean's Office.

- Professional, International Islamic University, Reviewer

- Professional, Bahauddin Zakariya University, Reviewer

- Academic, AACSB, Ramapo College, October 4, 2015 - October 6, 2015

Spector, Charles. Accounting, Finance, Law
- Professional, NYSSCPA

Springston, Mark. Technology Education
- Technology and Engineering Education Collegiate Association, Eastern Regional Conference, Conference Co-Chair.
- Technology Fall Conference Conference (Program Chair), SUNY Oswego, October 29, 2015.
- Technology and Engineering Education Collegiate Association, Eastern Regional Conference, Virginia Beach, VA, November 8, 2015.
- Technology and Engineering Education Collegiate Association, Consulted Extensively the new Competitive Events Coordinator,
- Technology and Engineering Education Collegiate Association, Eastern Regional Conference, Consulted the 2016 conference hosts,

Steiger, Scott. Atmospheric And Geological Sciences
- American Meteorological Society, Reviewed manuscript "Understanding heavy lake-effect snowfall: the vertical structure of radar reflectivity in a deep snowband over and downwind of Lake Ontario".
- National Science Foundation, Served on a Site Review Team of the observational facilities at the National Center for Atmospheric Research (NCAR) in Boulder, CO.
- Lake-Effect Storm Prediction and Research Center, Weather forecasting for school districts, Department of Transportation, November 2015.

Streets, Barbara. Counseling And Psychological Services
- American Psychological Association, Division 35 (Psychology of Women), Co-Chair for the Taskforce on Strategic Alliances for Social Justice.
- Van Duyn Elementary, Career Girls! – A 9-week career exploration group for 5th grade girls, March 2016.
- Van Duyn Elementary, National African American Read-In Day, February 2016.
- Penny Colemen, Veteran specific trauma meetings, September 2015.
- Penny Colemen, Veteran specific trauma meetings, May 2016.
- Graduate School of Applied & Professional Psychology, Rutgers, NY, Manuscript Reviewer, August 2015.
- Division of Psychologists in Public Service (Division 18) of the American Psychological Association, Manuscript Reviewer, August 2015.
- 100 Black Men of Syracuse, Stress Management for Children of Color, March 2016.
- 100 Black Men of Syracuse, Code Switching / Self -Esteem, April 2016.

Sullivan, Tamara. Counseling And Psychological Services
- Association Counselor Educators and Supervision - NY, President.
- North Atlantic Association Counselor Educators and Supervisors, 2016 Conference Planning and Proposal Reviewer.
- Mental Health Wellness, Brockport, NY, December 15, 2015.
- Stigma and Mental Health, Brockport, NY, April 1, 2016.
- Oswego City School District, Mental Health in Schools, February 2016.
- Brockport School District, Mental Health in Schools, December 2015.
- Brockport School District, Wellness, April 2016.

Toale, Mary. Communication Studies
- National Communication Association, Member, National Faculty Advisory Board, Lambda Pi Eta.
- National Communication Association, ECA Rep to the NCA Nominating Committee.
- Eastern Communication Association, Chair, Interpersonal Communication Interest Group.
- Eastern Communication Association, Representative, Executive Council.
- Communication Teacher (National Journal), Editorial review board.
- Communication Quarterly (regional journal), Editorial review board.
- Eastern Communication Association, Chair, 2016 Convention Resolutions Committee.
- NCA LPH Paper reviewer 2016, Paper Reviewer for LPH competitive paper submissions.
- National Communication Association Short Courses, Reviewer of Short Course submissions for NCA 2016.
- Advisement Training for New COM Faculty (organizer and chair), SUNY Oswego, September 30, 2015.
- Workshop on Boyer's Scholarship Definition (organizer and chair), SUNY Oswego, November 9, 2015.
- Introduction to Qualtrics (organizer and chair), SUNY Oswego, May 18, 2016.
- SUNY College at Brockport/Department of Communication, Periodic Program Review, March 2016.

Tribunella, Thomas. Accounting, Finance, Law
- Academic, Smart Pros, New York, NY, January 1, 2011 – Present.

Tryon, Daniel. Technology Education
- Northern New York Robotics Institute (NNYRI), Robotics curricula support for teachers.
- New York State Technology Student Association, Organized the Manufacturing Prototype event challenge for the New York State Technology Student Association 2016 Conference held at SUNY Oswego..
- New York State Technology Student Association, Organized the Mobile Robotics Tournament for the New York State Technology Student Association 2016 Conference held at SUNY Oswego..
- Technology Education and Engineering Collegiate Association, Organized a Robotics Tournament and Autonomous Skills Challenge for the 2015 Regional TECA Conference and Competition: Virginia Beach, VA, Fall 2015..

- Nine Mile Point Radiation Protection Department, Assist with developing semi-autonomous robotic devices that can be used for remote monitoring and object manipulation within radiologically hazardous spaces., January 2016.
- Operation Oswego County, Inc., Create initial specifications and space design for a Manufacturing Makerspace as part of the development of the business incubator facility operated by the County of Oswego Industrial Development Agency., July 2015.

Tsutsumi, Mihoko. Music
- Choral Boot Camp, SUNY Oswego, August 26, 2015.

Usuanlele, Uyilawa. History
- Public LectureThe Marginal and the Mainstream: Who is the Other? The African and Asian Experience by Dr MG Vassanji., SUNY Oswego, February 25, 2016.

Walsh, Christine. Curriculum And Instruction
- Oswego City School District, EDI (Explicit Direct Instruction), October 2015.
- Nazareth College, Mindful Literacy: Teacher and Student Well-being, December 2015.
- Fulton City School District, Teachers as Readers and Writers, March 2016.
- Cazenovia School District, K-12 Writing Instruction, May 2016.

White, Kevin. Anthropology
- American Indian Program Cornell University, Haudenosaunee Studies & Future, April 2016.
- Haudenosaunee Universe, Haudenosaunee Universe, February 2016.
- Haudenosaunee University, Haudenosuanee University, November 2015.

Whittingham, Georgina. Modern Languages And Literatures
- Session Chair: NEMLA panel submitted (2017 Northeast Modern Language Association), Baltimore Maryland to take place on March 2017, May 20, 2016.

Wideman, Stephanie. Communication Studies
- National Communication Association Argumentation & Forensics Division, Vice-Chair Elect 2015-present.
- National Communication Association Argumentation & Forensics Division, Secretary 2009-2015.
- Argumentation & Forensics Division NCA, Submission review.

Wilcox, Elizabeth. Math
- Mathematical Association of America, Membership Committee Member.
- Seaway Section of the Mathematical Association of America, Student Program Committee memeber.
- Seaway Section of the Mathematical Association of America, Seaway Current (newletter) editor.
- Involve: a journal of mathematics, manuscript review.
- Mathematics Magazine, manuscript review.
- Joint Mathematics Meetings of the MAA and AMS, Special Session organizer.

- Zassenhaus Group Theory Conference, organizer.
- Carleton Summer Math Program for Women, Application Advisor (advising graduate students on the job market).
- Panel on Undergraduate Mathematics Research Experiences, Seaway Section Meeting of the MAA at St. Lawrence University, Canton, NY, November 7, 2015.
- Student Game Night Host at the Seaway Section Meeting at SUNY Geneseo, Geneseo, NY, April 10, 2016.

Willard, Carol. Curriculum And Instruction
- Council for Exceptional Children: Teacher Education Division (CEC-TED),, Annual Conference Proposal Reviewer.

Wilson, Leigh. English And Creative Writing
- Phi Kappa Phi, Treasurer.

Wolford, Karen. Psychology
- PLOS ONE Journal, Manuscript Reviewer.
- MIA: Veteran Specific Content in SUNY Professional Graduate Programs, Conference planning assistance, Subcommittee for Assessment of Curricular Offerings of Veteran Specific Content.
- Chair Clinical Symposium: NSF REU Training Veterans and Non Veterans to Research Trauma in Veterans, Eastern Psychological Association, March 4, 2016.
- JAF/Entergy Nuclear Northeast Substance Abuse Evaluator, Substance Abuse Evaluator (SAE) - Training for Recredentialing Updated, March 2016.
- EMAX, Employee Fitness for Duty, SAE Referral, January 2016.

Woodworth, Jan. Vocational Teacher Preparation
- Cazenovia Board of Education, President.
- NY Association of Agriculture Educators, Post Secondary Representative.
- NY FFA Gorverning Board, Post Secondary Representative.

Wray, Kenneth. Philosophy
- Harvard University Press, review of book proposal, January 2016.
- Synthese, review of manuscript for a journal, September 2015.
- Philosophy of Science, review of manuscript for a journal, September 2015.
- University of Missouri Research Board, review of a grant proposal, October 2015.
- Social Studies of Science, review of a manuscript for a journal, October 2015.
- European Journal for Philosophy of Science, review of a manuscript for a journal, October 2015.
- Synthese, review of a manuscript for a journal, November 2015.
- Philosophical Studies, review of a manuscript for a journal, September 2015.

Yang, Stephen. Health Promotion And Wellness
- Journal of Serious Games, Asked to review: A serious game to increase healthy food consumption in overweight or obese adults: Randomised control trial.
- Innovational Research Incentives Scheme in Holland, Reviewer: Gamification and smartphone technology to encourage an active lifestyle', March 2016.
- TuneMyRun Health App, Mentor founder of TuneMyRun, March 2016.
- Pepperdine University, Active Gaming Delphi Study - Dissertation request, May 2016.

Zenor, Jason. Communication Studies
- AEJMC, Head- Entertainment Studies Interest Group.

Appendix G:
UNIVERSITY AND COLLEGE SERVICE 2015-2016
(Reported in On-Line Reports as of May 31, 2016)

Abraham, Steven. Marketing and Management
- College, School of Business Personnel Committee, Committee Member.

- College, Graduate Council, Committee Member.

- College, School of Business Assessment Committee, Committee Member.

- Student Organization, Chabad, Student Org Advisor.

- State University of New York at Oswego, Services to Students with Disabilities Committee.

- State University of New York at Oswego, SUNY Oswego Graduation, Marshall.

- State University of New York at Oswego, Brock University, Reviewer.

Aguiar Malosetti, Gonzalo. Modern Languages And Literatures
- Faculty Assembly, Member.
- SCAC, Member And Reviewer Of Grant Proposals.

Ann, Jean. Curriculum And Instruction
- SOE Diversity Committee, Member.

Armani, Kimberly. Extended Learning
- CEL Advisory Committee, Member.
- MBA-HSA Advisory Board, Member.
- MBA-HSA Search Committee, Member.
- Marketing Director Search Committee, Member.

Attia, Ashraf. Marketing and Management
- College, Keynote Speaker at 2013 Quest at SUNY Oswego, April 17, 2013, Keynote Speaker

- College, Curriculum Committee, Member

- Student Organization, Muslim Student Association, Faculty Advisor

Auler, Robert. Music
- Oswego Youth Conservatory, Director.

Bacher, Leigh. Psychology
- Scholary and Creative Activities Committee, Member.

Back, Richard. Biological Sciences
- Faculty Assembly, Department Representative.
- FA Priorities and Planning, Member.

Bandla, Michelle. First-Year Experience
- Faculty Assembly, Professional Staff Rep.
- Registrar Council, Member.
- College Review Panel, Member.
- Alcohol and other Drugs (AOD) Committee, Member.
- AOD Faculty Subcommittee, Member.
- Math Placement Review Committee, Member.
- Starfish Implementation Committee, Functional Lead.
- BANNER user group, Member.
- DegreeWorks Functionality Group, Member.
- Course Availability Committee, Member.
- CLAS Appeals Committee, Member.

Bargainnier, Sandra. Health Promotion And Wellness
- Faculty Assembly, Member.
- Graduate Council, Member.
- AOD Faculty Committee, Member.
- Prior Learning Assessment ad hoc group, Member.
- Oswego Calling March 7, 2016, Caller To Prospective Students.
- Chairs Collaboration Meeting, Member.
- Multicultrual Summit, Participant And Planning Member 2017.
- Career Services Planning meetings-Feb 1, March 15, 2016, Planner For Collaborative Alumni Panels With Career Services.
- SUNY Oswego CARES Summer Bridge Program, Principal Investigator/Chair.
- SOE AAC Administrative Advisory Council, Member.
- SOE Assessment Committee, Member.
- SOE Field Placement Committee, Member.

Benavides, Evelyn. Sociology
- Faculty Assmebly, Department Represenative.
- Academic Policies Council, Recorder And Reporter.
- SUNY EXCELS/TOMORROW Advisory Group, Faculty Member.
- Student Issues and Concerns Council, Faculty Represenative.
- Gender Studies Program, Faculty Board Member.
- Global Studies Program, Faculty Board Member.
- CLAS Spring Brown Bag Series, Faculty Member Organizer.

Bendinskas, Kestutis. Chemistry
- SCAC, Member.
- HPAC, Member.

Beyerbach, Barbara. Curriculum And Instruction
- UUP Teacher ed task force, Member.
- SUNY Faculty Diversity Committee, Member.
- Digital Oz, Member.
- SOE Rennovation committee, Member.
- SOE PDS committee, Member.
- SUNY Innovations Grant -- Arts and Humanities, Co Pi.
- Project SMART, Co Pi.
- Entergy grant for SMART, Co Pi.

Bichindaritz, Isabelle. Computer Science
- Graduate Council, Member.
- Human subjects Committee, Member.
- Scholarly and Creative Activities Committee, Member.
- Health Information Technology Advanced Certificate, Director / Coordinator.
- Integrated Health Systems Advanced Certificate, Director / Coordinator.
- CLAS Directors Committee, Member.
- Personnel Committee, Department of Computer Science, Member.

Bidwell, Amy. Health Promotion And Wellness
- Health Professions Advisory Committee, Member.
- Faculty Council, Chair.

Bishop, Michelle. Penfield Library
- Student Issues & Concerns Council, Member.
- Academic Policies Council, Member.
- Intellectual Integrity Committee, Member.
- Library Director Search Committee, Member.
- Customer Service Committee, Chair.

Bkassiny, Mario. Electrical Engineering
- Undergraduate Curriculum Council (UCC), Co-Chair.
- Faculty Assembly, Faculty Representative Of The Ece Department.

Blake, Kathleen. Anthropology
- Academic Advisement Planning Committee, Member.
- Health-Related Faculty Committee, Member.
- Committee on Learning and Teaching, Member.
- Curriculum Innovation Grant Review Committee, Member.

Blanchard, Eric. Political Science
- Information Technology Council, Member.

Blanchfield, Lyn. History
- US Student Fulbright and International Awards Committee, Chair.
- Gender and Women's Studies Advisory Board, Member.
- Gender and Women's Studies Curriculum Committee, Member.
- Institute for Global Engagement Board, Member.
- New Faculty and Professional Staff Orientation Committee, Member.
- Medieval and Renaissance Studies Minor, Member.

Bonzo, Sarah. Marketing and Management
- College, MBA HSA Faculty Search Committee, Committee Chair.
- College, Assessment Committee, Committee Member.
- State University of New York at Oswego, MBA HSA Advisory Board, Committee Chair, Member.
- College, MBA in Health Services Administration, Program Coordinator.
- State University of New York at Oswego, Extended Learning Videographer Search Committee,
- Committee Member.

Brewster, Gregory. Theatre
- Campus Concept, Member.
- Blackfriars, Financial Advisor.
- APO (Drama Festival), Co-Coordinator & Host.

Brown, Laura. Human Development
- Academic Appeals Board, Member.
- CLAS Chairs & Directors, Member.
- CPS Advisory Board, Member.
- First Year Advisors, Member.
- CLAS Academic Probation Committee, Member.
- Gerontology Advisory Board, Chair.

Bush, Richard. Technology Education
- Public Ceremonies Committee, Member.
- the review committee for the Dean of the School of Business, Member.
- Center for Experiential Learning Advisory Board, Member.

Caraley, Anne. Physics
- Campus Radiation Safety Committee, Member.
- Department Curriculum Committee, Chair.

Cardone, Peter. Art
- Art Department Assessment Committee, Member.

Carroll, Joan. Accounting, Finance, Law
- State University of New York at Oswego, Alumni Scholarship Review Committee, Committee Member.

- State University of New York at Oswego, Middle States Self Study Work Group, Committee Member.

- State University of New York at Oswego, Faculty Assembly, Vice-Chair, Vice-Chair.

- State University of New York at Oswego, Faculty Assembly, Committee Member.

- State University of New York at Oswego, Oswego Reading Initiative Steering Committee, Committee Member.

- Department, Accounting, Finance, & Law Department Personnel Committee, Committee Member.

- College, AACSB Curriculum Committee, Committee Member.

- State University of New York at Oswego, Adult Learner Program, Portfolio Assessor.

- State University of New York at Oswego, Women's Studies Program Advisory Committee, Committee Member.

- State University of New York at Oswego, Women's Studies Program Curriculum Subcommittee, Committee Member.

Chambers, Jean. Philosophy
- Faculty Assembly representative for Philosophy Department, Member Of Faculty Assembly.
- Prior Learning Assessment Task Force, Member.

Clark, Patricia. English And Creative Writing
- Diversity and Inclusion, Member.
- Black Student Union (student organization), Faculty Adviser.
- Department of English and Creative Writing, Department Chair.
- African & African American Studies, Acting Director.
- Chief Diversity Officer Advisory Board, Clas Representative.

Cox, Pamela. Marketing and Management
- State University of New York at Oswego, General Education Council, Committee Member.

- State University of New York at Oswego, Honorary Degree Committee, Committee Member.

- Department, Task Force to Review Student Career Placement Activities, Committee Member.

- Department, Curriculum Committee, Committee Chair.

- Department, Task Force to Change 045 Major, Committee Member.

- College, Scientific and Quantitative Literacy Committee, Committee Member.

- College, Prerequisite Committee, Committee Member.

- State University of New York at Oswego, International Business Major Committee, Committee Member.

- College, School of Business Strategic Management Committee, Committee Member.

- Student Organization, Beta Gamma Sigma, Student Org Advisor.

- Department, Committee Member.

Crawford, Dean. Accounting, Finance, Law
- State University of New York at Oswego, Priorities and Planning Council, Chairperson, Member.

- State University of New York at Oswego, SCAC Advisory subcommittee, Committee Member.

- College, School of Business Peer Review Committee, Committee Chair, Member.

- College, Faculty Composition and Development Committee, Committee Member, Member.

- State University of New York at Oswego, Scholarly and Creative Activities Committee, Committee

` Member.
- State University of New York at Oswego, SUNY Oswego Commencement, Attendee, Graduation, Reader.

- State University of New York at Oswego, SUNY Oswego Commencement, Attendee.

- State University of New York at Oswego, Priorities and Planning Council, Member.

Cruickshank, Jenifer. Biological Sciences
- Institutional Animal Care and Use Committee, Chair.

Culligan, Sean. Theatre
- Artswego Oversight Committee, Member.

Curtin, Maureen. English And Creative Writing
- Retention Committee, Literary Studies & Cinema and Screen Studies, Chair.
- Ad Hoc Committee on By-Laws, English & Creative Writing, Member.
- Literary Studies Committee on Writing Plan, Member.
- UUP Ad Hoc Committee on Health & Safety, Co-Chair.

Damkaci, Fehmi. Chemistry
- Faculty Assembly, Member, Chemistry Representative.
- IGE-International Day committee, Member.
- Organic chemistry Faculty hiring committee, Chair.
- Inorganic chemistry Faculty hiring committee, Chair.
- Analytical chemistry Faculty hiring committee, Chair.
- Biochemistry Faculty hiring committee, Chair.

Delancey, Craig. Philosophy
- Department of Philosophy, Chair.
- Board of the Program of Linguistics, Member.
- Board of Cognitive Science, Member.
- Board of Philosophy Psychology Program, Co-Director.

Delaney, Timothy. Sociology
- Department of Sociology, Chair.
- Sports Studies Program, Co-Chair.
- Anthropology Department, Personnel Committee, Member.
- Sportsmanship Day Symposium, Chair.

Diddi, Arvind. Communication Studies
- Scholarly and Creative Activities Committee, Member.
- SCAC Advisory, Member.
- Hewitt Steering Committee, Member.

Dighe, Ranjit. Economics
- Oswego Reading Initiative, Member.

Dirienzo, Denise. Experience-Based Education
- Applied Learning Advisory Board, Chair.
- Teaching Assistant Task Force, Member.
- Feinburg Fund, Member.
- Bridges to Success, Member.
- Institute for Global Engagement, Member.
- QUEST, Chair.

Dong, June. Marketing and Management
- College, Information Science Advisory Board, Committee Member.
- Oswego-Shanghai Normal University Research Conference, Committee Member.
- Student Organization, SCOPE (Supply Chain and Operations Management Club), Student Org Advisor.

- Department, Management Science Major, Coordinator

- College, Faculty Assembly, Member.

Dragomir, Cristina. Political Science
- International Student and Visiting Scholars Committee, Member.
- Institute for Global Engagement, Member.
- Hart Hall council, Member.

Dunn, David. Biological Sciences
- Institutional Animal Care and Use Committee, Member.

Edwards, Ann. Marketing and Management
- College, Zhejiang Gongshang University, China, Provost's Office/Office of International Education.

- College, International and Multicultural, Committee Chair, Member.

- College, Dean's Strategic Planning Committee, Committee Member.

Entner, Benjamin. Art
- ART Department Personnel Committee, Member.
- ART Department DSA Committee, Chair.

Fairbrother, Anne. Curriculum And Instruction
- Undergraduate Curriculum Committee, Member.
- Faculty Assembly, Member.
- School Of Education Wilber Renovation Project Committee, Member.
- Deans' Writing Award, Chair.
- Literacy Committee, Member.
- Literacy Search Committee, Member.

Fenlon, Amanda. Curriculum And Instruction
- Special Education edTPA Meeting with Deputy Commissioner of Education, John D'Agati and UU{ Representative, Jamie Dengler, Member.
- Campus Concept Committee, Member.
- EText Pilot Committee, Member.
- SOE Peer Review Committee, Member.
- C&I Merit and Promotion Committee, Chair.
- C&I Chair's Advisory Committee, Member.
- C&I Chair's Evaluation Committee, Chair.
- C&I Graduate Special Education Program Curriculum committee, Member.
- Mentor Scholar Project coordinator Search Committee, Member.
- SOE Diversity Committee, Member.

Flint, Kristen. Extended Learning
- Services to Non-Traditional Students, Chair (2015)/Member.

Fogel, Jennifer. Communication Studies
- Faculty Assembly, Member.
- Committee on Learning and Teaching, Member.
- Campus Professional Development Committee, Member.
- Committee on Intellectual Integrity, Member.

Frederick, Alfred. Curriculum And Instruction
- Merit and Promotion Committee, School of Education, Member.
- Diversity Committee, School of Education, Member.

Friedman, Barry. Marketing and Management
- Department, SOB Management Search Committee, Chairperson, Search committee chair.

- State University of New York at Oswego, SUNY Comprehensive Internationalization, Committee

Member.
- Department, MBA Internship Ad Hoc Committee, Committee Member.

- Department, Human Resource Management Center, Director and Founder, Director and Founder.

- State University of New York at Oswego, University Human Subjects Committee, Committee Chair.

- Department, Intellectual Contributions Committee- SOB, Committee Member.

- Student Organization, Society of Human Resources Student Chapter Faculty Advisor, Student Org

Advisor (Professional Org).
- Department, Management Search Committee, Chairperson.

Geetha-Loganathan, Poongodi. Biological Sciences
- SCAC Committee, Member Quest/Publicity Subcommittee.
- Biological Sciences Awards Committee, Member.
- Biological Sciences Budget Committee, Member.
- Sigma Xi Chapters Oswego, Sigma Xi Officer- Secretary.

Giglio, Juliet. English And Creative Writing
- ARTSWego Committee, Member.
- Panic Film Festival, Juror.
- Mixed Emotions Film Festival, Juror.
- New Voices Playwriting Festival, Juror.
- Genius Olympiad, Juror.
- CRW Tenure & Retention, Member.

- Creative Writing in the Quad Day, Chair.
- SUNYWide Film Festival 6, Co-Chair.
- SUNYWide Film Festival 7, Member.
- Creative Writing Revised Evaluation Form, Chair.
- **Gilliard-Cook, Theresa.** Extended Learning
- Open SUNY Advanced Fellows Reviewer, Member.
- CTAB, Extended Learning Divisional Representative.
- Information Technology Council, Member, Representative To Faeb.
- TIP Grant Committee, Member - Representing Ctab.

Ginsberg, Sharona. Penfield Library
- Gender & Women's Studies Advisory Board, Member.
- Library Technology, Member.
- Library Web Team, Member.
- Multimedia Services, Member.
- Social Media Group, Member.
- Hospitality Committee, Member.

Giukin, Lenuta. Modern Languages And Literatures
- Undergraduate Curriculum Council, Chair.

Glidden, Lisa. Political Science
- Climate Academic Steering Committee, Member.
- IACUC, Member.
- Student Issues and Concerns Council, Chair.

Gonzalez, Tiphanie. Counseling And Psychological Services
- Affirmative Action Committee, Member.
- SCAC, Member.
- SOE Diversity Committee, Member.

Graber, Todd. Music
- General Education Council, Member.
- Theater Dept Personnel Committee, Outside Member.
- Outdoor Sculpture Selection Committee, Member.

Guerra, Douglas. English And Creative Writing
- SCAC, Member.

Hallagan, Jean. Curriculum And Instruction
- SOE Spa writing team

Harris, Jessica. Health Promotion And Wellness

- Eta Sigma Gamma (Arkansas, Maine), Member.

Hemphill, Douglas. Extended Learning

- Committee on Intellectual Integrity, Chair.
- Committee on Learning and Teaching, Member.

Hester, Jessica. Theatre

- Faculty Assembly, Theatre Department Representative.
- Gender and Women's Studies Advisory Board, Chair.
- Campus Concept, Member.
- Feinberg Fund Ad Hoc Advisory Board, Member.
- ARTSwego Programming Board, Member.
- SCMA Academic Appeals Committee, Member.
- ARTSwego/Acting Company, Faculty Liaison.

Huonker, John. Marketing and Management

- Department, Faculty Sponsor of visiting scholar, Sponsor.

- State University of New York at Oswego, General Education Council, Attendee, Meeting, Member.

- Department, Faculty Composition and Development Committee, Attendee, Meeting, Member.

- State University of New York at Oswego, Provost's Academic Quality Committee, Committee Member.

- State University of New York at Oswego, SUNY-Oswego Graduation, Reader.

- State University of New York at Oswego, Campus Concept Committee, Committee Member.

Hurtado, Roberta. English And Creative Writing

- Graduate Diversity Fellowship Award Committee, Member.
- Curriculum Development Committee, Department of English and Creative Writing, Member.

Ieta, Adrian. Electrical Engineering

- Subdivision committee, Member.
- Faculty assembly, Member.
- ECE personnel committee, Chair.

Ilie, Carolina. Physics

- SUNY Excels for Tomorrow Advisory Board, Member.
- Sigma Xi SUNY Oswego Chapter, President.
- SCAC, Member.
- Promotion Personnel Committee Science Subdivision, Member.

- Personnel Committee ECE, Member.
- Personnel Committee Physics, Chair.
- Search Committee Math Director, Member.
- Physics Department Search Committee member VAP, Member.

Jackson, Diann. Bio Field Station
- Climate Academic Steering Committee, Member.
- Campus Technology Advisory Board, Member.

Jiraporn, Napatsorn. Marketing and Management
- Student Organization, American Marketing Association, Student Org Advisor (Professional Org).

- State University of New York at Oswego, Qualtrics, Qualtrics Administrator.

- College, Graduate Curriculum Review Committee, Committee Member.

- Department, Management Search Committee, Committee Member, Member.

- College, Curriculum Committee -- School of Business, SUNY Oswego, Committee Member.

Johns-Masten, Kathryn. Penfield Library
- Undergraduate Curriculum Council, Member.

Jorgensen, Trevor. Music
- Assessment Advisory Committee, Assessment Coordianator.
- Middle States Periodic Review Report, Sub-Committee Member.
- SCMA Music Budget and Curriculum, Member.
- SCMA Music Recruitment and Retention Committee, Member.

Jung, Taejin. Communication Studies
- Undergraduate Curriculum Committee, Member.
- SCMA Personnel Committee, Member.
- Communication Studies Dept. Personnel Committee, Chair.

Kagan, Jennifer. Curriculum And Instruction
- Diversity Committee (SOE), Member.
- Merit and Promotion Committee (SOE), Member.
- Literacy Search Committee (SOE), Member.

Kane, John. Economics
- FACT2 Council, Member - Chair Effective 6/1/2016.
- Committee on Learning and Teaching, Member.
- Writing Across the Curriculum, Member.
- Campus Technology Advisory Board, Member.
- Education Subcommittee - CTAB, Chair.

Kane, Sharon. Curriculum And Instruction
- Writing Across the Curriculum Task Force, Member.
- Field Placement Committee, Member.

Kay, Gwen. History
- University Faculty Senate, Vice President, Secretary.
- Applied Learning Steering Committee, Member.
- Applied Learning Advisory Committee, Member.
- Micro-credentialing Task Force, Member.
- New Senator Orientation (UFS), Chair.
- Personnel Policies Council, Chair.
- Faculty Assembly, Vice Chair, Member.
- Gender and Women's Studies Advisory Board, Member.
- Honors Student Advisory Board, Member.

Keida, Elizabeth. Health Promotion And Wellness
- Center for Experiential Learning Committee, Member.
- Honors Thesis Advisor, Advisor.
- Health Promotion and Wellness Scholarship Committee, Member.
- Health Promotion and Wellness First Year Advising, Advisor.

Kent, Michelle. Learning Support Services
- Student Issues & Concerns Council, Member.
- Director of Mathematics Success Learning Center Search, Chair.
- EOP Counselor Search, Chair.
- Student Involvement Awards Ceremony, Evaluator.
- Student Conduct Hearings, Hearing Officer.
- Academic Probation Advising Group, Member.
- Academic Probation Implementation Committee, Member.
- Student Conduct Hearings for Sexual Assault, Hearing Officer.
- Summer Pre-Registration Team, Member.
- CLAS Academic Review Appeals, Member.
- SCMA Academic Review Appeals, Member.

Ketcham, Gregory. Extended Learning
- Directors of Online and Distance Learning (DOODLE), Member.
- SUNY CPD Advisory Board, Member.
- SUNY CIT Conference Planning Committee, Member.
- New Faculty Orientation Committee, Member.
- Academic Calendar Committee, Member.
- Services to Non-Traditional Students Committee, Member.
- Academic Probation Steering Committee, Member.
- Starfish steering workgroup, Member.
- SUNY Excels workgroup, Member.

Kim, Ah Reum. Music
- Open Houses, Member.
- New Departmental By-laws, Member.

Kim, Young. Sociology
- Social and Behavioral Sciences Sub-Division Committee, Member.

Khan, Raihan. School of Business, Dean's Office
- State University of New York at Oswego, Academic Success Plan Subcommittee, Committee Member.
- State University of New York at Oswego, Advisement Taskforce, Committee Member.
- State University of New York at Oswego, Academic Intervention Committee, Committee Member.
- College, Assessment Committee, Administrative Assignment, Associate Dean.
- College, Curriculum Committee, Administrative Assignment, Associate Dean.
- College, Assurance of Learning Committee, Committee Member.
- State University of New York at Oswego, Distance Learning Advisory Board, Committee Member.
- State University of New York at Oswego, Admissions and Student Services Council, Committee

Member.
- Student Organization, Enactus (Formerly - Students in Free Enterprise (SIFE)), Student Org Advisor (Professional Org).
- State University of New York at Oswego, Undergraduate Advisement, Advisor.

Kraszpulska, Aleksandra. Theatre
- Assessment Advisory Council, Member.
- Personnel Policy Committee, Member.
- Faculty Marshall, Spring Graduation, Scma.

Kumar, Alok. Physics
- Affirmative Action Committee, Member.

Kyle, Sandra. Curriculum And Instruction
- Faculty Assembly, Professional Staff Representative.
- RAPP, Review of Academic Advisement and Planning Committee, Member.
- Best Practices in Advisement, Training and Delivery Sub-Group of RAPP, Member.
- Retention Steering Committee: Academic Interventions; Student Success Plans, Member.
- Academic Probation (AP) Group, Member.
- Transfer Advisory Committee, Member.
- Non-Traditional Student Committee, Member.
- College Review Panel - UUP, Member.
- Chancellor's Award for Student Excellence, selection committee, Member.
- Student Advisement Practices and Planning, "Advisement Posse", Member.
- C&I Scholarship Committee, Honors Convocation Presenter, Chair.
- 8 C&I Program Advisory Groups Undergraduate (Discipline Specific Groups), Member.
- C&I Bylaws Revision Workgroup, Member.
- SOE Field Placement Advisory Committee, Member.
- C&I - Field Placement Committee, Member.
- Orientation Advisory Group, Member.
- New Student Orientation Pre-Registration Group, Member.
- New Student Orientation (Freshman and Transfer), Advisor.
- C&I Appeals Group, Member.
- C&I Student Teacher Appeals Group, Member.

Lalande, John. Modern Languages And Literatures
- ORI, Member.
- IGE, Member.
- Dept. of Modern Langs. & Lits., Chair.
- International Coffee Hour, Organizer.
- GETGO (Global Experience Travel Grant from Oswego), Founder, Administrator.

Lamanna, Juan. Music
- By-Laws, Music Dept, Member.
- Music Promotion and Tenure, Chair.
- SCMA Promotion, Chair.
- December Commencement organist, Performer.
- May Commencement organist, Performer.

Langenfeldrial, Jonel. Theatre
- Dept. Personnel Committee, Chair.
- Dept. VAP Acting/Directing Search Committee, Chair.
- Dept. Tenure Track Acting/Directing Search Committee, Chair.

Laura Harris. Penfield Library
- Committee on Learning & Teaching, Member.
- Services to Non-traditional Students Committee, Member.
- (Library) Customer Service Committee, Member.
- (Library) Social Media Committee, Member.

Lee, Rachel. Atmospheric And Geological Sciences
- Faculty Assembly, Alternate.
- COLT, Member.
- CLAS Brown Bag Discussion Committee, Member.
- Women's Studies Advisory Board, Member.
- National Association of Fellowship Advisors, Natural Sciences Contact At Suny Oswego.
- Department Open House Coordinator, Chair.
- AGS Academic Program Director, Director.
- Geology Club, Advisor.
- Women in STEM club (newly established), Advisor.

Lewis, Tracy. Modern Languages And Literatures
- SUNY Distinguished Academy (since May 2015), Member (No Service Called For In 2015-16 Cycle).
- Native American Studies Board, Member.
- Program Advisory Committee (liaison between School of Education and Modern Language Dept.), Member.
- Humanities Subdivision Peer Review Committee, Chair.
- Modern Language Dept. Personnel Committee, Chair.
- Spanish Program, Program Coordinator.
- Spanish Program, Advisement Coordinator.
- Summer Intensive English Program, summers 2015 and 2016, Teacher.

Loomis, Linda. English And Creative Writing
- RAAP, Member, Communications.

Losi, Heather. Accounting, Finance, Law
- Student Organization, Women in Business, Student Org Advisor (Non-Professional Org).

- Department, Advisory Board for Ernst & Young Lecture Series, Committee Member.

- College, Personal Safety Committee, Committee Member, Member.

Macey, Kathleen. Theatre
- Chair of Theatre department, Interim Chair, Chair As Of June 15, 2016.
- Artswego planning Board, Member.
- Gender studies, Member.
- Curriculum committee Theatre dept., Ex Officio.
- Personell committee, theatre Department, Ex Officio.
- Dramafest, theatre department, Member.
- Tyler Hall renovation, Member.
- Department by laws committee, theatre dept., Ex Officio.
- Performing arts committee for city of Oswego and SUNY Oswego, Member.
- Capstone Co-ordinator, Coordinator For Department.
- Advisement co-ordinator, Theatre, Coordinator.

MacDonald, John. Accounting, Finance, Law
- College, GenEd Council, Committee Member, Member.

- College, Center for Experiential Learning Committee, Committee Member.

- College, Campus Concepts Committee, Committee Member.

- College, Student Misconduct Hearing Board, Hearing officer.

- State University of New York at Oswego, President's Climate Commitment & Environmental

- Sustainability Team, Committee Member.

- State University of New York at Oswego, Task Force on Shared Governance, Committee Member.

- College, Writing Across the Curriculum Committee, Committee Member, Member.

- State University of New York at Oswego, School of Business Assessment Committee, Committee Member.

- Department, Department Chairperson.

- Department, Faculty Assembly, Dept. Faculty Assembly representative.

- College, Academic Integrity Committee, Committee Member.

Maher, Larry. Marketing and Management
- College, Instructional Resources and Responsibilities Committee, Committee Member.

- Department, MGT. 261 Revision Project Team, Committee Member.

- State University of New York at Oswego, Priorities and Planning Committee, Committee Member.

- College, Dean's Writing Task Force, Task Force Member.

- College, Faculty Composition and Development Committee, Committee Member.

Mackenzie, James. Biological Sciences
- Health Professions Advisory Committee, Chair.
- CLAS Appeals Committee, Member.
- Radiation Safety Committee, Member.

Markert, Linda Rae. Educational Administration
- Faculty Assembly, Department Repesentative.
- Personnel Policies Council, Member.
- Priorities & Planning Council, Recorder/Fa Reporter.
- Oswego Reading Initiative, Member.
- New Faculty Orientation Committee, Member.
- Professional Development Schools Committee, Member.
- Assessment Committee, Member.

Matteson, Donna. Technology Education
- Diversity Committee, Member.
- COLT, Member.
- SOE Peer Review Committee, Chair.
- Technology Department Peer Review, Chair.
- Fall Conference Committee, Member.

Mazzye, Doreen. Curriculum And Instruction
- Childhood NCATE Accredation, Coordinator.

McCabe, Judith. Theatre
- Student conduct Council, Member (Officer?).
- Priorities and Planning, Member.
- Theatre Department Faculty Search, Member.
- Theatre dept. Professional Staff Search, Member.
- Theatre Alumni 5yr. Year Reunion, Member.
- Theatre Dept. Student recognition award (Eddies), Member.
- Theatre Season Selection Committee, Tech. Staff Rep.

McGowan, Mary. Accounting, Finance, Law
- College, Feinberg Fund Advisory Board, Committee Member.

- Department, Curriculum Review Task Force, Task Force Member.

- Department, Assurance of Learning Committee, Member.

- Department, School of Business Critical Thinking Committee, Committee Member.

- Department, School of Business Strategic Management Committee, Committee Member.

- Department, School of Business Curriculum Committee, Committee Chair.

- College, SUNY Oswego Writing Across the Curriculum Committee, Committee Chair.

- College, Outstanding Senior Award Committee, Committee Member.

McKeown, Joshua. International Education
- Scholarly and Creative Activities Committee, Member.
- Institute for Global Engagement, Board Member.

McLain, David. Marketing and Management
- State University of New York at Oswego, School of Business, Sponsor of Visiting Faculty Member.

- College, Massachusetts Institute of Technology (MIT), Educational Council, Member.

- College, SUNY Oswego, Attendee, Graduation, Member.

- State University of New York at Oswego, School of Business, Internship Sponsor, Faculty Sponsor.

- State University of New York at Oswego, AACE (Aging Center), Committee Member.

- College, Visiting Assistant Professor Program, mentor, Faculty mentor to visiting professor.

- College, Assessment Committee, Committee Member, Member.

Metzgar, Richard. Art
- Faculty Assembly, Member.
- Assessment Committee, Art, Member, Studio Rep.

Mian, Sarfraz. Marketing and Management
- Department, Writing Task Force.

- College, Faculty Assembly, Department Representative, Committee Member.

Mitchell, Emily. Penfield Library
- Civic Engagement Coalition, Member.
- Campus Web Team, Member.
- Library Web Team, Chair.
- Library Technology Services Committee, Member.
- Reference Team, Member.
- Special Acquisitions Committee, Member.
- Social Media Committee, Chair.
- Personnel Evaluation Committee, Member.
- Search Committee for Online Learning Librarian, Member.
- Search Committee for Library Director, Member.

Moochler, Patrick. Communication Studies
- SCMA/Equipment Committee, Member.
- SCMA/Hewitt Steering Committee, Member.

Moore, Karen. Extended Learning
- Public Ceremonies Committee, Member.

Molinari, James. Marketing and Management
- State University of New York at Oswego, Graduation, Attendee.

- College, Faculty Composition and Development Committee, Committee Chair.

- College, Strategic Management Committee, Committee Member.

- College, Honors Thesis Advisement, Advisor.

- State University of New York at Oswego, Open House, Attendee.

Morrison, Ray. Penfield Library
- Faculty Assembly, Penfield Library Representative.
- Undergraduate Curriculum Council, Member.
- Intellectual Integrity Committee, Member.
- New Faculty Orientation Committee, Member.
- IPAD Committee, Member.
- Personnel Evaluation Committee, Co-Chair.
- Customer Service Committee, Member.
- Online Learning Librarian Search Committee, Chair.

Mullen, Jodi. Counseling And Psychological Services
- SOE Peer Review Committee, Member.

Murphy, Patrick. English And Creative Writing
- Priorities and Planning Council, Member.
- Faculty Assembly, English Department Representative.
- English Graduate Studies, Director Of English MA Program.

Nanthakumar, Ampalavanar. Math
- IGE-Cultural Committee, Chair.
- Science Peer Review Committee, Chair.
- Mathematics Promotion/Tenure Committee, Chair.

Nash, Lori. Philosophy
- Faculty Assembly Executive Board, Member.
- SUNY Excels/Tomorrow Advisory Group, Member.
- Calendar Committee, Member.

Nichols, James. Penfield Library
- Priorities and Planning Council, Member.
- Assessment Advisory Committee, Chair.
- Faculty Assembly Executive Board, Member.
- Library Personnel Evaluation Committee, Alternate Member.

Niri, Vadoud. Chemistry
- IGE-Cultural Committee, Member.
- IGE-International Students Committee, Member.
- Chemical Hygiene Committee, Member.
- Genius Olympiad Science Committee, Judge.
- Chemistry Graduate Program, Director/Coordinator.

Olori, Jennifer. Biological Sciences
- Feinberg Fund Advisory Board, Member.
- Gender and Women's Studies Advisory Board, Member.

Olson, Eric. Curriculum And Instruction
- Tenure and Retention Committee, Chair.
- Faculty Council, Member.
- Ad Hoc Committee on Course Evaluation, Member.
- Faculty Assembly, Alternate Member.

O'Toole, Joanne. Curriculum And Instruction
- Institute for Global Engagement, Advisory Board Member.
- Review of Academic Advisement & Planning Committee, Communications Workgroup Member.

Pacitti, Patricia. Learning Support Services
- Committee on Learning and Teaching (COLT), Member.
- Campus Technology Advisory Board (CTAB), Member.
- COLT Curriculum Innovation grant subcommitt, Member.
- COLT PATE teaching awards subcommittee, Member.

Pagan, Mary. Health Promotion And Wellness
- School of Education Diversity Committee, Member.
- SUNY Oswego Girls Softball Team, Faculty Mentor.

Pagano, Andrea. Accounting, Finance And Law
- Student Organization, Accounting Society, Student Org Advisor (Non-Professional Org.
- Student Organization, Beta Alpha Psi, Student Org Advisor (Professional Org), Faculty Adviser.
- Department, Curriculum Committee, Committee Member.

Pagano, James. Environmental Research Center
- Rice Creek Field Station Advisory Board, Member.
- ADWISR Center Advisory Board, Member.

Pan, Mingte. History
- General Education Committee, Member.
- Search Committee, Penfield Lib. director, Member.

Parker, Benjamin. Extended Learning
- SUNY Veteran and Active Military Advisory Council, Member.
- Prior Learning Assessment Task Force, Member.
- Committee on Review of Academic Advisement & Planning, Member.
- Academic Probation Committee, Member.
- Services to Non-Traditional Students, Member.
- Degreeworks Functionality Committee, Member.

Parsons, Dennis. Curriculum And Instruction
- SOE Diversity Committee, Member.
- ORI Committee, Member.
- Graduate Literacy Committee, Chair.
- Graduate Literacy Curriculum Revision Committee, Chair.

Peng, Bruce. Curriculum And Instruction
- Institute of Global Engagement, Member.

Perdiguero, Juan. Art
- Graduate Council, Member.
- Global Studies Commitee, Member.
- Studio Area, Art Department, Coordinator.
- Visiting Artist Committee, Art Department, Member.
- Graduate Studio Program, Coordontor.

Pippin, Douglas. Anthropology
- Provost's committee to Review Academic Advising and Planning, Co-Chair.
- Campus Technology Advisory Board, Department Representative.
- Campus Technology Advisory Board, Sub-Committee Chair.

- eText Pilot Program for testing the use of digital text and class materials, Member.
- Brown bag speaker series organization committee, Member.

Pu, Xiaoyu. Marketing and Management
- College, Assessment Fellowship, Special Institutional Assignment, Member.

- College, Assessment Committee, Committee Chair, Member.

- Student Organization, Phi Beta Lambda, Student Org Advisor (Professional Org).

Preston, Mary Ann. Institutional Research And Assessment
- Middle States PPR sub-committee: Institutional Effectiveness, Member.

Preston, Scott. Math
- Math Department Steering / Hiring, Chair.
- Math Department Public Relations, Chair.
- Search Committee Math Center Director

Radhakrishnan, Ritu. Curriculum And Instruction
- School of Education Diversity Committee, Chair.
- Curriculum and Instruction Term and Retention Committee, Member.
- Hart Hall Faculty Resident Mentor, Resident Mentor.
- Chief Communication Officer Search Committee, Member.

Ramalho, Tania. Curriculum And Instruction
- Artswego, Board Member.
- Institute for Global Engagement, Committee Member.
- Project Smart, Liaison, Syracuse School District.
- Master's Admission, Member.
- Retention, Member.

Rank, Allison. Political Science
- CTAB, Member.
- Gender and Women's Studies Advisory Board, Political Science Representative.

Rao, Hema. Accounting, Finance, Law
- State University of New York at Oswego, CELT Subcommittee on Scholarship and Assessment,

- Committee Member.

- College, Intellectual Contribution Committee, Committee Member.

- State University of New York at Oswego, International Education Council, Committee Member.

- State University of New York at Oswego, Learning Support Services Committee, Committee Member.

- State University of New York at Oswego, Middle State Self Study Subcommittee for Finance,

- Committee Member.

- State University of New York at Oswego, Scholarly and Creative Advisory Committee, Committee

- Member.

- State University of New York at Oswego, Transfer Advisory Council, Committee Member.

- State University of New York at Oswego, Undergraduate Curriculum Committee, Committee Member.

- State University of New York at Oswego, Undergraduate Curriculum Committee, Committee Member.

Raymond, Casey. Chemistry
- Middle States PRR: Assessment/Institutional Effectiveness, Member.

Reeher, Jessica. Communication Studies
- Transfer Advisory Council, Member.
- RAAP - Best Practices Working Group, Member.
- TA Task Force - undergraduate policy, Member.
- Scholarship Committee, Chair.
- Advisement Coordinator, Advisement Coordinator.

Rodgers, Mary. Accounting, Finance, Law
- Department, Faculty Committee to Examine Credit for Student Involvement, Committee Chair, College.

- Bloomberg Data Terminal Usage in Faculty Research, Workshop Organizer, Faculty Leader.

- Department, Advisory Board to Student Investment Club, Chairperson.

- Department, CFA Research Challenge Team, Student Org Advisor (Professional Org), Advisor.

- Department, Finance Curriculum Committee, Committee Member.

- Student Organization, Student Managed Investment Club, Student Org Advisor (Professional Org),

- Department, CFA Exam Scholarship Committee, Chairperson.

Roe, Kelly. Art
- Personal Safety Committee, Member.
- CTAB Mission and Bylaws, Chair.
- CTAB Executive Committee, Member.
- CTAB, Member.
- RAAP, Member.
- SUNY Excels, Member.
- Student Concerns and Issues, Member.
- IT Strategic Planning Committee, Co-Chair.
- RAAP Mission & Vision Sub Committee, Member.
- Transfer Advisory Council, Member.
- Personnel Committee, Chair.
- Advisory Council, Member.
- Advisement Coordinator, Coordinator.
- Graphic Design Coordinator, Coordinator.

Rosenbaum, Peter. Biological Sciences
- Rice Creek Associates, Vice President.
- Rice Creek Associates Small Grants Committee, Chair.
- Pre Health committee, Member.
- Rice Creek Associates, Vice President.
- Rice Creek Small Grants Committee, Chair.
- Pre-Medical Health commirree, Member.

Sagot, Maria. Biological Sciences
- Fullbright Committee, Member.
- IGE committee, Member.
- Rice Creek Advisory Committee, Member.
- Search committee (tenure track line in Biology), Member.
- Awards committee, Member.

Santos, Catherine. Provost Office
- Academic Probation Policiies, Member.
- Math placement, Member.

Saraydar, Stephen. Anthropology
- Native American Studies, Member.

Schildkraut, Jaclyn. Public Justice
- Personal Safety Committee, Member.
- Student Conduct Committee, Member / Hearing Officer.
- Campus Technologies Advisory Board (CTAB), Member.

Schmitz, Eric. Music
- Scholarly and Creative Activities committee, Scac Advisory Subcommittee Chair.
- Institute for Global Engagement, Member.
- SCMA Academic Appeals, Member.

Scott, Guy. Marketing and Management
- College, Men's Varsity Basketball Team, Academic Advisement, only adviser for the team
- Student Organization, Business Management Club, Advisor, Advisor

Scruton, Irene. School Of Business, Dean's Office
- Open SUNY Coordinators Committee, Member.
- Chair
- Search Comittee Resource Advisor, Chair.
- Dean Review Committee, Chair.
- Strategic Planning SOB, Member.
- Curriculum Assesment Graduate SOB, Member.
- Faculty Search HSA MBA, Member.

Seo, Minjung. Health Promotion And Wellness
- Undergraduate Curriculum Committee, Member.
- IDAP, Member.
- SOE Promotion review committee, Member.

Seppi, Lisa. Art
- Art Exhibition Advisory Council, Member.
- Scholarly and Creative Activity Committee, Member.
- Native American Studies Advisory Board, Member.
- Womens Studies Advisory Board, Member.
- Quest/ Publicity Sub-Committee, Member.
- Curriculum Committee, Chair.
- Academic Probation Committee, Member.

Shaffer, John. Artswego
- Cultural Heritage Months Committee, Member.
- Outdoor Sculpture Selection Committee, Member.

Shaw, Kenneth. Marketing and Management
- College, Faculty Assemble representing Management and marketing department.

Skolnik, Richard. School Of Business, Dean's Office
- College, Economic Development Advisory Council, Task Force Member, Member
- College, SUNY Excels/Tomorrow Advisory Group, Committee Member

Shockey, Karen. Penfield Library
- Writing Across the Curriculum Committee, Member.
- General Education Council, Member.
- International Student and Visiting Scholar Committee, Member.
- Committee on Learning and Teaching, Member.
- Special Acquisitions Committee, Member.
- Customer Service Committee, Member.

Sime, Karen. Biological Sciences
- SUNY Faculty Mentoring Steering Committee, Member.
- Biological Sciences Personnel Committee, Chair.
- Biological Sciences Molecular Biologist Search Committee, Chair.

Skolnik, Gurdeep. Extended Learning
- IGE International Student and Scholar Committee, Member.
- IGE Cultural Committee, Member.

Skubis, Steven. Atmospheric And Geological Sciences
- Advisement/Program Coordinators, Chair.
- Promotion & Merit, Member.
- Tech. Advisory Board (CTAB), Alternate.

Smith, Elizabeth. Curriculum And Instruction
- Parking services, Member.
- Faculty Assembly, Ntp Alternate Representative.
- Academic Probation, Advisor To C&I Ap Students.
- First Year Advisement, Advisor To 19 Freshmen.
- Advisement Coordinator's Group, Member.
- Summer Freshmen Orientation Team, Advisor.
- Summer Transfer Orientation Team, Advisor.
- Degree works Plans Pilot, Member.
- Spring and fall transfer orientation team, Advisor.
- Chair's Advisory Committee, Member.
- Arts Program Advisory Group, Member.
- Social Studies Program Advisory Group, Member.
- Modern Language Program Advisory Group, Member.
- Math Program Advisory Group, Member.
- C&I First year advisement and Academic Probation, Advisor And Mentor To New Advisors.

Smith, Steven. Learning Support Services
- College Writing Committee, Member.
- Center for Creativity and Digital Media Advisory Board, Member.

Sonchak, Lyudmyla. Economics
- Student Fulbright committee, Member.
- Economics department search committee, Member.
- New Faculty orientation committee, Member.

Spector, Charles. Accounting, Finance, Law
- College, Helped to call students especially presidential and dean scholars.

Springston, Mark. Technology Education
- Information Technology Council, Member.

Stamm, Alfred. Atmospheric And Geological Sciences
- Priorities and Planning Council, Chair.
- Scholarly and Creative Activity Committee, Member.
- SCAC Executive Committee, Member.
- Chancellor's Award Committee, Member.
- Executive Council, Member.
- Budget Committee, Member.

Streets, Barbara. Counseling And Psychological Services
- Faculty Assembly, Member.
- SOE Diversity Committee, Member.
- CPS Dept, GA Coordinator, Graduate Assistant Coordinator (Until Jan, 2016).

Sturr, Natalie. Penfield Library
- Information Technology Council, Recorder.
- Faculty Assembly - Alternate, Library - Alternate Rep.
- Campus Technology Advisory Board, Member.
- Library Personnel Evaluation Committee, Member.

Sullivan, Tamara. Counseling And Psychological Services
- Institute for Global Engagement, Member.
- CPS CACREP Accreditation, Chair.
- CPS Assessment, Member.
- CPS Curriculum, Member.
- CPS Personnel, Member.
- CPS Search Committee, Chair.
- College: Learning Support Advisory Council, Member.

Thompson, Cara. Art
- ITC, Member.
- Experiential Learning Advisory Council, Member.
- TIP review Subcommittee, Member.
- Faculty Assembly, Member.
- SCAC, Ex-Officio Member.
- SCAC: Quest Subcommittee, Member.
- Integrated Media Advisory Committee, Member.

Toale, Mary. Communication Studies
- Faculty Assembly, Com. Representative.
- Graduate Council, Elected At Large Representative.
- Feinburg Family Fund Advisory Board, Member.
- Student Conduct Hearing Committee, Member.
- Library Director Search Committee, Elected Outside Member.
- SUNY Oswego Chairs, Chair.
- Prior Learning Assessment Committee, Co-Chair.
- SCMA Chairs, Com Representative.
- SCMA Hewitt Steering Committee, Chair.

Tribunella, Thomas. Accounting, Finance, Law
- Department, Search Committee, Committee Chair, Member.

- College, AFL Department Personnel Com., Committee Member.

- College, ICC, Committee Chair.

- College, Strategic Planning Com., Committee Member.

Tryon, Daniel. Technology Education
- Public Ceremonies, Member.
- Priorities and Planning, Member.

Tsai, Eric. Accounting, Finance, Law
- College, Peer Review Committee, Committee Chair.

- State University of New York at Oswego, Financial Management Association, Student Org Advisor.

- College, Multicultural and International Committee, Committee Member.

Tsutsumi, Mihoko. Music
- Tomorrow Greater Impact, Member.
- Gender & Women's Study, Member.
- Symphonic Choir Alumni Union, Member.
- FA, Member.
- Torchlight ceremony, Cordinator.
- Search committee, Member.
- Promotion and tenure committee, Memeber.
- Recruitment committee, Member.
- Open house, Coordinator.

Usuanlele, Uyilawa. History
- Services to Non-Traditional Students Committee, Member.
- Students Issues and Concern Council, Member.
- Executive Committee, Department of History, Member.
- Awards and Scholarships Committee, Department of History, Member.

Valentino, Karen. Provost Office
- Center for Experiential Learning Advisory Board, Member.
- Math Placement Committee, Member.

Wan, Hong. Accounting, Finance, Law
- College, Critical Thinking Committee, Committee Member.

- College, Intellectual Contribution Committee, Committee Member.

White, Kevin. Anthropology
- Academic Planning Council, Member.
- CLAS Brown Bag Lunch Series, Member.
- Faculty of Color Mentoring Core Group, Member.
- SOE PAG Group Social Studies, Member.

Whittingham, Georgina. Modern Languages And Literatures
- Conducted the Spanish evaluation and participated in the interview process for the 2016-2107 US Student Fulbright Program at SUNY, Oswego., Spanish Interview Evaluator.
- Fulbright Committee, Member.

Wideman, Stephanie. Communication Studies
- Dept. of Communication Publicity Committee, Member.

Wilcox, Elizabeth. Math
- Mathematics Department Steering Committee, Member.
- Mathematics Department Public Relations Committee, Member.
- Mathematics Department Teaching Roundtable Lunch Discussions, Organizer/Chair.

- **Willard, Carol.** Curriculum And Instruction
- Faculty Assembly, Curriculum And Instruction Department Representative.
- Student Issues and Concerns Council, School Of Education Representative.
- Field Placement - Curriculum & Instruction Committee, Member.
- MSED Special Education 7-12 Generalist Program Development Committee, Member.

Wilson, Leigh. English And Creative Writing
- SCMA Advisory Board, Member.
- Center for Experiential Learning Advisory Board, Member.
- Campus Technology Advisory Board, Member.

Wolford, Karen. Psychology
- MIA: Veteran Specific Content in SUNY Professional Graduate Degree Programs, Member And Planner And Coinvestigator For Conference Submission.
- Undergraduate Curriculum Council (UCC), Member.
- Committee to Select Commencement Speakers, Member.
- New Faculty and Professional Staff Orientation Committee, Member.
- SUNY Excels/Tomorrow Greater Impact and Success Advisory Group, Member.
- Review of Academic Advisement and Planning (RAAP) Group, Chair: Assessment Subcommittee.
- Chancellor' Award for Excellence in Classified Service Committee, Member.
- President's Award Committee for Excellence in Academic Advisement, Member.
- Interdisciplinary Graduate Certificate in Trauma Studies Program, Coordinator.
- IDAP Individual Development Award Committee, Member.
- Graduate Program Directors Group, Member.
- Psychology Department Curriculum Assessment Committee (CAC), Member.
- Psychology Department Faculty Evaluation Committee, Member.
- Psychology Department Recruitment Committee for VAP Clinical Psychology Position, Chair.

Woodworth, Jan. Vocational Teacher Preparation
- Transfer Council, Member.
- SOE Assessment Committee, Member.
- SOE Faculty Council, Member.

Wray, Kenneth. Philosophy
- Former Self-Study Committee, for the Period Review Report for Middle States Commission on Higher Education, Member.

Wright, Susan. Accounting, Finance, Law
- College, University Assessment Committee, Attendee, Meeting, Member.

- Department, CPA Pass Rates Investigation Committee, Committee Member.

- Department, Assessment Committee, Committee Member, Member.

- Department, Enactus, Student Org Advisor (Professional Org).

Wu, Jinpei. Marketing and Management
- College, OB Faculty Search Committee, Committee Chair, Member.

- College, Strategy Faculty Search Committee, Committee Chair, Member.

- College, Intellectual Contribution Committee, Committee Member, Member.

- College, HSA Search Committee, Committee Member, Member.

Yang, Stephen. Health Promotion And Wellness
- CTAB, Member.
- CEL Advisory Board, Member.
- CEL Search Committee - Center for Experiential Learning
- CTAB - Education Committee, Member.
- Faculty Scholarship Committee, Member.
- HPW Personnel Committee chair (Fall 2015), Interim Chair.
- HPW Department website coordinator, Coordinator.

Zenor, Jason. Communication Studies
- Academic Policies Committee, Member.
- Faculty Assembly, Member.

Aguiar Malosetti, Gonzalo. Modern Languages And Literatures
- High School Credit Program, Supervisor.

Armani, Kimberly. Extended Learning
- SCSD Foundation Board, Chair of Events Committee.

Attia, Ashraf. Marketing and Management
- Public/Community, Muslim American Society, Syracuse, NY, President/Elect/Past.

- Public/Community, Ihsan School of Excellence, Syracuse, NY, President/Elect/Past.

Bacher, Leigh. Psychology
- Pregnancy Care Center of Oswego County, Executive Board Member.
- Run for Life Change 5K, Organizing team for a community fund raiser.

Bandla, Michelle. First-Year Experience
- Leadership Oswego County, Curriculum Committee Member.
- Leadership Oswego County, Finance Committee Member.
- Minetto Home and School Association, Member.

Bargainnier, Sandra. Health Promotion And Wellness
- Building Men Program, Syracuse, NY, -Executive Board, non-profit that is designed to help boys learn about what challenges of becoming a man in today's society.
- Bringing the World Together May 2, 2015-volunteer, Fundraiser for Partners in Learning : MANOS Dual Language Program Syracuse, NY.
- Interfaiths Work CNY, Collaborations for internships and wellness programming for New Americans.
- Wisdom is Wealth-by Sandy Bargainnier, Fundraising and mentoring 12 African refugee young men through life, college access,and college retention.
- New York State Public High School Athletic Association-, Swim photographer for state championships.
- SUNY Oswego GST 110 Life Planning Major Exploration, Speaker October 22, 2015.
- American Council on Education, ACE Leadership Academy for Department Chairs.
- Bridges Out of Poverty National Convention, Poverty alleviation- conference attendee.
- ON Point for College fundraising dinner-SUNY Oswego table member, OnPoint forCollege helps underresourced student college access and retention.
- North American Refugee Health Care Conference, Conference Attendance.

Bertonneau, Susan. Modern Languages And Literatures
- St. Paul's Church, Oswego, NY, Junior Choir Assistance; Collection Counting.
- Oswego Renaissance Association, Neighborhood Park plantings.

Bichindaritz, Isabelle. Computer Science
- Rural Health Network of Oswego County, TECC (Technology and Emerging Care Concerns) Committee Member.
- Upstate Revitalization Initiative, Participated in grant writing with Upstate Medical University.

Bidwell, Amy. Health Promotion And Wellness
- YMCA, Diabetes Educator.

Blake, Kathleen. Anthropology
- Anthropology Club, Faculty Advisor.
- SUNY Oswego Women's Soccer Team, Faculty Advisor.
- Disaster Mortuary Operational Response Team (DMORT) Region III, Member and Assessment Team.

Blanchfield, Lyn. History
- Parent to Parent Program, Exceptional Family Resources, Syracuse, NY, Parent Volunteer.
- Alumnae/i Admissions Volunteer, Vassar College, Poughkeepsie, NY, Alumna interviewer for Vassar applicants.
- Vassar College Annual Fund, Poughkeepsie, NY, alumna Volunteer for Annual Fund.

Brewster, Gregory. Theatre
- Alumni & University Development, Fall & Spring Torchlight Events.
- Admissions, Open House Tours & Campus Center Table Events.
- FD&C, Serving on Committee for oversight of Tyler Hall Renovation.

Brown, Laura. Human Development
- St. Francis Xavier Church, Adult Choir Member.
- SEFA Advisory Board, Member.
- Vega, Faculty Advisor.
- United Way, Annual Walk-a-thon Organizer.
- United Way, Bake-Off Organizer.
- Operation Soap Dish, Organized collection of personal hygiene items.
- Public Ceremonies, Marshal in Commencement ceremonies.

Bush, Richard. Technology Education
- H. Lee White Maritime Museum, President, Board of Trustees.
- BucBoosters, Concession stand operator.

Carroll, Joan. Accounting, Finance, Law
- Public/Community, Oswego Youth Soccer Association, Board of Directors of a Company, Treasurer.
- Public/Community, Children's Centers of Oswego, Inc., Board of Directors of a Company, Treasurer.

Chambers, Jean. Philosophy
- American Association of University Women, Oswego Chapter, Member.

Clabough, Cynthia. Art
- Juror, SUNY Wide Student Exhibition, SUNY Central, Albany, NY, Served as a Juror for the Fall exhibition. Selected work for inclusion in the "Best of SUNY" exhibition to be held at the State Museum in Albany during the summer of 2016.
- At the Art Studio: Workshop Series for Children and Young Adults, Program Director and Instructor.

Clark, Patricia. English And Creative Writing
- ArtRage Gallery, Syracuse, NY, Advisory Board Member.

Cram, Donald. Accounting, Finance, Law
- Public/Community, Oswego Network of Entrepreneurs, Interaction with Industry, Member.

Crawford, Dean. Accounting, Finance, Law
- Public/Community, Volunteer Income Tax Assistance, Program Coordinator, Site Coordinator.

Curtin, Maureen. English And Creative Writing
- Workers' Center of Central New York, Board Member.
- Syracuse Peace Council, Board Member.
- CNY ACLU, Board Member.

Dailey, Colleen. Music
- Board of Directors: Phoenix Community Band, Assistant Director.
- Phoenix Community Band, Scholarship Committee.
- Board of Directors: Baldwinsville Community Band, Assistant Director.

Damkaci, Fehmi. Chemistry
- GENIUS Olympiad 2016, The dates will June12-17th, hosting 900 participants from 63 countries and 30 states.

Delancey, Craig. Philosophy
- University of Louisville, McConnell Center, Led two seminars with students on What Science Fiction can Tell us about Politics (Sept 2015).
- Stuyvesant High School, Assisted Health Class teaching develop a lesson program on future medical care.
- Center for Statesmanship, Rochester Insitute of Technology, Co-leader of student reading group on political literature (March-May 2016).

Dighe, Ranjit. Economics
- Oswego City Democratic Committee, Treasurer.

DiRienzo, Denise. Experience-Based Education
- Fabius-Pompey School Board, Committee Member for internet access.

Dunn, David. Biological Sciences
- Science Teacher Association of New York State, Presented presentation for coninuing education conference.

Fenlon, Amanda. Curriculum And Instruction
- Parent Advocate, Educational advocacy for several area families of students wth disabilities.
- LeMoyne Elementary School Montessori Program Steering Committee, Volunteer Member of the Steering Committee to launch a Montessori program within the Syracuse City School district.
- LeMoyne Elementary School Montessori Program Curriculum Sub Committee, Committee was responsible for selection and ordering of Montessori curriculum materials.

Forshaw, Juliet. Music
- Oswego Music Hall, Board Member, Volunteer at shows, Performer.

Friedman, Barry. Marketing and Management
- Public/Community, Juvenile Diabetes Research Foundation, Volunteer.

- Public/Community, Ronald McDonald House Charities, Volunteer.

Giukin, Lenuta. Modern Languages And Literatures
- French adviser.

Glidden, Lisa. Political Science
- Oswego Renaissance Association, Board Member.
- Oswego Renaissance Association, Resident Leader.
- Fitzhugh Park Home and School Association, Secretary.
- Oswego Figure Skating Club, Basic Skills Director.

Gonzalez, Tiphanie. Counseling And Psychological Services
- KIPP NYC College Prep, 4th annual Career Conversation series -Speaking with HS students about working in academia..

Hemphill, Douglas. Extended Learning
- MOST Science and Engineering Fair, Volunteer Judge.
- H.G. White Marine Museum, General Volunteer/Special Projects.

Ioana L. Coman. Computer Science
- Fayetteville-Manlius Educational Foundation, Board Member.
- Cato-Meridian Middle School, Career Day Presentation.
- SUNY Upstate - Biotechnology Center, STEM Careers Day at CNYBAC Presentation for High School Students.

Islam, Mohammad. Physics
- Science Teachers Association of New York State, Presentation entitled: Accelerating Sustainability through Nanotechnology.

Jackson, Diann. Bio Field Station
- CNY school and youth groups, Expertise in curriculum development and planning Rice Creek visits.
- RCFS & CNY families, Administered summer science education program: Exploring Nature for children. Arranged for Rice Creek related research presentations to Exploring Nature children and staff.
- Oswego YMCA, Coordinated special Rice Creek visit for the "Friends for Life" Respite Program from the Oswego YMCA..
- RCFS & ARTSwego, Special exhibit at Rice Creek: The Nature of Geometry~The Geometry of Nature. Planned free hands-on public education workshop about Essentials of Geometric Design: A Masterclass for Beginners as part of activities related to R. Buckminster Fuller event..
- Oswego Garden Club, Arranged special evening program visit and meeting at Rice Creek for the Oswego Garden Club..
- CiTi High School Program, Met with students of CiTi High School located at SUNY Oswego during Rice Creek visit..
- GENIUS Olympiad, Volunteer judge for GENIUS Olympiad Global Environmental competition for high school-age scientists and artists..
- Oswego & Mexico Middle Schools, Coordinated special visit for Oswego and Mexico Middle Schools about preparing to be a science major in college and related careers. Spoke with groups about Rice Creek and science, wildlife and research and visited Rice Creek based college zoology labs..
- NYPENN Girl Scout Council, Partnered with regional Girl Scout Council to have special Girl Scout day events at Rice Creek. Engaged Alpha Phi Omega campus chapter of a national co-ed service fraternity to assist with the day's event..
- Oswego & Fulton Girl Scout Troops, Advisor for Community Service project on butterfly conservation and habitat improvement. Assisted Fulton Girl Scout troop 7th grade Cadettes with their Silver Award project on how to reduce plastic bottle and plastic bag use in the community.

Johns-Masten, Kathryn. Penfield Library
- Leave Green, Volunteer.

Jorgensen, Trevor. Music
- Director of Herald Trumpets, Campus, Graduation and Torchlight Cermonies.
- Director of Oswego City Band, Community, Music Performance.

Jung, Taejin. Communication Studies
- Oswego County Health Coalition, Member. Working on Healthy Highway and Smoke Free for My Baby & Me Project.

Kagan, Jennifer. Curriculum And Instruction
- NJTL - National Junior Tennis League at the Onondaga Nation School, Tennis coach.
- Tutor for kids with learning differences, Tutor.

Kay, Gwen. History
- Congregation Beth Sholom-Chevra Shas, Board Member.
- Membership Committee, CBS-CS, Vice President.
- Menorah Park Board of Directors, Board Member.
- Ladies' Auxiliary of Menorah Park, President.
- Menorah Park Rehabilitation, Volunteer.
- The Oaks, Volunteer.

Kee, Thomas. Extended Learning
- Temple Ohabei Shalom, Grant procurement.

Keida, Elizabeth. Health Promotion And Wellness
- International Collabortaion with Faculdades Integradas de Patos, Research with students in Patos, Brazil.
- YMCA- Oswego, Implement BOUNCE.

Kim, Ah Reum. Music
- Oswego Methodist Church, Sunday worship performances.
- Oswego Methodist Church, Gave a free chamber music recital (also noted under performance).

Kraszpulska, Aleksandra. Theatre
- Habitat for Humanity, Lead a group of students on an Alternative Winter Break to work for Habitat in Omaha, Nebraska.

Kyle, Sandra. Curriculum And Instruction
- AmeriCorps National Service, Oswego County, Executive Board Member.
- Kappa Delta Pi International, Literacy Alive! Project.

Lalande, John. Modern Languages And Literatures
- Newman Center, SUNY-Oswego, Deacon.
- St. Joseph's Church, Oswego, Deacon.
- St. Stephen's, Oswego, Deacon.

Lamanna, Juan. Music
- Oswego Youth Orchestra, Conductor.
- Oswego Opera, Artistic Director.

Langenfeldrial, Jonel. Theatre
- H. Lee White Maritime Museum, Member/Voluteer--special events.
- Oswego Music Hall, Member/Volunteer.
- Oswego Yacht Club, Member/Vounteer-- Hospice Regatta.

Lee, Rachel. Atmospheric And Geological Sciences
- Sheldon Summer Institute 2015, Taught a summer geology course for K-12 students.
- STANYS (Science Teachers Assoc. of NY State) conference 2016, Invited talk on volcanoes/science in K-12 classrooms.
- Hobart and William Smith College, Invited Talk to faculty/students on research.
- Syracuse University, Invited Tak to faculty/students on research.

Lewis, Tracy. Modern Languages And Literatures
- Onondaga County, NY Board of Elections, Election inspector.
- St. Matthew's Episcopal Church, Liverpool, NY, Lay reader.

Loayza, Milton. Modern Languages And Literatures
- Argentine Tango Club, Adviser and coach.
- Sigma Delta Pi honor society Oswego Chapter, Adviser.

Loomis, Linda. English And Creative Writing
- Northern Onondaga County Libraries, Teach 8-week "Encore" pilot course for senior citizens in which the mastery of memoir writing was the goal. Funded by a NYS grant secured by Senator DeFrancisco.

Macey, Kathleen. Theatre
- Ontario Center for Performing Arts, Oswego NY, Member.
- Leighton Elementary School Triathlon, Volunteer for the triathlon May 28th, 2016.

McCabe, Judith. Theatre
- Alpha Phi Omega/ Service fraternity, Advisor.
- Theatre Dept. High School Drama Festival, Workshop.

McGowan, Mary. Accounting, Finance, Law
- Public/Community, Human Concerns Center Board, Board Member, Member.

Moore, Karen. Extended Learning
- St. Stephen's Church, Oswego, NY, Special Events Volunteer.

Molinari, James. Marketing and Management
- Public/Community, MechTech, Inc., Board of Advisors of a Company.

Mullen, Jodi. Counseling And Psychological Services
- Child Advocacy Center, Trauma Response Team.
- Oswego County Head Start, Advisory Board Member.
- Integrative Counseling Services, Pro bono counseling.
- BlogTalk Radio, Parenting Podcast.

Murray, Maria. Curriculum And Instruction
- Literacy Volunteers, Literacy Volunteer.

Nash, Lori. Philosophy
- UUP, Member of Contingent Employment Committee.
- UUP, Member of Task Force on Hostile Workplace.

Olori, Jennifer. Biological Sciences
- Oswego County Christian School, STEM research experience (amphibian diseases) for middle school students.

Pagan, Mary. Health Promotion And Wellness
- Mary Nelson Center Syracuse South Side, Grant Writing Support, Wellness Educator Volunteer.

Pagano, Andrea. Accounting, Finance And Law
- Volunteer Income Tax Assistance Program, Tax Return Preparation with Students for Oswego County.

Pippin, Douglas. Anthropology
- New York State Archaeology Association, Public archaeology programs in Rochester, NY.
- Thousand Islands Land Trust, Public archaeology programs in Jefferson County, NY.
- Oswego War of 1812 Bicentennial Committee, Assisted in organization of annual public history conference.

Preston, Mary Ann. Institutional Research And Assessment
- Frederick Leighton Home & School Association, Playground Committee.

Radhakrishnan, Ritu. Curriculum And Instruction
- Hart Hall, Supervised Campus Clean-up.
- Kappa Delta Pi, Co-Advisor.

Raymond, Casey. Chemistry
- Richard S. Shineman Foundation, Board Member.

Rosenbaum, Peter. Biological Sciences
- Rice Creek Associates, Vice President.
- Ric Creek Small Grants Committee, Chair.
- Oswego County Environmental Management Council, Member.

Santos, Catherine. Provost Office
- Oswgo Public Library, President, Board of Trustees.

Schmitz, Eric. Music
- Hart Hall, Latin Jazz workshop for students (November 2015).
- Hart Hall, Latin Jazz workshop for students (April 2016).
- Oswego High School music program, Clinic with guest bassist Larry Grenadier (March 2016).
- Oswego High School, Guest performer for concert (May 2016).
- School of the Arts (Rochester, NY), Clinic with student jazz ensemble.

Scott, Guy. Marketing and Management
- Public/Community, YMCA, Committee Member, Member.
- Public/Community, Make A Wish of CNY, Member.

Scruton, Irene. School Of Business, Dean's Office
- Syracuse Regional Airport Authority, Board Member, Chair of Governance Cmmttee.
- NY Penn Girl Scouts, Board Member.
- DeWitt Library, Board Trustee.
- OCC Foundation, Former Board Member/Chair Scholarship.

Seppi, Lisa. Art
- Girl Scouts of NYPenn Pathways, Troop Leader.

Shaffer, John. Artswego
- Heritage Foundation of Oswego County, Vice President.
- St. Paul's Episcopal Cathedral, Syracuse, Search Committee Member.

Skolnik, Richard. School of Business, Dean's Office
- Public/Community, Hall Newman Foundation, Board of Directors of a Company, Member

Smith, Elizabeth. Curriculum And Instruction
- Concinnity- women's choral group, piano accompanist/rehearsal pianist.
- New Covenant Community Church, worship team - vocals and piano.
- Oswego Community Christian School, Performance accompanist (musicals and concerts, etc).
- Oswego Community Christian School, Educational consultant and support (Volunteer).
- Minetto United Methodist Church, substitute organist and choir accompanist.
- Journey of Faith United Methodist Church, Substitute pianist and choir accompanist.
- New Covenant Community Church, Sunday school teacher.
- New Covenant Community Church, Adult choir director.
- SUNY Oswego BASIC group/club, Club Advisor.
- Blessings in a Backpack, Hewitt representative/drop off point.

Springston, Mark. Technology Education
- Communication Contest at Technology and Engineering Education Collegiate Association Eastern Regional Conference, Contest Coordinator and Judge.
- STEM 4 Kids K - 3 Program, Community Outreach.
- Young Inventors 4 - 6 Program, Community Outreach.
- Technology and Engineering Education Collegiate Association Eastern Regional Conference, Co-organizer.

Stamm, Alfred. Atmospheric And Geological Sciences
- Newman Center Renovation Committee
- Newman Foundation Facilities/Maintenance Subcommittee

Steiger, Scott. Atmospheric And Geological Sciences
- Midway Drive In, Interviewed multiple times about storm that damaged the property.
- Sheldon Institute, Weather balloon launch for elementary school children.
- Oswego Children's Center, Gave tours of the meteorological facilities in Shineman Science Center.

Streets, Barbara. Counseling And Psychological Services
- Association of Black Psychologists, Student Chapter, Faculty Advisor.
- Center for the Study of Empathic Therapy, Member.
- Van Duyn Elementary School, Volunteer.

Sturr, Natalie. Penfield Library
- Sounds of Brass, Coordinator and member, Oswego area brass ensemble that Volunteers their time to perform at area senior living facilities and community events..
- Faith United Church, Oswego, NY, Substitute pianist/music director., Participate in and assist with planning & presentation of special musical offerings.
- Baldwinsville Community Band, Member.
- Fulton Community Band, Member.

Toale, Mary. Communication Studies
- Rosendale Theatre Collective, Volunteer.

Tryon, Daniel. Technology Education
- Oswego Maritime Foundation, Annual Fall Dock Day.
- Oswego Maritime Foundation, Annual Spring Dock Day.
- H. Lee White Museum, Community Boat Building Classes.
- Minetto Methodist Church, Community Harvest Dinner.
- Freezing Code Robot Club, Coach, mentor, teacher.

Tsutsumi, Mihoko. Music
- Church of Resurrection, Prepare a musician for their service every second Sunday.
- Horizen, Volunteer piano accompanist during summer.
- Harborfest, Piano accompanist for Children's musical.

Usuanlele, Uyilawa. History
- African Students Organization, Faculty Advisor.

Walsh, Christine. Curriculum And Instruction
- Safe Haven Museum, Fort Ontario, Member.
- Relay for Life, Oswego, Donor.
- Central Square School District, Facilitator, High School Tutoring Program.
- Oswego Writing Institute, Team Sheldon, Co-Sponsor, Fulton City School District.
- Liverpool School District, Longbranch Elementary Reading Day, Volunteer.
- North Syracuse Early Education Program, Therapy Ball, supporter.

Whittingham, Georgina. Modern Languages And Literatures
- Collaboration with Migrant Program through BOCES, I continue to recommend advisees to work with the Migrant Program in Oswego, NY.

Willard, Carol. Curriculum And Instruction
- GiGi's Playhouse, Volunteer, Literacy Tutor Training.

Wolford, Karen. Psychology
- Private Practice, Pro Bono Service.
- Child Fund International, Sponsor.

Yang, Stephen. Health Promotion And Wellness
- Faculty Presentations at Admitted Students Day (April 16, 2016), Faculty Presentation.
- HPW Success Series, Faculty Presentation.
- Hillside Work/Scholarship Connection, Faculty & student workshop for middle school students.
- Permaculture, Volunteer.
- Cortland Youth Hockey Association, Volunteer Coach.

Zelcer, Mark. Philosophy
- US Army, Reserve duty (40 days).

Zhang, Ding. Marketing and Management
- Public/Community, CNY Chinese School, Principal.

Guidelines for Review of

Departmental Academic Majors and Programs

Revised 1/2016

TABLE OF CONTENTS

I. Purpose

SUNY Oswego has developed a process for academic program review to encourage academic excellence that enhances the learning climate for our students. This system reflects and is consistent with SUNY academic policy. This academic program review is designed to evaluate all academic programs not already subject to review by an established accrediting body. Its goals are to assess and enhance department or program quality, and to assist the institution in planning, setting priorities, and allocating resources.

A rolling schedule of reviews has been established by the Provost, Vice President of Academic Affairs. Each departmental major or interdisciplinary program will be reviewed at five-year intervals although, under certain circumstances, this interval may vary. The departments or programs scheduled for completion in a given academic year will be notified no later than the spring semester prior to the academic year in which the review is to be completed. The program self-study should be completed by the end of the semester prior to the planned visit of the external review team.

The program review process is composed of six parts: (1) preparation of a self-study by the department or program; (2) preparation of an Executive Summary of the self-study; (3) site visit by a panel of external reviewers and submission of their report; (4) preparation of a Memorandum of Understanding (MOU) for the next 5 years based on the self-study and the external reviewers' report; (5) approval and archiving of the MOU by the Provost; and (6) annual review of progress on the MOU.

It is important to focus the review of the academic unit on critical questions affecting the academic stature of the unit *since the last self-study* and its future prospects.

A description of the review process, outlining general questions and requirements follows. The Dean will discuss any special issues to be addressed with the department Chair or program Director. The Chair or Director will be invited to propose additional topics to be included in the review.

II. Self-Study

The self-study has the dual purpose of involving the faculty in a critical analysis of all aspects of the department—undergraduate and graduate (if relevant) programs, especially <u>assessment of student learning outcomes</u>, scholarship, service, student learning environment, recruiting and retention of students, continuing faculty development—and of informing the reviewers about the department.

To ensure broad departmental involvement, the Chair will inform the department of the review and solicit input from the faculty on questions and issues to be addressed in the self-study. The Chair (or designee) will be responsible for:

- completion of the self-study
- providing copies for binding by the deans' office
- soliciting and scheduling the external review team
- preparing the Executive Summary for the Provost and Dean by the end of the semester prior to the planned visit of the external review team
- preparing the MOU

Members of the department will be given at least one week to read the completed document before it is submitted to the Dean. Although it is expected that the self-study will represent a diversity of views, anyone wishing to provide alternative views on material or conclusions may add them as a signed statement at the end of the appendices.

A copy of the self-study draft will be supplied to the Dean by January before spring of the completion year for review. The Dean may require revision before releasing the self-study to the reviewers. The self-study should analyze several discrete areas including: faculty profile, student demographics, success in meeting student learning outcomes as indicated by assessment data, effectiveness in teaching, scholarly ability, effectiveness in university service, and continuing growth. The relative space allotted to these and other topics will vary by department but each should appear in the narrative and/or be developed in an appendix as set forth in the "Guide for the Evaluation of Undergraduate Programs" (2012) developed by University Faculty Senate.

The narrative section should provide an overview of the *current state* of the department and its *current and prospective opportunities and challenges*. It should be limited to twenty-five pages, excluding attachments.

Raw data and other evidence (to be included as appendices) should include the following (some of this data will be made available by the Office of Institutional Research and Assessment):

1. Faculty curriculum vitae, including rank and tenure status, educational and employment background, professional affiliations and activities, awards and honors, publications, presentations or performances at professional meetings and at other institutions, brief description of current scholarly projects;

2. Summary of faculty activity for the past five years; brief appraisal of the most significant projects;

3. List of other professional and support staff;

4. Summary of personnel changes for past five years;

5. Undergraduate and graduate (if appropriate) course descriptions from the current college catalog, noting the department's courses oriented towards majors, non-majors, service to other majors; and towards participation in the General Education Program,

Service Learning, Internships, support of teacher preparation, interdisciplinary programs, Honors Program, and other college-wide programs;

6. Undergraduate and graduate (if appropriate) course offerings over the past five years, including addition and deletion of course offerings (with rationale for such additions and deletions, if available);

7. Undergraduate and graduate (if appropriate) course enrollments, numbers of majors and minors, number of degrees awarded, for each of past five years;

8. Undergraduate and graduate (if appropriate) faculty/student workload (headcount and FTE), past five years;

9. Assessment of student learning outcomes including: assessment plan(s), annual assessment reports from the previous five years, relevant assessment data, etc.;

10. Summaries of student course evaluation data, past five years;

11. Data reflecting undergraduate and graduate (if appropriate) student profile and quality:
    - Academic profile of majors: average cumulative GPA and major GPA of majors; number of full-time and part-time student majors; and retention rates for majors.

    - Composition/distribution of student majors with respect to age, gender, race and ethnicity.

    - List of positions and places of employment of department/program's students who received degrees in the past five years, and earlier graduates who have gained positions of significance within or without the academic discipline of the program.

12. List of major professional activities sponsored by the department in the last five years, e.g. special colloquia, conferences, seminars, workshops;

13. Comparative data for relative departments at peer institutions with a selection from other SUNY comprehensives and non-SUNY institutions.

III. Site Visit: Review Team

The *charge of the external review team* is to evaluate the overall state of the department/program and to assess its future needs. Where appropriate, the review team will make suggestions for improvement.

As part of the site visit, the team will assess the accuracy of the self-study; interview faculty and students, both to understand their perspectives on the department and assess the state of their morale; examine facilities; review student work; discuss with administrators the unit's role in fulfilling the overall mission of the institution, and ascertain the institution's commitment to the department's programs and its financial, physical, and personnel resources. The key questions posed for the self-study will provide the basis for the evaluation team's review. The deans' office will ensure access to a college catalog as well as other material the reviewers may require in order to evaluate the program.

The unit being reviewed will send the external reviewers in electronic format: (1) the self-study, (2) vitae of the program's full-time faculty, (3) syllabi (core courses; others as requested), (4) assessment reports; (5) Appendix B Guide for Reviewers; and other items as requested.

Electronic copies of vitae for the external reviewers, self-studies and executive summaries should also be sent to the Dean's secretary.

Selection and Composition of the Evaluation Team

The Chair will solicit possible external reviewers (i.e., ask for availability and vitae) from people in the discipline.

> "...[E]xternal review teams should consist of not less than two (2) persons who have no academic, professional or other significant relationship to full-time faculty in the program/department, no previous significant or formal affiliation with the institution, AND WHO COME FROM ACADEMIC OR PROFESSIONAL INSTITUTIONS BELONGING TO A PEER OR ASPIRATIONAL PEER GROUP (EQUIVALENT TO BEING IN THE SAME CARNEGIE CLASS AND HAVING SIMILAR PROGRAM SIZE, SCOPE AND STATISTICAL, OR PERCEIVED REPUTATIONAL, RANKING).   Emphasis (capitalization) added. "Item IV. External Review Team Report" of the SUNY "Guidelines for the Implementation of Campus-Based Assessment of the Major (Revision: August 12, 2003)."

To ensure the fairness and impartiality of the review, persons with close professional relationships to members of the department—including current research collaborations, current and prior co-author relationships, and previous teacher-student relationships—will normally be excluded from the team.

After review by program faculty, and agreement on possible evaluators, vitae of those preferred, at least two, ideally three, will be forwarded electronically to the Dean for review no later than January 31. After review of the vitae and consultation with the department, the Dean will either concur with the choices or make suggestions to the chair.

Once agreement on the evaluators is reached, the Chair will contact evaluators to confirm, discuss what generally is expected of them, share the program review guidelines, and secure at least two sets of dates for the campus visit. Both evaluators must be on campus at the same time and the days of visit must be any two days Monday through Friday. (Because of travel issues, evaluators may arrive/leave on a weekend if needed.)

Formal invitations to the external review team will be extended by the Dean's office once the dates of the visit have been confirmed by the chair/director. The Dean's secretary also includes the W9 or BU8, Institutional Strategic Plan, Mission, and Goals, CLAS Mission and Goals, and link to the undergraduate (and graduate, as applicable) catalog(s).

IV. Site Visit: Arrangements

The dates and arrangements for the site visit will be handled by the office of the relevant Chair, in consultation with the Dean's and Provost's secretaries. The schedule for the visit will be determined by the host department after checking on availability of Dean and Provost. In general the department will plan the visitors' schedule with provost, dean, faculty, students, non-teaching professionals, and will submit a proposed schedule to the dean at least one week prior to the official invitation being sent. The schedule should include at least one focus group with students.

Department secretaries are responsible for setting up the itinerary for the review team, arranging lodging, informing reviewers of reimbursement procedures for their travel costs, and processing travel reimbursement forms. The Dean's Office pays for lodging and will requisition $500 honorariums.

The external reviewers will have an initial meeting with both the Provost and Dean. This meeting may be joint or separate, according to the schedules and wishes of the Provost and Dean. (As stated above, an Executive Summary must be delivered to the Provost and Dean at the end of the semester prior to the planned visit by the external review team.)

The site visit will end with an exit interview with the Provost and/or the Dean. This meeting may be joint or separate. *Toward the end of the second day and prior to the exit interview, the evaluation team will be given several hours to prepare an initial draft or outline of their report.* This draft could be used as the basis for the team's initial evaluation to be given at the exit interview. The final written report will normally be submitted within ***four weeks*** of the team's visit.

Site Visit Report

The site visit report is a crucial element of the College's evaluation of the department/program and must be objective, complete, accurate, and specific. Using the self-study, the Guide for

Reviewers (appendix B), and any specific items in the directions to the team, the report should evaluate the unit's effectiveness in defining and fulfilling its mission, evaluate its strengths and challenges, and assess, in detail, the state of all important components and functions. The evaluation team must identify whether they will write the report jointly or assign a single member with this responsibility. The report should be a single document, and should be submitted electronically to the Provost and Dean within three-to-six weeks after the site visit.

Follow-up Procedure

Upon receiving the report, the Chair will acknowledge the receipt of the report and send letters of appreciation to the review team.

The department chair or program director will share the report with all faculty of the department/program. Any glaring errors should be reported to the evaluators and if necessary the evaluators will make a revision of their report.

Once a final report of the evaluators is accepted by the department/program, evaluators should send a copy to the dean (this will be communicated to them in their invitation letter). The Dean may also identify errors or omissions and ask for them to be corrected, directly to the external reviewers or via the Chair, and will assure that a final and corrected copy of the report is forwarded to the Provost.

As an important component of the campus assessment program, findings from the report should be incorporated into planning within the academic department (course and curriculum improvement) and within the School and/or College (administrative support and campus-wide planning).

The Dean and Department Chair should meet within two weeks of the receipt of the report to discuss issues and priorities, and discuss the process for drafting the MOU. *A Memorandum of Understanding focusing on the next five to six years will be prepared by the department based on the self-study, the evaluators' report, the assessment data, and the discussion with the Dean. The MOU will be submitted to the Dean and the Provost by November 1 following the spring evaluator's visit.* The Dean and chair will discuss the MOU and the Dean will either approve or ask for modification, before forwarding to the Provost for final approval.

Periodic review of progress will occur annually by the Department Chair and the Dean.

Copies of the Self-Study, External Reviewers' Report, and MOU will be housed in the department, Dean's Office, and the Office of Institutional Research and Assessment, will be reviewed annually with the Dean, and will inform discussions of resource allocation in ensuing years.

Appendix A: Common Questions Addressed in the Self-Study

These questions are provided as a guide for the narrative sections of the self-study.

Overview
What are the major strengths of the unit? What are its major concerns? What challenges does it face in the immediate future and over the next five to ten years? How do the activities of the department contribute to the larger mission of the institution?

Faculty

● What changes are anticipated in the faculty for the next several years? What new positions or replacement positions have been authorized? What reductions, if any, are foreseen? How do these changes affect the department's direction and its ability to fulfill its mission?

● How does the faculty's range of interests compare with the breadth covered in typical peer departments? If disciplinary groupings of faculty in the department are identifiable, what working relationships exist among them and what procedures ensure communication? Are there major research/scholarly foci within the department or program?

● How effective is the faculty's teaching? What procedures are there for evaluating the quality of instruction? What consideration is given to the quality of teaching in the granting of tenure, promotions, or discretionary salary increases?

● How well does the department distribute responsibility for teaching, scholarship, service, advising and other activities that contribute to the health of the College across faculty?

● What role, if any, do faculty, other than the Chair or program Director, have in determining departmental objectives or policies? How do they participate in departmental governance, including deciding intra-departmental budget allocations and assignment of new or replacement faculty lines?

● What is the state of faculty morale? What factors have promoted it and what have tended to lower it; what efforts are being made to foster the former and reduce the latter?

● What efforts are made to support and sustain new faculty as they advance toward continuing appointment?

● If necessary, what effort is the department making to address the diversity of its faculty?

Undergraduate Program

- How do the activities of the department contribute to the formation of the successful Oswego College Graduate?

- What is the focus of the undergraduate program?

- What innovations has the department initiated to enhance undergraduate education? How well has the department kept up with external changes in the discipline (e.g., new areas of research, technology).

- What efforts has the department made to contribute to an integrated undergraduate curriculum across departments? To encourage, when possible, interdisciplinarity?

- How do the offerings of the department contribute to the college's General Education program, College Honors Program, or other interdisciplinary programs? Does the department participate in learning communities?

- What opportunities exist for undergraduates to engage in research and/or scholarly activities? What proportion of undergraduate majors are involved in research, creative, or scholarly activity?

- How do the activities of the department contribute toward a more integrated undergraduate student experience at the college? Describe any collaboration with student/ residence life.

- What are the department's procedures for academic advising of undergraduates? How many faculty advise undergraduate students? Are non-tenured or non-faculty involved in undergraduate advising?

- How effective is academic advising in the department? How is academic advisement assessed in the department?

- By what procedures are first-year courses designed, and faculty assigned to them?

- How satisfied is the department with the quality of its current undergraduate students? How has the quality of undergraduate student preparation affected the content and method of undergraduate instruction?

- What are the special needs of transfer students in the department? How has the department met those needs?

- Does the department utilize graduate assistants or undergraduate TAs? If so, what are their specific responsibilities, and how are they trained, supervised and compensated?

- Describe any special student recruiting, retention and completion efforts the department is involved in and describe the results of these efforts.

Graduate Program (if relevant)

- What is the focus of the graduate program? How is the graduate curriculum designed? To what extent does it overlap with the undergraduate curriculum? To what extent do undergraduates participate in graduate courses?

- What is the quality of graduate students attracted to this program? What recruitment efforts are in place? What type of student body is served by the graduate program?

- What are the responsibilities of the graduate program director? How is the role of the graduate program director defined in the department?

- What plans are there for graduate program development or change in the immediate future, and what are the reasons for the change?

- What opportunities exist for graduate students to engage in scholarship and professional related activities?

- What are the procedures for academic advising, for supervision and evaluation of student progress through degree completion, and for assisting graduates in job placement? Does the department monitor and assess graduate student outcomes?

Assessment

- What is the department trying to accomplish with the major program? What student learning outcomes do you expect in program graduates? These should be made explicit in the self-study report. At least two measures of student performance, one direct and one indirect, are recommended.[1]

- How does the department monitor and assess student outcomes? What mix of direct and indirect assessments of learning outcomes does the department utilize?

  a. Direct assessments include: standardized tests, capstone experiences, performance assessments, portfolios, job placements, performance in admission and licensing tests, and placement in graduate school programs.
  b. Indirect assessments include: surveys, exit interviews, and focus groups.

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[1] Barbara E. Walvoord, *Assessment Clear and Simple*, 2nd ed. (San Francisco: Josey-Bass, 2010), 59-60.

- Describe how the department uses program assessment data/review to make programmatic, curricular, and pedagogical enhancements in the program [how the department "closes the loop" of assessment]. Three questions should inform faculty discussions regarding actions to be taken after assessment: (1) "What is most important?" (2) "Which areas show the greatest problems with learning?" (3) "What is feasible?"[2] Remember, whatever plan a department creates must be sustainable.

- Are part-time faculty involved in departmental assessment? If so, how?

Scholarship/Research

- What provisions are made in the department or program to support faculty to engage in scholarship/research and/or creative activities?

- What level of external (to the department/program) support exists to assist faculty in their scholarship/research? Does the department have plans to try to increase this level of support? If so, describe how.

Service

- Describe how the department contributes in service to the college, faculty governance and the wider community.

College Libraries

- Information Literacy

  Are students introduced to the creation, communication, and dissemination of knowledge in the discipline? Do students have opportunity to practice identification, retrieval, and evaluation of information resources in all formats using print and electronic tools? Do students practice ethical use of information?

- Resources

  Do departmental and library faculty collaborate effectively in selecting appropriate resources?

  Do faculty and students have adequate access to resources that support the curriculum and faculty research?
  Are students encouraged/required to use information resources?

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[2] Walvoord, *Assessment Clear and Simple*, 69.

- Services

  Are students encouraged to use key library services that enhance access? (e.g. reference, interlibrary loan)

Extended Learning and Other Activities (where applicable)

- Describe the program's extended learning efforts: online courses, hybrid courses, summer session offerings, winter session offerings, off-campus courses (including the Metro Center and Watertown/Fort Drum), evening and part-time programs, and lectures, symposia, or workshops available to the college community.

- Describe special collaborations with other departments of the college.

- Describe any development-related activities (i.e., fundraising and alumni outreach initiatives) conducted by the department.

Resources and Facilities

How satisfactory are the following provisions for the department's needs and how might they be improved?

- General and disciplinary library holdings and acquisitions
- Research and laboratory facilities and equipment
- Computer facilities and services
- Technical and secretarial services for faculty and students
- Office, classroom, and study space
- Any special resources or support facilities
- Funds for other than personnel services (OTPS)

Appendix B: **Guide for Reviewers**

Overview

- What are the major strengths of the unit? What are the primary concerns? What challenges does it face in the immediate future and over the next five to ten years? How do the activities of the department contribute to the overall mission of the institution?

- How does the program's teaching and research outcomes compare with similar units at comparable institutions? Does it have a distinctive identity?

Faculty

- What is the overall assessment of the faculty? What is the quality of their teaching and scholarship? What is the scope and impact of other current professional activities? Which faculty members are outstanding in their specific scholarly areas? In what areas is the department weak? Are significant areas of specialization inadequately represented for the instructional needs of the department or the college? Are there areas of available faculty expertise that might be more fully exploited? Do the department's requirements for teaching and administrative responsibilities leave sufficient time for scholarship?

- Is the department anticipating its future needs? How effective has it been in recruiting promising junior faculty to replace retiring faculty? How are its character and function likely to be affected by retirements in the next few years? Is there a healthy balance of tenured and non-tenured faculty? Is the gender and ethnic distribution of the faculty appropriate?

- How effective is undergraduate and graduate (if relevant) instruction? How do students rate the teaching in the department?

- How successful is the faculty in generating funding for research, facilities, and equipment? How does funding compare with that of other comparable departments in this field? Discuss the mix of funding—federal agencies, corporate, private, special campus sources.

- What are the credentials of adjunct or part-time faculty? Is the department's use of such faculty appropriate?

- What is the current state of faculty morale? Is there consensus within the department about its goals and policies? Is departmental leadership effective? Are burdens and responsibilities, rewards and privileges equitably distributed? Are junior faculty's interests respected?

- Are compensation, teaching loads, and working conditions commensurate with the

quality of the faculty? Is the department likely to have difficulty retaining faculty?

- Are junior faculty mentored adequately on the development of their careers? Is their academic progress reviewed periodically?

U*ndergraduate Program*

- How does the character and quality of the undergraduate major program compare with those at comparable institutions? What, if anything, is distinctive about it? How well does it prepare students for occupations related to the field? For graduate study? For teaching in the schools? Does the department adequately monitor and assess student outcomes?

- How extensively are undergraduate course offerings elected by non-majors? How appropriate are they for the general or liberal education of such students?

- How large is the department's instructional responsibility in the form of service courses to the College? How effective are they?

- How do undergraduates, particularly majors, feel about the department and its courses? How accessible are faculty outside the classroom? How adequate is undergraduate advising? Are there opportunities for undergraduates to become involved in research, creative, or scholarly activity?

- Is there evidence that the department engages in systematic assessment of student learning outcomes? Does the department use an appropriate mix of direct and indirect assessment procedures? Is there evidence that the department has used program assessment review to make programmatic, curricular, and pedagogical enhancements in the program?

Graduate Program (if relevant)

- How does the character and quality of the graduate program, its curriculum and degree requirements, compare with those at peer institutions? What, if anything, is distinctive about it? How well does it prepare students for research and teaching? For non-academic careers?

- How does the quality of graduate students compare with those at other institutions? How rigorous are admissions standards? How effective are recruiting methods? How might they be improved?

- How effective is the advising system? How helpful are faculty in directing student research? What, if anything, is done to foster a scholarly community of faculty and graduate students within the department? What is the state of graduate student morale?

- What are the procedures for aiding the placement of graduates in appropriate academic or professional positions?

Resources and Facilities

- How adequate are the classrooms, laboratories, faculty offices, technical support, computer and audio-visual facilities, and their maintenance? Are conditions in these areas improving or deteriorating?

- Are the library holdings and facilities and other research resources in this field adequate to the needs of faculty and students? Are conditions in these areas improving or deteriorating?

- Is the secretarial, clerical, and technical support staff adequate to the needs of the programs and faculty? Is the allocation of funds for expenses other than salaries adequate?

- Are interdepartmental research facilities utilized by the faculty? Identify whether there are specific areas where increased investment in such facilities might be particularly effective in increasing research or scholarly activity.

- How does college support for research and scholarship compare to support for peer departments at other universities?

General Conclusions

- How well does the department distribute its time and resources among undergraduate and graduate (if relevant) education and advising, individual and collaborative research, and college service and governance? Are its efforts skewed disproportionately in one direction? Is the department making the best possible use of its resources?

- How does the department or program fare in comparison with its counterparts in comparable institutions? What is unique about the department/program?

- Are there important steps that should be taken to maintain and/or to improve the program's quality?

Appendix C: **Information Sources**

Information	Source
Vitae	Faculty
Faculty Activity (past 5 years)	Departmental Annual Reports/Faculty Information Forms
Staffing Roster	Department Chair
Summary of Personnel Changes (past 5 years)	Human Resources/Department Chair
Current Course Descriptions & supporting information (e.g. Gen. Ed., Honors, etc.)	College Catalog (online), Program Directors/ Coordinators
Course Offerings – Past Five Years (additions/deletions, rationale)	Banner data, Dept. Chair
Faculty Workload Data & Department Profile Trends	Faculty Workload Reports, Department Chair
Course Enrollment Trends (5 yr)	Faculty Workload Reports, Course Enrollment Trends Report (contact IRA x2345)
Number of Majors/Minors	Student Fact Book
Degrees Awarded	Student Fact Book
Course Evaluation Summaries	Department Files/Faculty
Grade Distribution Reports	IRA x2345
Student Profile Data (SPD)	Student Fact Book
SPD- Average SAT Scores, HS average, Average Class Rank Percentile	Student Fact Book
SPD - Retention/Persistence rates by major	Student Fact Book
SPD - Gender and Ethnicity	Student Fact Book
SPD - Age	Student Fact Book
Alumni Employment/Placement	Alumni Office (Annual Alumni Directory), Academic Departments, Career Services Data
Departmental Sponsored (Service) Activities	Faculty, Department Chair
Department Mission Statement (if available)	Department Files, Department Chair
Department Bylaws	Department Files, Department Chair
Department Personnel Policies	Department Files, Department Chair
Peer Department Data	Peer Department Chairs

SUNY Oswego Accreditation

SUNY Oswego is accredited by the **Commission on Higher Education of the Middle States Association of College and Schools** (3624 Market St., Philadelphia, PA 19104, 215.662.5606) and all academic programs have been approved and registered by the New York State Education Department (Office of Higher Education, Education Building Addition, Albany, NY 12234, 518.474.5851).

The School of Education is accredited by the **National Council for Accreditation of Teacher Education** (2010 Massachusetts Ave. NW, Suite 500, Washington, DC 20036, 202.466.7496).

The School of Business is accredited by **AACSB International - the Association to Advance Collegiate Schools of Business** (777 South Harbour Island Boulevard, Suite 750, Tampa, Florida 33602 USA).

The art department earned accreditation from the **National Association of Schools of Art and Design** (11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248, 703.437.0700).

The Chemistry Department's chemistry and biochemistry programs are accredited by the **American Chemical Society** (1155 Sixteenth Street, NW, Washington, DC 20036, USA).

The Music Department is an accredited member of the **National Association of Schools of Music** (11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248, 703.437.0700).

The school psychology program is accredited by the **National Association of School Psychologists** (4340 East West Highway, Suite 402, Bethesda, MD 20814).

The Technology Department received accreditation from the **Council on Technology and Engineering Teacher Education** (CTETE) (1914 Association Drive, Suite 201, Reston, VA 20191-1539).

The Mental Health Counseling program is accredited by the **Council for Accreditation of Counseling and Related Educational Programs** (1001 North Fairfax Street, Suite 510, Alexandria, VA 22314).

The Theatre Department is accredited by the **National Association of Schools of Theatre** (11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248, 703.437.0700).

Walker Health Center is accredited by the Accreditation Association for Ambulatory Health Care Accreditation **Association for Ambulatory Health Care** (5250 Old Orchard Road, Suite 200, Skokie, IL 60077).

The University Police department is accredited by the **New York State Law Enforcement Accreditation Council** (Alfred E. Smith State Office Building, 80 South Swan Street Albany, NY 12210).

Accreditation	Date	Comments
SUNY Oswego is accredited by the Commission on Higher Education of the Middle States Association of College and Schools.	2022	5 year Periodic Review Cycle 2017
The School of Education is accredited by the National Council for Accreditation of Teacher Education.	2021	All the respective program related accreditation will be submitted at least 3 years before our next visit in spring 2021. All individual programs are therefore accredited till 2022
The School of Business is accredited by AACSB International - the Association to Advance Collegiate Schools of Business.	Fall 2017	All programs in SOB fall under AACSB's accreditation
The Art Department earned accreditation from the National Association of Schools of Art and Design.	Fall '16 - Spring '17	Granted Membership in 2006 – 5 yr review for 1st one self-study and then every 10 yrs after that
The Chemistry Department's chemistry and biochemistry programs are accredited by the American Chemical Society.	May, 2021	
The Human Resource Management program is endorsed by the Society for Human Resource Management.		HRM Program is viewed as 'Superior Chapter' by SHRM but no accreditation.
The Music Department is an accredited member of the National Association of Schools of Music.	2021-22	10 yr renewal
The School Psychology program is accredited by the National Association of School Psychologists.	2022	
The Technology Department received accreditation from the Council on Technology Teacher Education.	2022	
The Theatre Department is accredited by the National Association of Schools of Theatre.	2021-2022	10 yr renewal
Walker Health Center is accredited by the Accreditation Association for Ambulatory Health Care.	May 2018	

Executive Summary
Division of Academic Affairs: Academic Support Unit Assessment
2015-16

Mary Ann Preston
Assessment Coordinator, Academic Support Units

Prepared: August 2016

Introduction

The 2015-16 year marked the second assessment cycle for the Academic Support Units within the Division of Academic Affairs. The assessment framework continued to use a goal setting process to connect the work of key functional units with the college's mission and key indicators of the strategic plan. This year, participating units demonstrated more effective use of qualitative and quantitative measures to assess their processes and make changes towards improved outcomes. Three offices (OIEP, CEL and EAP) have now joined Penfield Library in defining and assessing **Student Learning Outcomes (SLO's)** in addition to their process-oriented goals. The reports based on SLO's are summarized separately along with Academic Departments.

Participating Offices and Units:

New:
- ARTSwego
- English for Academic Purposes (EAP)
- Center for Excellence in Teaching (CELT)

Continuing:
- Campus Technology Services (CTS)
- Center for Experiential Learning (CEL)
- First Year Programs
- Institutional Research & Assessment (IRA)
- Office of International Education and Programs (OIEP)
- Office of Learning Services (OLS)
- Office of Research and Sponsored Programs (ORSP)
- Penfield Library
- Registrar
- Research and Individualized Student Experiences (RISE)
- Scholarly and Creative Activity Committee (SCAC)
- Sustainability
- Transfer Services

Joining for current cycle:
- Education Opportunity Program (EOP)

Timeline and Template

The Academic Support Units continued to use the same yearly assessment timeline as the academic departments.   The reporting template is also similar with the addition of a section for **Office Functions**, and **Goals** replacing Student Learning Outcomes as the main organizing feature. The templates for academic departments and academic support units were jointly revised for 2015-16 reporting.   Part b. that previously asked participants to "Report ALL changes implemented or proposed based on assessment data gathered" was split into two questions - one asking for prior changes implemented and their possible impact on current outcomes, and the second asking for proposed future changes based on current data. This change was intended to better allow participants to reflect on the impact of changes and document "closing the loop."

Support and Process

In support of the process the full group met two times during the year:

- Nov 17, 2015: Agenda included formulating goals that support the development of informative measures (provided suggested sentence stems for wording goals); and accessing campus-wide data sources e.g. Student Opinion Survey and the Strategic Planning Library.

- May 4, 2016: Agenda included promoting the expectation that the assessment process be inclusive of all members of the office/unit; and purposefully connecting the Academic Affairs goal setting process to the assessment program through the new Annual Reporting process.

In addition, the coordinator individually met with the three units that were new to the initiative this year: CELT, EAP, and ARTSwego. As done previously, final reports were reviewed by the coordinator and participants were provided with feedback through comments and placement on a rubric.

Alignment with the Tomorrow Impacts and Drivers

Units were again mostly successful in connecting their assessment goals with the Impacts and Drivers of *Tomorrow.* Continually reinforcing this alignment is important for creating a sense of shared purpose. In addition, during the first year of the assessment cycle, participants inquired about the relationship between their assessment report and their office contribution to the annual report for Academic Affairs. This year, the annual reporting to Academic Affairs was organized around the Impacts and Drivers, so this further reinforced the relationship of day-to-day work with the broader endeavors of the college. One area where offices struggle to find alignment with the strategic plan is around the theme of gaining efficiencies. While the intention for these efficiencies may be related to certain student outcomes, like retention or internships, there is also the sense that they have value on their own. Impact 4 is where these initiatives seem to belong, yet there is not a Driver that fits particularly well. See separate document containing a detailed grid of the alignment for each office.

Findings

The reports provided evidence that some units are incorporating feedback and becoming more skilled with the assessment process. Based on the first year, participants were encouraged to modify their goal statements to include intended outcomes. Outcome-oriented goals foster effective alignment and support the development

of informative measures. While most units were given this feedback, only a few edited the wording of their goals based on the recommendations (First Year Programs, RISE, OIEP). The newly participating units (CELT, EAP, ARTSwego) all took this guidance and composed effective outcome-oriented goals from the start.

Another area of feedback underscored the distinction between activities and measures. Last year many units were specifying "measures" that were in fact activities e.g. develop repository, or develop new outreach program.   Many offices were stopping short of measuring what they intended to accomplish, but instead were stating what they did. This is an area where the reports showed marked improvement from last year with 7/16 offices scoring top levels on item 4 of the rubric (**Assessment plans should specify measures that will provide data for monitoring progress towards improving outcomes.**) compared to 3/13 last year. Units effectively handled the section on **changes implemented** and in most cases were able to connect data with ideas for further development.

This year the reports demonstrated increased use of section d. (**Required resources to implement the changes listed in part c.**) This section is particularly important when the reports are considered as a whole through the broader lens of Academic Affairs. Viewed in this way, the reports provide contextual information for informing resource allocation, a key intention of Institutional Effectiveness assessment.

Although they follow a common framework, the approach to assessment taken by each participating Academic Support Unit is varied and unique. Each year one report is recognized as exemplary and one is noted for being the most improved.   The 2015-16 report for Campus Technology Services is exemplary in its use of quantitative and qualitative measures, as well as its connection of the assessment process to the new IT Strategic Plan. The 2015-16 Office of Sustainability report demonstrated the most improvement by redefining their goals and developing specific measures that clearly reflect the work of the office.

Recommendations for 2016-17

- Closely examine reports for evidence of overlap and potential for collaboration in an effort to identify efficient use of resources towards common outcomes. For example, opportunities for student research seem to be handled by several different offices, so the coordination of these initiatives may be appropriate.
- Support opportunities for offices to share their initiatives, goals and approaches to assessment.

Suggested Groupings for Sharing					
Group 1	**Group 2**	**Group 3**	**Group 4**	**Group 5**	**Group 6**
CEL	ORSP	CELT	Library	1st Year Programs	CTS
RISE	SCAC	ARTSwego	EAP	Transfer	Registrar
OIEP		Sustainability		OLS	IRA
				EOP	
Rationale for Groupings					
Functions around student research/ experiential learning.	Relationship between internal and external funding.	Challenge of going beyond measuring participation to measuring outcomes.	Creating a culture of literacy	Interconnected initiatives and outcomes related to retention and academic support.	Challenge of defining day-to-day work in a broader context.

- Consider ways to streamline goal setting, planning, assessment and annual reporting, in order to lighten the reporting burden and better connect the processes with each other.

- Continue to provide professional development in the areas of existing and emerging data sources.

- Continue to promote the expectation that the assessment process be inclusive of all members of the office/unit.

- Provide an opportunity for Academic Support Units to review the Middle States PPR document in the context of their assessment work.

Student Affairs and Enrollment Management
Assessment Process 2015-16

Month	Description	TO WHOM	BY WHEN
JULY 2015	**Part I – Mission, Vision, Goals, Outcomes and Objectives** **Confirm** Mission and Vision; **Develop** Goals, **OUTCOMES**, and Objectives for 2015-16 through the lens of **TOMORROW**, paying attention to your department **IMPACT** on students.	Barbara St. Michel – Assessment Management for Assessment Steering	July 1, 2015
	Assessment Steering will meet in July and provide feedback on Part I to Directors by July 22		
AUGUST 2015	**Part II** – **Department Assessment Plan** Include all assessments planned for 2015-16. **Assessment Project Requests requiring Institutional Research approval <u>must</u> be included with Part II**. A list of other planned assessment projects must also be included with Part II but that list may be revised by the Director as needed during the year. See Project Request form to determine what requires Institutional Research approval.	Barbara St. Michel – Assessment Management for Assessment Steering	August 3, 2015
	Assessment Steering will meet in August and provide feedback on Part II by August 21		
ONGOING 2015-16	**Part III** – **Assessment Project Reports** A final report on all completed assessment projects must be written and submitted and should include findings and recommendations for action to be taken.	Barbara St. Michel – Assessment Management for Assessment Steering	Submit within 30 days of assessment project completion
	Institutional Research requires reports on assessment projects distributed through their office. The Division will maintain a collection of completed assessments for use by all departments and for institutional and Middle States reporting.		
May 2016	**Part IV** – **Departmental Assessment Summary** – summarizes all departmental assessment projects, including results and recommendations for improvement.	Barbara St. Michel – Assessment Management for Assessment Steering	May 1, 2016
	Directors may use the summary to develop their annual report, to identify Points of Pride for the annual report and identify continuous improvement initiatives for the Briefing Booklet, and develop goals, outcomes and objectives for 2016-17.		
May 2016	**Annual Report "Points of Pride"**	Jerald Woolfolk, Vice President	May 23, 2016
June 2016	**Submissions for Briefing Book** **Examples of assessments and improvements made as a result – our "commitment to continuous improvement"**	Kathleen Evans for Assessment Steering	June 1, 2016

The link to Parts I-II-III-IV is on our Divisional Assessment website at:
http://www.oswego.edu/administration/student_affairs/assessment/Process.html

Student Affairs and Enrollment Management
DIVISIONAL ASSESSMENT REPORT

2015-2016

Introduction:

The Student Affairs and Enrollment Management Divisional Assessment Team was established in 2011-2012 to develop and formalize divisional assessment activities. Given the importance of assessment within the division (and within the institution), team members are expected to be responsible for assessment within their respective areas. The SAEM Assessment Team consists of representatives from each department, who each commit to a minimum of three years on the assessment team.   Team members are expected to participate on one of two subcommittees, Training, Development & Outreach (TDO), or Marketing & Communication (M/C).

In addition to the SAEM Assessment Team, there is a Steering Committee that plans, coordinates and supports overall assessment activities. The Steering Committee includes the chair of the Assessment Team (Kathy Evans), as well as Rick Kolenda (Residence Life), Christy Huynh (Career Services) and Sara Rebeor (Residence Life). Michele May provides administrative support to the Steering Committee and the Assessment Team.

Since the inception of the Assessment Team, the priority has been to create a culture of assessment within the Division of Student Affairs and Enrollment Management. To that end, the goals of the Assessment Team are: 1) To develop a culture of continuous improvement within the Division; 2) To develop capacity and knowledge within the Assessment Team and within the Division; and 3) To align the goals of the Assessment Team with the College and Division strategic plans.

Recent History: Progress in 2013-14 & 2014-15

As recommended by Middle States 2012 report, we made significant strides in gathering and using assessment data for continuous improvements in the following ways:

- Establishing both expectations and a process: Our Divisional Assessment Team, with representation from all departments, established expectations for assessment of program goals and intended outcomes and encouraged the use of data for improving programs and services. Assessment expectations are discussed at every bi-weekly Divisional Directors meeting.

- Managing Survey Fatigue / Other Logistics: Given some concerns association with campus-wide survey fatigue, we developed a reporting relationship with Institutional Research where all electronic surveys are scheduled and approved prior to being deployed. Each department must submit an Assessment Project Request form to IR for all needs assessments, and electronically

administered surveys. IR manages the approval and scheduling process as well as sample sizes for all surveys.

- Sharing results: We encouraged departments to seek out opportunities to share the assessment results, and specifically to share how the results were used to make improvements to programs and services. The Marketing & Communication subcommittee launched the *We Heard Your Voice* poster campaign in Spring 2015.

Accomplishments in 2015-16:

We achieved significant progress in our efforts to develop a culture of assessment in 2015-16. ALL departments submitted Mission, Vision, Goals, Outcomes & Objectives (Part I), as well as a departmental Assessment Plan (Part II), seeking IR approval when appropriate. Approximately 70% of all departments/units submitted year-end Assessment Reports, a significant improvement from 2014-15.

Using the Divisional Assessment Team's guiding goals, below is a detailed reported on accomplishments in 2015-16:

Goal One: Develop a culture of continuous improvement within the Division

Efforts to continue to create a culture of assessment within the Division remain the primary focus of the Assessment Team. Specific efforts included:

- o Sharing out accomplishments and completed assessments
  - **One department is featured at each monthly Assessment Team meeting.** The featured department reports out on a recent evaluation, including the results as well as the ways the findings are used to improve programs and/or services. In 2015-16, the following departments shared assessment results: Admissions, Career Services, Disability Services, Counseling, Athletics, Lifestyles, and Orientation.
  - **Departments share assessment results at two Assessment retreats (held twice annually);**
    - **Assessment Showcase** – January 19, 2016: all departments did poster session with assessment results; Disability Support Services did 'featured department', results of focus group assessment (Fall 2015)
    - **Assessment Retreat** – June 9, 2016: Counseling Services 'featured department', results of national benchmarking assessment (Spring 2016)
  - *We Heard Your Voice* – campaign to disseminate information gathered through assessments and to share how data is used to make improvements to programs and services. Although the campaign began in 2014-15, the flier was redesigned and a comprehensive schedule developed for Spring 2016, Fall 2016, Spring 2017 and Fall 2017. In Spring 2016, four departments were featured in the campaign.
  - **Large-scale assessments shared with Institutional Research in 2015-16:** Student-Athlete class conflict (Athletics), Senior Exit Survey (Athletics), CCAPS Mental Health & Counseling

Benchmarking Survey (Counseling Services), and Transportation Survey (Student Development).

- **Sharing results across the Division**: The Lifestyles Center shared data from the CORE survey and the ACHA survey to Divisional Directors.

o <u>Guide departments in developing a 3-year assessment plan</u>**:** Although departments have done a great job embracing annual assessment activities, many lack a long-range assessment plan.

- In response, Steering Committee developed a form for departments to complete a 3-year assessment plan, beginning in 2016-17.
  - To assist departments in completing 3-year assessment plan, TDO offered 2 workshop & assessment 'liaisons'[1] worked with departments/units individually

o <u>Become a recognized leader in SUNY</u>

- Members of the Assessment Team continue to network with colleagues across the state, and attend conferences/workshops on the topic of assessment.
- Staff member (chair) conducted and published a study on strategies to enhance culture of assessment at another institution.

o <u>Using Results</u>: As a result of the divisional assessment process, all departments/units are expected to indicate, on their Assessment Report (Part III), how results will be used for continuous improvement. **The following improvements were made in 2015-16 as a result of findings on assessment in the previous year (2014-15):**

- **Auxiliary Services**:
  - NACUFS: Added nutritional information to Late Night Menus; Credit and debit cards accepted at several cash operation facilities; Increased Laker Dining Dollars to $80 per semester on Full Board Plan
  - NACS: Launched *Our Dare to Compare* awareness campaign on textbook pricing; Increased student/faculty interaction fund to $200 and allowed department to use it twice per semester
- **Career Services:**
  - Employer Relations: Increasing employer outreach efforts through launch of industry centric model
  - Etiquette Dinner: eliminated new 'format' for dinner – returning to traditional dining format to increase satisfaction and outcomes
- **Counseling Services:**
  - Comment Box (satisfaction): Hire more part-time staff to alleviate wait list
- **Disability Support Services:**
  - Smart Pen Feedback: Offer more training sessions at different times
- **Lifestyles:**
  - Smoking cessation (tracking & perception): Further outreach on availability of programs to support smoking cessation.
  - CORE: Continue focus on heroin awareness; Collaboration with other department to address mental health issues and AOD use; Investigate suicide prevention strategies

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[1] members of the Steering Committee assigned to support individual depts/units

- Sexual assault training (outcomes): Start training earlier in the semester
  - **Walker Health Center:**
    - Get Yourself Testing (participation): Continue to offer free testing; collaborate with Lifestyles for additional outreach and commitment to marketing event

Goal Two: Develop capacity and knowledge within the Assessment Team and within the Division

- o <u>Knowledge of current concepts in assessment/Continuing professional development in assessment and related topics:</u> **The following workshops, seminars, and webinars were provided to staff in 2015-16:**
  - 10/13/15: Developing Outcomes: Mary Odden, Campus Labs consultant:
    - 13 participants
  - 10/20/15: Webinar: Creating a Culture of Assessment:
    - 6 participants
  - 12/3/15: Webinar: NASPA benchmarking surveys:
    - 5 participants
  - 12/14/15: Webinar: Designing a co-curriculum, Tracking Student Engagement:
    - 7 participants
  - 1/9/16: Assessment Showcase: 63 participants
    - ALL departments/units represented
  - 2/9/16: Brown Bag discussion: Assessing Student Financial Wellness:
    - 8 participants
  - 4/6/16: Workshop: Developing a 3-year assessment plan:
    - 12 participants
  - 6/9/16: Assessment Retreat: 39 participants
    - ALL department/units represented
- o <u>Awareness of future trends:</u>
  - **Assessment Steering Committee regularly reviews scholarly publications** related to assessment. New releases reviewed in 2015-16 include:
    - *Student Affairs Assessment: Theory to Practice* by Henning & Roberts
    - *Leading Assessment for Student Success* by Bingham, Bureau & Duncan
    - *Coordinating Student Affairs Divisional Assessment* Edited by Yousey-Elsener, Bentrim & Henning
  - **Assessment retreat**: At our June Retreat (2015) we had a national expert on assessment give the key note address. Dr. Kimberly Yousey-Elsener also facilitated two group sessions on conducting focus groups, and analyzing focus group data
  - Efforts are underway to **establish a team of focus group facilitators** who can support divisional assessment projects

Goal Three: Align the goals of the Assessment Team with the College and Division strategic plans

- o The Division of Student Affairs and Enrollment Management developed a strategic planning document with divisional goals and objectives that align with the College's *Tomorrow* plan and provides direction to our departments and units.

- o The SAEM divisional annual report was completed within the framework of the College's *Tomorrow* plan, with each unit providing evidence of their contributions to institutional 'Impacts' and 'Performance Drivers'.

Summary Progress Report (Assessments completed in 2015-16):

- o **Admissions:**
  - Parental / Guardian interactions (Karen Archibee)
  - Applications from out-of-state (Karen Archibee)
- o **Athletics:**
  - Review of study table hours Fall 15 & Spring 16 (Sue Witmer)
  - Student-Athlete Class Conflict (JJ O'Connell)
  - Senior Exit Survey (Tracy Bruno)
  - Outreach to alumni athletes (Eric Summers)
  - Increase attendance at athletic events (Malcolm Huggins)
  - Improve competitiveness of athletic teams (Mike Bielak & JJ O'Connell)
  - Comparison of student athletes to overall student population (Sue Witmer)
- o **Auxiliary Service:**
  - NACUFS Customer Satisfaction Survey (Sandy King)
  - NACS Satisfaction Survey (Susan Raby)
- o **Campus Life:**
  - Effectiveness of Laker Life Training (Mike Paestella)
  - Event Planning outcomes survey (Holli Stone)
  - Campus Recreation student employee training survey (Sandy Jeffers)
  - Campus Activities NASPA benchmarking (Barbara St. Michel)
- o **Career Services:**
  - Industry specific resources (Jennifer Roxas)
  - Career development program learning outcomes (Gary Morris)
  - Career Fair outcome survey (Gary Morris)
  - Resource Center Satisfaction & Usage Survey (Gary Morris)
  - GST 110 course evaluation and outcomes survey (Jackie Wallace)
  - Graduate outcomes survey (Gary Morris)
- o **Community Services**
  - Community Services survey (Alyssa Amyotte)
- o **Counseling Services:**
  - CCAPS Mental Health & Counseling NASPA Benchmark (Kate Wolfe-Lyga)
  - Demand for Services (Kate Wolfe-Lyga & Kathy Evans)
  - Outreach/Counseling Programming Evaluation (Kate Wolfe-Lyga)
- o **Disability Support Services:**
  - Improvement in Service Delivery Focus Group (Starr Wheeler)
  - Premier Software Training Outcomes (Starr Wheeler & Pat Devendorf)
  - Demand for Services (Starr Wheeler & Kathy Evans)

- o **Financial Aid:**
    - Staff Development & Training (Mark Humbert)
    - Improve internal audit efforts (Mark Humbert)
    - Maintaining state and federal compliance (Mark Humbert)
    - Decrease student loan default rate (Jennie Hoffmann)
- o **Lifestyles:**
    - Bystander Intervention Program outcomes (Shelly Sloan)
    - Electronic Cigarette Program outcomes (Trisha DeWolf)
- o **Orientation:**
    - Summer Program Satisfaction & Learning Outcome surveys (Dan Roberts)
- o **Residence Life & Housing:**
    - Residence Life & Housing survey (Sara Rebeor)
    - Student Leadership Development (Sara Rebeor)
    - Student Staff outcomes (Sara Rebeor)
- o **Student Conduct:**
    - NASPA Student Conduct Benchmark (Dan Roberts))
- o **Student Development:**
    - Transportation Survey (Kathy Evans)
- o **Walker Health Services:**
    - Quality of Care Chart Review (Allison German)
    - Analysis of Chlamydia Rates (Angie Brown)
    - Condom and STD awareness survey (Angie Brown)
    - Demand for Services (Angie Brown & Kathy Evans)

Recommendations for 2016-17:

- Provide specific, detailed feedback to departments by 'rating' department submissions (exemplary, moving in the right direction, facing challenges, facing significant challenges). This rating scale has been used by Academic Affairs to rate their assessment efforts for the last two years.
- Provide departmental/unit ratings to VP and Divisional Leadership team
- Continue to provide variety of training/development opportunities including annual showcase & retreat
- Continue to develop strategies to share results
    - o Get departmental/unit assessment reports on Assessment website
    - o Provide template for analyzing benchmarks (UAlbany model)
- Steering Team to national assessment conference (NASPA or ACPA in June/July 2017)

Respectfully submitted on behalf of the Assessment Steering Team:

Kathleen S. Evans, Ed.D.   November 22, 2016

ANNUAL REPORT
2015-2016

STATE UNIVERSITY OF NEW YORK AT OSWEGO
STUDENT AFFAIRS & ENROLLMENT MANAGEMENT

DIVISION OF STUDENT AFFAIRS AND ENROLLMENT MANAGEMENT

The Division of Student Affairs and Enrollment Management continued to be laser focused on student success during 2015-16. We take great pride in our commitment to ensuring student experiences outside the classroom impact their development as well-rounded individuals who think critically, engage in informed discourse, and make a significant contribution to the global community. With a mission to enroll and engage students in a vibrant out-of-class learning community, we continue to expand our services and programs to meet the needs of our students.

This year our Division has been very effective in collaborating with other units on campus. Our staff members are highly skilled and trained, and have no other goal than to impact student success whether in our residence halls, through student clubs and organizations, health and wellness, career development, campus engagement, or the many, many opportunities we provide for our students to grow. We continuously assess our programs through planning, implementation, assessment, and improvement to ensure they meet our high standards of integrity.

Most importantly, we love the work we do. Our greatest satisfaction is our daily interaction with students knowing that we are positively impacting their lives, their futures! This annual report highlights just some of the work accomplished by the team in Student Affairs and Enrollment Management. Please enjoy!

JERALD JONES WOOLFOLK, PH.D.

Jerald Woolfolk

Vice President for Student Affairs and Enrollment Management

ADMISSIONS

Daniel Griffin
Director of Admissions

M.S. SUNY Oswego
B.A. SUNY Oswego

"Admissions is reaching farther and communicating more—and in more ways—than ever before. From our printed materials to our increasing online presence, to videos, skyping, texting, and visits to schools, colleges and fairs in and out of state, we get the word out about what an exceptional place SUNY Oswego is."

POINTS OF PRIDE

- Enrolled more than 1,400 new first-year students for the fourth consecutive year, the first time we've achieved this goal. The 2015-2016 class was the most diverse new class in our college's history.

- Recorded a 13% increase in transfer applications at a time when most SUNYs are seeing a decline.

- Hosted record numbers at spring admitted student programs on campus with over 1,100 students and their families attending.

- Collaborated with the Alumni Relations Office and held a New York City "Send-off" event for new students in August.

- Added two buses to facilitate visits to campus from admitted students in the greater metro-NYC area. 60% of the students who participated ultimately enrolled.

- Hired a coordinator for Start Now, our new partnership with Jefferson Community College, giving students who do not qualify for admission as first-year students a pathway to future admission as transfers.

- Hosted 45 school counselors from New York City in May.

ATHLETICS

Susan Viscomi
Director of Athletics

M.A. Colgate University
B.S. SUNY Cortland

"Athletics engages students in meaningful out-of-class experiences to include developing character through competition, providing programs for future leaders and through participation in community service. We foster the academic achievements of our student athletes by providing a wide range of support services to include course advisement and registration for new first-year athletes, a structured study table and individualized monitoring, as needed."
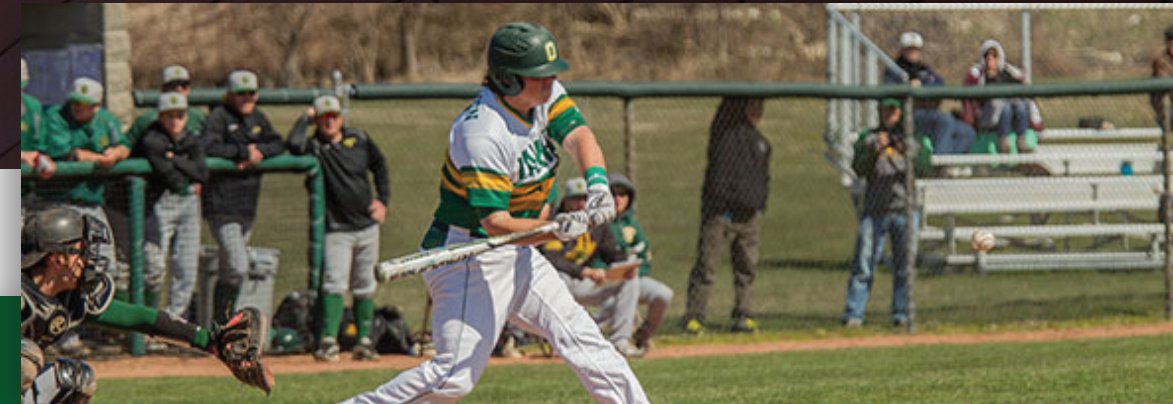
POINTS OF PRIDE

- Continued to experience academic success among student athletes. Cumulative GPA for athletes was 2.99 as compared to 2.94 for non-student athletes.

- Graduated student athletes at a rate 10% higher than non-student athletes.

- Renovated Hall of Fame Wall in Laker Hall lobby complete with a touchscreen kiosk where fans may visit the history of SUNY Oswego Athletics.

- Earned a berth in the Round of 16 in men's basketball in the NCAA Division III Championship for the first time in program history. Hosted the NCAA Division III Men's Basketball Championship Rounds of 16 and 8.

- Opened new Laker Turf Stadium, the college's first outdoor turf venue.

- Reached the NCAA Division III Baseball Championship for the second-straight year.

- Awarded SUNYAC Rookie of the Year to four athletes in their respective sports.

- Participated in the dating violence workshop from the One Love Foundation in January 2016 (participation by over 400 student athletes).

- Created an "It's On Us" video about sexual assault awareness with the Student-Athlete Advisory Committee (SAAC).

- Received national recognition for community service by the National Association of Division III Athletics Administrators.

AUXILIARY SERVICES

Michael Flaherty
General Manager

M.B.A. Canisius College
B.S. Niagara University

"Auxiliary Services employed over 700 students and paid them in excess of $1,870,000 to assist with their educational expenses. Our student employees reported they learned valuable interpersonal, time management and practical life skills, as well as cultural competencies, as a result of their employment."

POINTS OF PRIDE

- Contributed over $1.65 million dollars to benefit the SUNY Oswego campus community.

- Recognized 168 Auxiliary Services student employees with a cumulative GPA of 3.3 or above during Honors Week.

- Awarded 16 Craig D. Traub and 12 William R. Tucker Auxiliary Services Student Employee scholarships.

- Scored higher in all 26 categories, compared to 99 other institutions, on the National Association of College and University Food Services (NACUFS) Customer Satisfaction Survey. The Cash Operations and Catering Division scored higher in 24 of the 26 categories in the same survey.

- Purchased in excess of $2,076,851 from New York State vendors which represented 30.5% of our food purchases.

- Served a diverse menu to over 900 participants on campus for the Genius Olympiad, including Halal certified meats.

- Increased overall satisfaction from 4.0 in 2015 to 4.31 in 2016 (5 = Excellent) in the National Association of College Stores (NACS) Customer Satisfaction Survey.

- Hosted seven different exhibits at Oswego State Downtown in the 2015-2016 year that integrated student, faculty and community artists through the visual arts as well as music and poetry.

CAMPUS LIFE

Earnest Washington
Director of Campus Life

M.S. Grambling State University
B.S. Mississippi Valley State University

"The Department of Campus Life contributes to student success through extraordinary educational programs, second to none customer service, and a vibrant campus atmosphere that provides positive, purposeful out-of-class experiences that students can reflect upon for a lifetime."

POINTS OF PRIDE

- Offered 69 programs through Campus Recreation attracting nearly 9,000 participants.

- Recorded 49,764 check-ins to Lee and Swetman Halls.

- Recorded 1,902 participants in intramural leagues and tournaments.

- Served over 4,000 students, faculty and staff at the Student Involvement Fair.

- Registered 203 student organizations.

- Restructured the Student Involvement Awards program which recorded its highest attendance ever of 256 faculty, staff, and students.

- Implemented the Fraternity and Sorority Standards of Excellence.

- Celebrated Mardi Gras for the second year with a record number of nearly 400 attendees.

CAREER SERVICES

Gary Morris
Director of Career Services

M.Ed. Kent State University
B.A. SUNY Oswego

"Career Services helps students discover the life they are meant to live, and prepare to successfully compete for that life. Cutting edge resources and tools, tailored expertise, and a high level of collaboration with our many partners serve our students and alumni well through the entire career development process."

POINTS OF PRIDE

- Received two SUNY Excellence in Programming Awards for our "Industry-Centric" operational model: the prestigious "Capstone Award" for best overall program in the SUNY system, and the Office Operations and Communications award.

- Scheduled 2,209 customized professional career coaching appointments which yielded an increase of 191% over the 2014-2015 academic year and 1,629 intern appointments which yielded an increase of 36% over the 2014-2015 academic year.

- Conducted 210 presentations to over 5,000 students which resulted in a 15% increase over the previous year.

- Coordinated 48 events and programs involving 2,370 students.

- Developed new partnerships with over 400 employers.

- Coordinated academic advisement for 332 students with undeclared majors.

- Hired full-time industry expert for Fine/Performing Arts, Media, and Entertainment.

- Developed innovative web platform to connect all SUNY Oswego majors to career development.

- Chosen to present at multiple professional conferences in the U.S. and Canada (e.g., American College Personnel Association, Association of College Unions International, SUNY Career Development Organization; Student Affairs Conference).

- Conducted over 14,000 points of outreach to Class of 2015 to offer career support.

COUNSELING SERVICES CENTER

**Katherine Wolfe-Lyga, LMHC
Director of Counseling Services Center**

M.S. Syracuse University
B.A. SUNY Oswego

"The Counseling Services Center addresses and attends to students' emotional, cognitive and behavioral health to support the creation of a strong foundation within which to grow and engage in personal development."

POINTS OF PRIDE

- Participated in the National Association of Student Personnel Administrators (NASPA) Consortium on Mental Health National Benchmarking 2015-16.

- Collaborated with other campus units to create the campus food pantry.

- Created "Intercultural Dialogue" (in collaboration with Hart Hall faculty in residence), to offer alternative supports for international students who are looking for resources.

- Conducted the Project O-S You focus group in which 100% of participants self-reported positive personal growth (confidence and self-worth) six weeks after the group's conclusion.

- Observed Mental Health and Wellness Week, hosted by P2P (Peer2Peer), with over 1,100 students participating.

- Increased student appointments by 25% from fall 2015 to fall 2016.

- Provided the Sexual Assault Support Group with self-defense training through a local dojo in spring 2016.

- Increased outreach activities by 53% during this time period.

DEAN OF STUDENTS

Jerri Howland, Ph.D.
Associate Vice President for Student Affairs and Dean of Students

Ph.D. University of Iowa
M.A. Southeast Missouri State University
B.S. Frostburg State University

"The Dean of Students office educates students about the impact of their behaviors on themselves and the community and works with them to promote resiliency by: 1) holding them accountable for their behaviors, and 2) educating them about how to be responsible citizens through the Code of Student Rights, Responsibilities and Conduct.

POINTS OF PRIDE

- Launched Maxient (conduct software) which includes student discipline, academic integrity, threat assessment, Title IX, and Clery components.

- Developed and implemented the first Oz Leads Leadership Institute with a class of 16 students.

- Trained all Sexual and Interpersonal Violence Hearing Officers on Trauma Informed Responses in collaboration with Title IX Committee and Services to Aid Families.

- Reduced number of student drug violations by 14% from previous year through educational programs and individual counseling.

- Hosted Arel Moodie, national speaker on student leadership, with over 350 students attending his "Starting Your College Success" keynote.

- Participated in National Association of Student Personnel Administrators Consortium through a baseline assessment study, Student Conduct and Academic Integrity.

- Received grant from SUNY to promote diversity leading to a partnership between Student Affairs and Academic Affairs.

- Developed I Am Oz Diversity Speakers Series which featured nationally recognized speakers Bobby Gonzalez, Derald Wing Sue, Robin Kimmerer, Arlene Kanter, Marc Lamont Hill, Anand Giridharadas and Marilyn Chin.

- Chaired Mission and Goals workgroup of the Review of Academic Advising and Planning committee and developed a mission and goals statement for academic advising.

FINANCIAL AID

Mark Humbert, Ed.D.
Director of Financial Aid

Ed.D. St. John Fisher College
M.P.A. SUNY Brockport
B.S. Roberts Wesleyan College

"At Oswego, financial aid is a stepping stone to student access and success. The Financial Aid Office assists students and families to develop a plan to pay for college, identify financial resources, and complete necessary applications."

POINTS OF PRIDE

- Lowered the college's three-year Cohort Default Rate from 7% in 2014 to 5% in 2015 and to 4.4% in 2016.

- Processed financial aid (FA) applications for 7,000+ students.

- Administered $80+ million in federal, state and institutional FA for students.

- Assisted students and parents in developing realistic, affordable financial plans.

- Facilitated student work experiences providing them the opportunity to engage, learn, research and use their talents to help others on and off campus.

- Implemented an on-line financial literacy program available to all prospective and current students and alumni.

- Collaborated with Educational Opportunity Program (EOP) to design and implement a FA and financial literacy program for new students attending the EOP summer experience and orientation.

- Disseminated new student FA Award Packages prior to February 10 which is the earliest date in recent history.

- Contacted students prior to summer orientation session and encouraged them to complete the FA process and finalize payment strategy prior to or during the Orientation program.

- Reviewed bill with students and families during orientation to ensure they understood the billing process and to facilitate finalizing a payment strategy.

RESIDENCE LIFE AND HOUSING

Richard Kolenda, Ed.D.
Assistant Vice President for Residence Life and Housing

Ed.D. Syracuse University
Ed.S. University at Albany
M.S. University at Albany
A.B. Upsala College

"The Residence Life and Housing Department offers a balanced programming curriculum focusing on leadership, global issues and personal development. We provide a strong support structure consisting of a well-trained, experienced and knowledgeable staff dedicated to helping students attain personal and academic success."

POINTS OF PRIDE

- Conducted the 8th Annual Lakerfest Celebration.

- Presented the 5th Annual "A Walk in Another's Shoes".

- Opened the newly renovated Waterbury Hall.

- Accommodated over 4,000 guests from 34 different groups during summer conferences.

- Joined the National Association of Colleges and University Residence Halls.

- Increased membership in the Fitness Center to over 3,400 paid memberships, the largest membership ever.

- Provided staff diversity training conducted by Dr. Jamie Washington, a nationally known diversity and inclusion speaker.

- Over 75% of students who responded to the fall survey indicated that our residence halls have a positive sense of community overall; the residence hall environment leads them to value diversity; and they are "satisfied" or "very satisfied" with their residence hall experience.

- Presented approximately 4,500 programs in the residence halls.

- Increased diversity of our Residence Student Staff to 43%.

STUDENT DEVELOPMENT

Kathleen Evans, Ed.D.
Assistant Vice President for Student Development

Ed.D. Northeastern University
M.S. Syracuse University
B.S. SUNY Oswego

"Student Development is committed to supporting students throughout their college experience. We believe in students, and believe that with the right amount of challenge and support they can excel and achieve their life goals."

POINTS OF PRIDE

- Awarded 'Community Champion' for the month of February by Recognize Oswego County for the 3,000 hours of tutoring and mentoring provided by Mentor Oswego to over 500 children in three school districts and two community centers.

- Collected nearly seven tons of clothing and household items and over 2,000 pounds of food from residence halls through the Leave Green initiative which were resold at a three-day garage sale, raising thousands of dollars for People Against Poverty. Unsold items were donated.

- Achieved an overall attendance record at Opening Week 2015 events with nearly 5,000 attendees taking advantage of the week's events.

- Piloted a 'commuter student' program designed to meet the unique transitional needs of our commuter and non-traditional students. Over 110 students attended.

- Conducted study on the usage of extended-time by students registered with Disability Support Services (DSS) that was published in the Journal of Postsecondary Education and Disabilities and presented at two statewide conferences.

- Raised over $800 for the American Cancer Society through a joint partnership between Disability Support Services and Sigma Tau Chi fraternity (ETX).

WALKER HEALTH SERVICES CENTER

Angela Brown, FPN-BC
Director of Walker Health
Services Center

M.S.N. SUNY Upstate Medical University
F.N.P. SUNY Upstate Medical University
B.S.N. SUNY Brockport

"The Health Center helps contribute to student success by ensuring their health and wellness is at a level that allows them to be successful academically, socially and in every aspect of their life."

POINTS OF PRIDE

- Added additional in-house testing and clinics for students.

- Offered walk-in STI (Sexually Transmitted Infection) Clinic for students. This clinic provides students the ability to walk in for STI testing without an appointment and decreases the stigma around testing.

- Introduced the successful St. Patrick's Day harm reduction campaign, "Don't Push Your Luck".

- Accommodated 8,345 student visits which is an increase of 4.94% from the previous year. Served 74.4% of the student population.

- Offered new in-house testing for students at the Health Center (syphilis and rapid strep), thereby decreasing the wait time for results.

- Taught 10 CPR classes for the campus community.

- Continued successful programming for students and staff for heroin awareness and bystander training.

- Sponsored Jungle Jam which featured Clean Slate Living. This engaged students in interactive alcohol awareness activities.

- Received the SUNY Outstanding Student Affairs Program Award in October 2015 for "Creating a Culture of Reporting and Response: A Collaborative Approach" in Violence Education and Prevention Collaboration.

- Received approval from Faculty Assembly to offer GST 350, Lifestyles Center Peer Education, as a permanent course.

Office of the Vice President for Student Affairs and Enrollment Management
711 Culkin Hall, SUNY Oswego, Oswego, NY 13126
www.oswego.edu/student-affairs

ANNUAL ASSESSMENT REPORT
2015-2016
Summary Report
Trevor Jorgensen
Assessment Coordinator

Prepared by Trevor Jorgensen:
September 2016

This is the fifth year we ran through the full cycle of annual assessment reports for majors. The Assessment Report and Plan Form was updated to clarify instructions and expectations based on misunderstandings or deficiencies reflected in last year's submissions (see Appendix I). This included directions to provide sufficient details and explicit data for the measures, results and interpretations section, the reporting of changes that were implemented based on the previous assessment data gathered and the impact of these changes on previous results, future changes based on assessment data, and recommended changes to the assessment methodology and process for the upcoming academic year. I worked with Academic Support Units directors in Experiential Learning, ESL, and International Education to develop Student Learning Outcomes so assessment data can be collected for the 2016-2017 academic year. Following last year's successes, I continued the practice of working closely with Departments and Programs that were challenged by assessment process. This year the submission process was significantly improved as the Associate Dean of the College of Liberal Arts and Sciences (CLAS) and School of Communication Media and the Arts (SCMA) met with or provided written feedback to departmental representatives prior to forwarding me the Assessment Reports. The Associate Deans of CLAS and SCMA also agreed to collect and review Graduate Assessment Report and Plan Forms for the Division of Graduate Studies.

PROFESSIONAL DEVELOPMENT

Assessment Fellows Program:

I oversaw the Assessment Fellows Program again this year, ensuring that the fellows meet their goals, and received the resources they needed to take on a leadership role in assessment in their departments. We began the year with Nin Dingra (Bio-Chemistry) and Aleksandra Kraszpulska (Theatre) who accompanied me to the Assessment Institute in Indianapolis, the nation's oldest and largest event focused exclusively on outcomes assessment in higher education. One of the fellows accepted a position at a different university in January, but the other was successful in developing a richer understanding of best practices and taken on a leadership role in assessment in her department. The Provost's office also approved adjunct faculty compensation to cover the course for which an Assessment Fellow will be released to fulfill his or her duties. This change has significantly helped in recruiting fellows and Laura Donnelly (Creative Writing), Preety Tripathi (Mathematics), and Suzanne Wright (Accounting and Finance) are enrolled in the 2016-2017 Assessment Fellows Program.

Assessment-related Training and Professional Development:

In January 2016 Trevor Jorgensen, Aleksandra Kraszpulska, and Mike Murphy presented a workshop entitled "Best Practices from the Lifecycle of an Assessment and Writing Across the Curriculum." This panel discussion addressed folding assessment into curricular planning, data gathering, analysis, reporting, and "closing the loop" with an action plan resulting from completing an assessment cycle. Discussion of best practices addressed such topics as assessing advanced expository writing, curriculum mapping, refining learning outcomes, designing artifacts, and ways to improve assessment reporting. In May 2016 Ola Krazpulska presented a workshop that provided an overview of her experience as an Assessment Fellow, including information about the Assessment Institute in Indianapolis, how to creating a department assessment data-base , revise learning goals, build rubrics that connect directly to learning goals.

SUMMARY REPORT—PROGRESS

All academic departments and programs submitted a report. The success in this area can be attributed to the continual involvement of the Associate Deans of CLAS and SCMA in the assessment process. The Associate Deans' correspondence with Program Directors and Chairs to gather and provide written or in person feedback of Major Assessment Reports prior to the Assessment Coordinator has been beneficial.

This is the third year in a row with **an increase in the amount of exemplary reports** submitted by Departments and Programs across the various disciplines. There is **one report facing significant challenges,** the number of **reports facing challenges is almost static,** and a **decrease in reports moving in the right direction as a result of increased exemplary reports.** The results suggests that the focus on very specific changes in practice aimed at helping individual Departments and Programs struggling with the assessment process has been overall effective in increasing exemplary reports. This rise in exemplary reports can also be attributed to an increase in the number of assessment committees formed by individual departments and programs. More faculty are getting involved, and an increased number of faculty are attending assessment-related training and professional development workshops which has resulted in improved assessment practices.

Table 1 provides a summary of this year's results. (See **Appendix II** for the rubric used to evaluate annual assessment reports).

Table 1: Assessment Report Results

	COMM STUDIES	F & P ARTS	HUM	MATH & C.S.	SOC SCI	INTER PROG	NAT SCI	TOTAL	%
Exemplary reports	3	4	2	2	4	2	—	17	[36%]
Moving the right direction	1	1	2	1	—	1	5	11	[24%]
Facing challenges	—	2	4	3	4	2	3	18	[38%]
Facing significant challenges	—	—	—	—	—	1	—	1	[2%]
Missing reports	—	—	—	—	—	—	—	0	[0%]
TOTAL	4	7	8	6	8	6	8	47	[100%]

Exemplary Report:

Exemplary reports came from the following programs: Anthropology, Applied Mathematics, Applied Math. Economics, Art BA Graphic Design, Art BFA Studio, Art BFA Graphic Design, Creative Writing, Communications Broadcasting, Communications and Social Interaction, Communication Journalism, Creative Writing, Economics, English, Global & International Studies, Human Development, Linguistics and Music. All the Departments and Programs that submitted exemplary reports should continue to be recognized for their hard work and commitment to the assessment process. Several Departments and Programs have continued to maintain exemplary annual assessment reports while others submitted exemplary reports that had not in the previous year: Art BA Graphic Design, Art BFA Studio, Art BFA Graphic Design, Communications Broadcasting, Communications and Social Interaction, and Global & International Studies.

Graduate Studies:

The majority of graduate students who have declared majors are enrolled in the School of Business (35%) and School of Education (56%) and reviewed as part of each schools national accreditation. In Fall 2015 the Associate Deans of CLAS and SCMA (9%) agreed to collect these reports in order to streamline this process and increased the number of submission. Reporting Guidelines for Annual Submission of Assessment Reports along with a Graduate Studies specific form was distributed by the Provost's Office. Since almost all of these programs fall under Assessment of Small Majors, the collective analysis of the data and subsequent changes are reported on the basis of data collected over three years. Each program has developed an assessment plan and submitted an Assessment Report containing Student Learning Outcomes and assessment activities planned for the upcoming academic year.

Academic Support Units: Learning Outcomes Assessment

The Library submitted an annual assessment report concerned with the Assessment of Information Literacy, a General Education Learning Outcome related to Middle States' Standard 14, Assessment of Student Learning. Librarians requested department assessment plans and the reports on the results of their assessments, and several departments have shared the requested items with librarian liaisons. From this librarians learned which courses included infusion of information literacy, and looked at the results and departmental report to determine if library instruction (in any form) would benefit students should difficulties be noted. Librarians would then work with departments to offer assistance with information literacy instruction. Many times our assessments are very dependent on faculty cooperation, and at times it is difficult or impossible to complete a full assessment of an area of library instruction as planned because of unexpected faculty delays. Building on our usually very good relationships with departments, it is important for librarians to remain aware of teaching faculty schedules and time constraints in planning for collaboration with them on information literacy assessment projects. A good strategy going forward will be to contact them early and often during the collaboration. Librarians will further analyze the assessment plans and reports to identify potential opportunities to improve our instructional offerings in particular programs. Instruction may range from face-to-face sessions, becoming embedded in online courses, or creating online learning objects.

Accredited Schools

The School of Education continues to maintain high standards in all aspects of assessments and accreditation. The School of Education completed the reaccreditation process with the National Council for Accreditation of Teacher Education (NCATE) in 2014. During the on- site visit, all aspects of the assessment conducted by SUNY Oswego's School of Education was described as above expectations. The school met all six standards for both initial and advanced teacher preparation at undergraduate and graduate levels. Moreover, the team of reviewers indicated that Oswego excelled in and performed beyond expectations in all of the standards, including the self-identified target standard on Field Experiences and Clinical Practice. Additionally, each of the teacher preparation programs offered by the school has been nationally recognized by respective Specialized Professional Associations (SPAs). James G. Cibulka, ex-president of the Council for the Accreditation of Educator Preparation, which is succeeding NCATE, wrote "This accreditation decision indicates that the unit and its programs meet rigorous standards set forth by the professional education community," he wrote. "Special congratulations are in order because the commission cited no areas for improvement relative to any of the standards."

The School of Education (SOE) faculty are continuously involved in aligning its 6-8 key assessments in each program to rigorous standards. These assessments are aligned to the SOE Conceptual Framework and to each respective SPA, Council for the Accreditation of Educator Preparation (CAEP), Interstate Teacher Assessment and Support Consortium (InTASC), National Board for Professional Teaching Standards (NBPTS), Common Core Learning Standards (CCLS) and Annual Professional Performance Review (APPR) standards. In addition, the School has unit wide assessments related to professional dispositions, employer and alumni satisfaction. Faculty are involved in professional development related to assessments through the Specialized Professional Associations in addition to regular webinars and national and regional conferences. Additionally, SOE Faculty have implemented the new student-

centered multiple measure assessment of teaching (edTPA) requirements for state certification. Our Mental Health graduate program is seeking accreditation through Council for Accreditation of Counseling & Related Educational Programs (CACREP) and has a scheduled onsite visit in November 2016.

The School of Business is required to address all learning goals at least twice within a five year period in order to meet AACSB accreditation standards. The School of Business has a comprehensive assessment plan that follows a two year assessment cycle that involves measuring all learning goals in the first year, and then in the second year reviewing the results and implementing curricular and program changes to address weaknesses. During Fall 2015-Spring 2016, the school did not collect any data of assessment. This time was spent on a comprehensive review of results and actions taken in the previous years. At the end of the current assessment cycle the School of Business put together a committee to do a comprehensive review of its programs. The following activities were undertaken: 1) Review of the current learning goals with respect to the school's current mission; 2) Review of our programs with respect to our peer schools; 3) Review of our course content for currency; 4) Developed Ethics and Critical Thinking plans along the lines of the school's writing plans; 5) All course proposals were reviewed and revised to incorporate the new ethics and critical thinking plans. (Faculty teaching in the Fall will be contacted to ensure that course syllabi are updated to incorporate the changes from the review.); and 6) Excel pilot to enhance the Excel skills for our students .

AREAS REQUIRING IMPROVEMENT

There are several areas where Departments and Programs could make improvements under each section of the assessment report. The primary issues that are persistent over the years are focused on refinement and connection of Learning Outcome and methods, clarification of results and methods, and explicit reporting of data.

Assessment of Majors with Small Numbers: A change in reporting practices in the assessment of majors with small numbers was drafted by the Assessment Advisory Committee and implemented for the 2014-2015 academic year (see Appendix III). Although the reporting practices state: "The report should include a description of the instrument used (for example, test, term paper, oral examination, presentation, etc.) and data collected for each Learning Outcome. However the analysis of the data and subsequent changes (for example, changes to instruction, curriculum, or assessment practices, etc.) should be reported on the basis of data collected over three years," nearly all departments, programs and graduate studies with small numbers neglected to include a description of the measure and data. This has resulted in a decrease in the number of Departments and Programs reports in the *Moving the right direction* category.

Student Learning Outcomes: While campus-wide improvement has been made in this area, some Departments and Programs' Learning Outcomes still need to be worded in a way that can be measured. For example, *Students should have knowledge (necessary skills, awareness, etc.) of the background and foundations of the discipline*, is not measurable. In order to assess for comprehension, for example, *Students should be able to demonstrate a working knowledge of the background and foundations of…,*

or application, *Students should be able to apply background and foundational knowledge of the discipline to... etc.,* providing a measurable outcome.

Measures: The measures employed need to be described in detail and reflect the Learning Outcome Goal being assessed. Although the measure might be worthy in and of itself, it must measure the specific Goal indicated in the report. The reports should also indicate where the assessment took place and how the artifacts or samples of student work were evaluated or assessed.

Results and Interpretations: As stated in previous reports, one function of annual assessment reports is to demonstrate to the Middle States Commission on Higher Education that we are conducting meaningful assessment in all our majors. To increase clarity, it is important to provide explicit data and sufficiently detailed interpretations. Typically it is better to provide numerical data where possible and avoid vague and speculative data. For example avoid: *Most students are exceeding expectation, roughly 1/3 of students are meeting expectations, The data were satisfactory, etc.* Even when providing numerical data, it is important to establish what is considered exceeding, meeting, and approaching expectations (or some other system of graduated evaluation) and clarify what percentage falls into each category, not just: *80% of students are meeting expectations.*

RECOMMENDTIONS

My principle recommendations for this upcoming academic year to improve the assessment process are as follows:

> We should look into how the specific reporting practices for departments and programs with small majors can be more evident. Instead of distributing a separate document, a specific form for departments or programs with small numbers of majors should be created.

> We should continue to focus on very specific changes in practice aimed at helping individual Departments and Programs that are struggling with the assessment process to continue to increase the number of exemplary reports. While this practice is successful, I am also planning on providing 1-3 pages of written feedback to every department and program by mid-November.

> We should continue the momentum by expanding on the methods and programs developed as a result of Dr. Mazur's work with our faculty on assessment. So far the innovations affected 13 different courses on campus, and approximately 20 sections. In total over 1100 students were affected by these innovations. In order to continue this positive direction I suggest providing faculty the rare opportunity to observe him teach at Harvard University and follow up with a SKYPE session. While on sabbatical conducting research at MIT, the former Assessment Coordinator had the pleasure of observing Dr. Mazur's classroom, after which Dr. Mazur extended an invitation to SUNY Oswego professors. It is important to have faculty apply their

observations of Dr. Mazur's best practices to increase student learning in their own classes or mentor other faculty members through the process.

We need to continue to work with Academic Support Units directors in Experiential Learning, ESL, and International Education so that assessment data can be collected for the 2016-2017 academic year.

The Departments and Programs that submitted exemplary reports should continue to be rewarded for their hard work. These departments include Anthropology, Applied Mathematics, Applied Math. Economics, Art BA Graphic Design, Art BFA Studio, Art BFA Graphic Design, Creative Writing, Communications Broadcasting, Communications and Social Interaction, Communication Journalism, Creative Writing, Economics, English, Global & International Studies, Human Development, Linguistics and Music.

While there are various departments that consistently submit exemplary reports, there is still inconsistency in qualities of submissions from year to year. Typically this happens with a breakdown in communication as a result of a change in the person responsible for coordinating and collecting assessment data from faculty. (The one missing Assessment Report from the 2015-2016 academic year was a result of such a situation.) We should work on implementing two techniques to add stability to the reporting process: 1) Since the new Assessment Report and Plan includes a section to identifying Departmental and Program assessment committee members or the individual who submitted reports, materials and submission documents should be sent to these individuals in addition to the Department or Program Chairs and, 2) Departments and Programs should develop a Curriculum Map over a three year cycle identifying which Student Learning Outcomes with we addressed by which measure in the curriculum, thereby creating a habitual collection of data.

We should hold a yearly meeting with faculty who completed the Assessment Program to share how they continue to contribute to assessment in their Departments and Programs and continue to discuss ideas and contribute ideas.

APPENDIX I

_____ Major Assessment Report and Plan

I.   Student learning outcomes/goals: [List <u>ALL</u> major learning outcomes/goals]
     1.
     2.
     3.

II. Assessment activities <u>completed</u> in the recent academic year <u>2015-2016</u>

    a.   Report student learning outcomes/goals assessed in academic year <u>2015-2016.</u>
       Provide sufficient details and explicit data:

Measure	Goal	Results and Interpretations

    b.   Report <u>ALL</u> changes (e.g. course revision and delivery, faculty professional
       development, curriculum change, etc.) that were implemented based on the previous
       assessment data gathered and the impact of these changes on previous results:
       1.
       2.
       3.

    c.   Report <u>ALL</u> future changes based on assessment data gathered:
       1.
       2.
       3.

    d.   Required resources to implement the changes listed in part c:
       1.
       2.
       3.

    e.   Recommended changes to the assessment methodology and process for the upcoming
       2016-2017 academic year:
       1.
       2.
       3.

III.   **Assessment activities <u>planned</u> for upcoming academic year 2016-2017:**

Measure	Goal

Report submitted by:

Assessment Committee Members (if applicable):

APPENDIX II

Rubric for Assessing Annual Assessment Reports

Exemplary report

> The report has clear Learning Outcomes, explains what instruments were used to collect data, and reports some data.

> The report includes some indication of changes made in light of the data collected.

Moving the right direction

> The report has clear Learning Outcomes, explains what instruments were used to collect data, and reports some data.

> The report includes some indication of changes made in light of the data collected.

> Some sections of the report may not be completed properly.

Facing challenges

> The report is not completed properly.

> The report suffers from one or more of the following problems: ill-defined Learning Outcomes; unspecified instruments used in collecting data; no data reported.

Facing significant challenges

The Department or Program did not use the proper form.

The report is missing some of the requisite ingredients: Learning Outcomes; a specification of the instruments used; assessment data

Missing Reports

APPENDIX III

Assessment in Small Majors

A Change in Practices

This year we **are introducing a new strategy to aid programs that graduate fewer than 4 students per year**. The system will be explained below.

Each program must submit an annual assessment report each year. The report should include a description of the instrument used (for example, test, term paper, oral examination, presentation, etc.) and data collected for each Learning Outcome. However the analysis of the data and subsequent changes (for example, changes to instruction, curriculum, or assessment practices, etc.) should be reported on the basis of data collected over three years.

This new system will ensure that the analysis of the data, and subsequent changes in instruction, curriculum and assessment practices are made on the basis of a reasonable body of data.

A Proposed Schedule
Assume that a program has **THREE student learning outcomes**, LO1, LO2, and LO3.
The schedule for data collection and assessment will be as follows:

2014-2015   Collect data for all learning outcomes, LO1, LO2, and LO3.

2015-2016   Collect data for all learning outcomes.

2016-2017   Collect data for all learning outcomes.

Provide an analysis of data for one learning outcome, LO1.
The analysis will include data from 2014-2017.

2017-2018   Collect data for all learning outcomes.

Provide an analysis of data for the second learning outcome, LO2.
The analysis will include data from 2014-2018.

2018-2019   Collect data for all learning outcomes.

Provide an analysis of data for the third learning outcome, LO3.
The analysis will include data from 2014-2019.

2019-2020   Collect data for all learning outcomes.

Begin the cycle of assessment again.
Provide an analysis of data for the first learning outcome, LO1.
The analysis will include data from 2017-2020.

General Education (GE 21) Categories and Learning Outcomes

WRITING
Students will:
- produce coherent texts within common college-level written forms;
- demonstrate the ability to revise and improve such texts; and
- research a topic, develop an argument, and organize supporting details.

MATHEMATICS
Students will demonstrate the ability to:
- interpret and draw inferences from mathematical models such as formulas, graphs, tables and schematics;
- represent mathematical information symbolically, visually, numerically and verbally;
- employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems;
- estimate and check mathematical results for reasonableness; and
- recognize the limits of mathematical and statistical methods.

NATURAL SCIENCES
Students will demonstrate:
- understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; and
- application of scientific data, concepts, and models in one of the natural (or physical) sciences.

FOREIGN LANGUAGE
Students will demonstrate:
- basic proficiency in the understanding and use of a foreign language; and
- knowledge of the distinctive features of culture(s) associated with the language they are studying.

Note: American Sign Language is approved for School of Education majors only.

WORLD AWARENESS—FINE AND PERFORMING ARTS
Students will demonstrate:
- knowledge of **either** a broad outline of world history, **or** the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization; **and**
- understanding of at least one principal form of artistic expression and the creative process inherent therein.

WORLD AWARENESS—HUMANITIES
Students will demonstrate:
- knowledge of **either** a broad outline of world history, **or** the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization; **and**
- knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program.

WORLD AWARENESS—NATURAL SCIENCES
Students will demonstrate:
- knowledge of **either** a broad outline of world history, **or** the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization; **and**
- understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis; **and**
- application of scientific data, concepts, and models in one of the natural (or physical) sciences.

WORLD AWARENESS—SOCIAL AND BEHAVIORAL SCIENCES

Students will demonstrate:

- knowledge of **either** a broad outline of world history, **or** the distinctive features of the history, institutions, economy, society, culture, etc., of one non-Western civilization; **and**
- understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis; **and**
- knowledge of major concepts, models and issues of at least one discipline in the social sciences.

AMERICAN HISTORY

Students will demonstrate:

- knowledge of a basic narrative of American history: political, economic, social, and cultural, including knowledge of unity and diversity in American society;
- knowledge of common institutions in American society and how they have affected different groups; and
- understanding of America's evolving relationship with the rest of the world.

CRITICAL THINKING

Students will:

- identify, analyze, and evaluate arguments as they occur in their own or others' work; and
- develop well-reasoned arguments.

Note: critical thinking is infused in the student's major; please see your advisor for more information.

COMPUTER AND INFORMATION LITERACY

Students will:

- perform the basic operations of personal computer use;
- understand and use basic research techniques; and
- locate, evaluate and synthesize information from a variety of sources.

Note: computer and information literacy is infused in the student's major; please see your advisor for more information.

FINE AND PERFORMING ARTS

Students will demonstrate:

- understanding of at least one principal form of artistic expression and the creative process inherent therein.

HUMANITIES

Students will demonstrate:

- knowledge of the conventions and methods of at least one of the humanities in addition to those encompassed by other knowledge areas required by the General Education program.

SOCIAL SCIENCES

Students will demonstrate:

- understanding of the methods social scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis; and
- knowledge of major concepts, models and issues of at least one discipline in the social sciences.

WESTERN CIVILIZATION

Students will:

- demonstrate knowledge of the development of the distinctive features of the history, institutions, economy, society, culture, etc., of Western civilization; and
- relate the development of Western civilization to that of other regions of the world.

GENERAL EDUCATION ASSESSMENT REPORT FORMS

STATE UNIVERSITY OF NEW YORK AT OSWEGO

General Education Assessment Report--Critical Thinking

Course:_____   # of sections:_____   Calendar Year:_____

Knowledge and Skills Areas / Competencies	Learning Outcome **Students will**	Information			Results[1]			
		Semester(s) of data collection	Students Assessed		# Exceeding Standards	# Meeting Standards	# Approaching Standards	# Not Meeting Standards
			#	%[2]				
Critical Thinking	identify, analyze, and evaluate arguments as they occur in their own or others' work							
	develop well-reasoned arguments							

_____

[1] Each student should be counted only once. If assessments have taken place across different courses/course sections, data should be aggregated for the purpose of this report.
[2] Number should represent percentage of the total students enrolled in courses approved as addressing this learning outcome area.

Assessment tool and measure used. Did you use the type of tool (exam questions, assignments, essays, etc.) and measure (quantitative or qualitative) identified in your assessment plan update? If not, please indicate both what you used instead and the rationale for doing so. If more space is needed, you may attach an extra sheet.

Analysis of results: please be sure to address each learning outcome and both strengths and weaknesses revealed by the assessment, if any.

General Education Assessment Report--Critical Thinking

Action to be taken in addressing these assessment findings:

What has been learned that could be helpful to others as they conduct assessment of General Education:

General Education Assessment Report--Mathematics

Course:_____   # of sections:_____   Calendar Year:_____

Knowledge and Skills Areas / Competencies	Learning Outcome Students will demonstrate the ability to	Information			Results[1]			
		Semester(s) of data collection	Students Assessed		# Exceeding Standards	# Meeting Standards	# Approaching Standards	# Not Meeting Standards
			#	%[2]				
Mathematics	interpret and draw inferences from mathematical models such as formulas, graphs, tables, and schematics							
	represent mathematical information symbolically, visually, numerically and verbally							
	employ quantitative methods such as, arithmetic, algebra, geometry, or statistics to solve problems							
	estimate and check mathematical results for reasonableness							
	recognize the limits of mathematical and statistical methods							

_____

[1] Each student should be counted only once. If assessments have taken place across different courses/course sections, data should be aggregated for the purpose of this report.
[2] Number should represent percentage of the total students enrolled in courses approved as addressing this learning outcome area.

Assessment tool and measure used. Did you use the type of tool (exam questions, assignments, essays, etc.) and measure (quantitative or qualitative) identified in your assessment plan update? If not, please indicate both what you used instead and the rationale for doing so. If more space is needed, you may attach an extra sheet.

Analysis of results: please be sure to address each learning outcome and both strengths and weaknesses revealed by the assessment, if any.

Action to be taken in addressing these assessment findings:

What has been learned that could be helpful to others as they conduct assessment of General Education:

General Education Assessment Report--Natural Sciences

Course:_____   # of sections:_____   Calendar Year:_____

Knowledge and Skills Areas / Competencies	Learning Outcome **Students will demonstrate**	Information			Results[1]			
		Semester(s) of data collection	Students Assessed		# Exceeding Standards	# Meeting Standards	# Approaching Standards	# Not Meeting Standards
			#	%[2]				
Natural Sciences	understanding of the methods scientists use to explore natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis;							
	application of scientific data, concepts, and models in one of the natural (or physical) sciences.							

_____

[1] Each student should be counted only once. If assessments have taken place across different courses/course sections, data should be aggregated for the purpose of this report.
[2] Number should represent percentage of the total students enrolled in courses approved as addressing this learning outcome area.

Assessment tool and measure used. Did you use the type of tool (exam questions, assignments, essays, etc.) and measure (quantitative or qualitative) identified in your assessment plan update? If not, please indicate both what you used instead and the rationale for doing so. If more space is needed, you may attach an extra sheet.

Analysis of results: please be sure to address each learning outcome and both strengths and weaknesses revealed by the assessment, if any.

General Education Assessment Report--Natural Sciences

Action to be taken in addressing these assessment findings:

What has been learned that could be helpful to others as they conduct assessment of General Education:

General Education Assessment Report--Social and Behavioral Sciences

Course:_____   # of sections:_____   Calendar Year:_____

Knowledge and Skills Areas / Competencies	Learning Outcome **Students will demonstrate**	Information			Results[1]			
		Semester(s) of data collection	Students Assessed		# Exceeding Standards	# Meeting Standards	# Approaching Standards	# Not Meeting Standards
			#	%[2]				
Social and Behavioral Sciences	understanding of the methods scientists use to explore social phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical and interpretive analysis;							
	knowledge of the major concepts, models, and issues of at least one discipline in the social sciences.							

_____

[1] Each student should be counted only once. If assessments have taken place across different courses/course sections, data should be aggregated for the purpose of this report.
[2] Number should represent percentage of the total students enrolled in courses approved as addressing this learning outcome area.

Assessment tool and measure used. Did you use the type of tool (exam questions, assignments, essays, etc.) and measure (quantitative or qualitative) identified in your assessment plan update? If not, please indicate both what you used instead and the rationale for doing so. If more space is needed, you may attach an extra sheet.

Analysis of results: please be sure to address each learning outcome and both strengths and weaknesses revealed by the assessment, if any.

General Education Assessment Report--Social and Behavioral Sciences

Action to be taken in addressing these assessment findings:

What has been learned that could be helpful to others as they conduct assessment of General Education:

For more detail and to access each link's document, please visit: https://www.oswego.edu/institutional-research/assessment-programs-and-reports

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STATE UNIVERSITY OF NEW YORK

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Accreditation and Program Review

Assessment Programs and Reports

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Division of Academic Affairs - Learning Outcomes

- Process and Timetable
- Annual Reports
- Executive Summary

Division of Academic Affairs - General Education

- Process and Timetable
- Reports

Division of Academic Affairs - Academic Support Units

- Process and Timetable
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Division of Academic Affairs

- Program Review Assessment

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Alumni Relations and University Development

- Program Review Assessment

Campus Wide

- Assessment of Institutional Effectiveness

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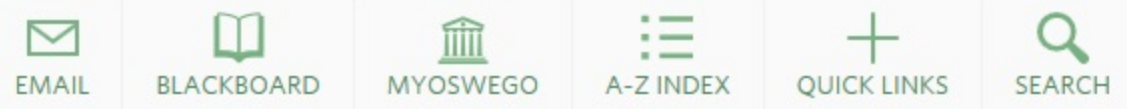
Assessment Advisory Committee

Assessment resources

Assessment Advisory Committee charge

Assessment Coordinator

Annual assessment reporting process

Frequently asked questions

> ASSESSMENT ADVISORY COMMITTEE

Assessment Advisory Committee

The word "assessment" is not always met with an open mind and a willingness to reflect on the strengths and weaknesses of our academic programs. But the reality is assessment can be a useful tool that not only improves student learning, but empowers faculty as well. Assessment is an ongoing process, one necessary for continuous improvement.

This web site is designed to help you navigate the Annual Assessment Reporting Process, introduce you to some of Oswego's trained experts, provide links to internal and external resources, and answer some frequently asked assessment questions. The focus of this page is program assessment, so if you would like more information about General Education assessment, please visit SUNY Oswego's General Educationweb page. If you would like guidance regarding the assessment of writing, please visit the Writing Across the Curriculum web page.

If you are new to the assessment process, consider reading "Assessment: Clear, Simple, and USEFUL" by Barbara Walvoord.

ESTABLISHING
CAPITAL PRIORITIES
at SUNY Oswego

```
                    People of New York State

                    Governor Executive Branch

State Agencies                          Public Benefit Corporations
                                        Public Authorities

SUNY Board of Trustees                  State University Construction Fund
                    SUNY Master           Board of Trustees
                    Plan (4 Years)
State University of New York            State University Construction Fund
Administration

The other 63    SUNY Oswego             Division of Budget Approval
SUNY            Tomorrow
Institutions    Strategic Plan          Capital Program Management
                                        & Finance
Alumni &
Development         SUNY Oswego         "FUND"            "Campus
                   Facility Master Plan Administration    Administration"
Enrollment &                           State University  Facilities Services
Student Affairs                        Construction
                                       Fund Desgin &
Provost &                              Construction
Academic Affairs
                   Campus                          Capital Plan
Administration     Concept                         To Construct or
& Finance          Committee                       Renovate New
                                                   Buildings
Facilities
Services
```

Project Priorities
Delegation of Authority

WILBER HALL FOR SCHOOL OF EDUCATION

The School of Education, Phase-III (SOE-III) project represents the third and final phase of the renovation of Park and Wilber Halls. This will include a complete renovation of the four-story 'Tower' section of Wilber which was originally constructed in 1964.

CONSTRUCTION (EST.)

$11M

80 Jobs   53 Direct   27 Indirect $6.1M Impact on Personal Income

Tyler Hall Phase II

Phase-II of the School of Communication, Media and the Arts (SCMA) continues the renovation of Tyler Hall. Interior spaces that were not part of the Phase-I project in 2016 will be updated, reconfigured and modernized.

CONSTRUCTION (EST.)

$13M

27 Jobs   18 Direct   9 Indirect $2.1M Impact on Personal Income

Lee Hall Exterior

Renovation will include work on exterior doors, windows and the roof. The work will greatly improve the building's efficiency as well as ADA access, security and natural light.

CONSTRUCTION (EST.)

$2.8M

21 Jobs   14 Direct   7 Indirect $1.6M Impact on Personal Income

Tyler Hall Phase III

This project is the final phase to complete the comprehensive reconstruction of Tyler hall for the School of Communication Media and the Arts. The building will be the permanent home of the College's visual and performing arts programs.

CONSTRUCTION (EST.)

$3M

24 Jobs   16 Direct   8 Indirect $1.9M Impact on Personal Income

Hewitt Hall for SCMA

Hewitt Hall originally designed as a student union, the main catering kitchen and surge space is new for SCMA. The proposed usage for Hewitt Hall is a permanent home for the SCMA Communication and Graphic Design programs.

CONSTRUCTION (EST.)

$55M

401 Jobs   267 Direct   134 Indirect $30.7M Impact on Personal Income

Hewitt Quad Reconstruction

The target scope of work will be for the demolition of all existing pedestrian surfaces and the reconstruction of new replacement pedestrian walkways and service paths.

CONSTRUCTION (EST.)

$5M

37 Jobs   24 Direct   12 Indirect $2.8M Impact on Personal Income

Substantive Change Request

Closure of Additional Location: SUNY Oswego Phoenix Center

SUNY Oswego

7060 Route 104

Oswego, NY 13126

December 30, 2016

Deborah F. Stanley, President

CHE MSA **Middle States Commission on Higher Education**
3624 Market Street, Philadelphia, PA 19104   Tel: 267-284-5000   www.msche.org

Substantive Change Request Form
(Effective October 18, 2016)

INSTRUCTIONS:
- *Review the [Substantive Change Policy](#) and [Substantive Change Procedures](#) before completing this form.*
- *Complete this form Sections A-F and relevant Appendix/Appendices. See Section E to identify the required appendix/appendices related to the request. **Please submit unrelated requests on a separate request form.***
- *Instructions for completing required appendices are on page 8*
- *Request forms should be submitted using current PDF software and combined in to a single, bookmarked file. Attachments must be labeled appropriately. **Send completed forms** to sc@msche.org.*
- *If you are unsure what type(s) of substantive change applies to your request or if you need assistance, please contact the Substantive Change staff at sc@msche.org.*

Date Submitted: 12/30/2016

Institution: State University of New York at Oswego

City, State: Oswego, NY

Section A: Type of Substantive Change

*Please check all that are **related** to this substantive change. You must submit the Required Appendices by Substantive Change Type (See Section E) for each type of substantive change that relates to this specific request. Any of the types of substantive change may be considered "complex" depending on the nature of the change. **Do not use this form for types in bold. Contact Substantive Change staff at** sc@msche.org **for instructions.***

☐1. Change in the Established Mission or Objectives of the Institution
2. Change in Legal Status, Form of Control, or Ownership
☐3. Significant Departure from Existing Educational Programs
☐4. Alternative Delivery Method
5. Direct Assessment/Competency Based Education Programs
☐6. Different Credential Level
☐7. Change from Clock Hours to Credit Hours
☐8. Substantial Increase or Decrease in Clock or Credit Hours
☐9. Contractual Arrangements
☐10. Establishment of Additional Locations
☐11. Establishment of a Branch Campus
☒12. Closure, Relocation, or Reclassification of a Site
☐13. Institutional Closure or Other Substantive Change Actions Requiring a Teach-Out Plan
14. Experimental Sites Initiatives (ESI) with U.S. Department of Education

Section B: Institutional Standing with other Agencies

1. Has any other regional, national or disciplinary/professional accrediting agency
   asked for follow-up reporting from the institution, including any of its branch campuses, additional
   locations or other sites within the last two full academic years, include current year?
   ☒ NO ☐ YES

   If yes, indicate the agency, reporting date of the next report **and** the topics to be reported: **Click or tap here to enter text.**

2. Is the institution being monitored or reviewed by any federal agency, including
   the United States Department of Education, or any state agency for any reason? ☒ NO ☐ YES

   If yes, indicate the agency, due date of the next report **and** the topics to be reported: **Click or tap here to enter text.**

Section C: Required Approvals for the Substantive Change

*List and **provide documentation** for internal approvals (i.e. administrative, faculty, committees, board) and external approvals (i.e. system, state, out-of-state, international, national and/or specialized accreditors) required for the proposed change. (Label attachments **i.e. State Approval, Institutional Approval, etc.**)*

1. Institutional Approvals
   a. Are institutional approvals required?   ☐ NO ☒ YES
   b. If so, what is required:
   President's approval to close the Phoenix Center was required. With her permission, the Vice President for Administration and Finance worked with the Phoenix Center building landlord: Operation Oswego County, Inc. to be released from the lease. (See attachment: "Related to Institutional Approval_Operation Oswego County, Inc Lease Release Letter_July 20 2016".)

   c. Have they been obtained? (If yes, attach)   ☐ NO ☒ YES   ☐ N/A
   d. If not yet obtained but required, provide the status:
   Click or tap here to enter text.

2. System Approvals
   a. Are system approvals required?   ☒ NO ☐ YES
   b. Have they been obtained? (If yes, attach)   ☐ NO ☐ YES   ☒ N/A
   c. If not yet obtained but required, provide the status:
   Click or tap here to enter text.

3. State Approvals
   a. Are state approvals required?   ☒ NO ☐ YES
   b. Have they been obtained? (If yes, attach)   ☐ NO ☐ YES   ☒ N/A

c. If not yet obtained but required, provide the status:
Click or tap here to enter text.

4. Other Approvals
    a. Are any other approvals required? (i.e. federal, out-of-state, international) ☒ NO ☐ YES
    b. Have they been obtained? (If yes, attach)   ☐ NO ☐ YES ☒ N/A
    c. If not yet obtained but required, provide the status:
    Click or tap here to enter text.

Section D: Substantive Change Request

*Provide succinct and analytical answers to the following questions. **Most questions must be answered**; however, if a question does not appear to apply to the substantive change being submitted, indicate N/A in the text box. Failure to complete all sections will result in your request being considered incomplete and the Commission will decline to consider the request.*

Introduction to Substantive Change

1. Provide a brief overview (500 words or less) of the substantive change request.

  This request is regarding a closure of an Additional Location: the Phoenix Center in Phoenix, NY. SUNY Oswego's Division of Extended Learning completed spring 2016 semester classes and other activities at the Phoenix Center – a building the college had leased from Operation Oswego County, Inc. since 1994 in Phoenix, NY. At the end of May 2016, the contract manager for professional development at the Phoenix Center and the secretarial support person both moved to the Division of Extended Learning's offices on the main campus. College classes formerly offered at Phoenix are now offered at an Additional Location: the SUNY Oswego Metro Center in downtown Syracuse, at the main campus in Oswego, at Other Instructional Sites in the community or online. Testing services for state teacher certification, CLEP (College Level Examination Program) and other types of exams that were offered at the Phoenix Center moved to a new testing center location on the main campus where students are able to take proctored exams. On June 1, 2016, CiTi—the Center for Instruction, Technology and Innovation, formerly known as Oswego County BOCES—moved into the Phoenix Center's 7,500 square feet of space. In July 2016, the college received documentation from the Phoenix Center building landlord, Operation Oswego County, Inc., that released SUNY Oswego from the lease.

Institutional Mission and Rationale for Substantive Change

2. Institutional Mission

    a.   Provide the Institution's **current** mission statement.

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

    b. Describe how the proposed substantive change aligns with the institution's mission?

Before making the decision to close the Additional Location: the Phoenix Center, SUNY Oswego leadership considered input from faculty and staff and meticulously studied the impacts and opportunities that would arise with the closure of the site and how those impacts aligned with the college's strategic plan: Tomorrow – Greater Impact and Success, which supports the overall mission of the institution. Closing the Phoenix Center aligned strongly with Impact Four of the college's strategic plan: "Our proven institutional effectiveness results in increased resources, flexibility, academic capacity and institutional success." Performance Driver 4 of Impact Four goes on to state, "Put physical resources, capital assets, and technological capabilities to their highest usefulness and ensure they are protected against waste and deterioration and are renewed and strengthened to advance continuous improvement." Therefore, with "put physical resources, capital assets and technological capabilities to their highest usefulness" particularly in mind, the college decided the need for operating the Additional Location at the Phoenix Center was no longer necessary because the student demand for courses at the Phoenix Center had declined and the students could be well served at the college's other locations. Therefore, SUNY Oswego courses and training sessions that were available at the Phoenix Center were moved to best serve the students and to maximize the institution's resources. As of June 1, 2016, students are now offered the same courses, training and testing opportunities that were available at the Phoenix Center at the main campus in Oswego, at an Additional Location: the SUNY Oswego Metro Center in Syracuse and at Other Instructional Sites in the community, online or via contract training at the workplace.

3. Need for Proposed Substantive Change (Label attachment **Needs Analysis**)

    a. Provide evidence and analysis documenting and explaining the need for the proposed substantive change.

The decision to close the Phoenix Center was made because, in recent years, the usage of the Phoenix Center steadily declined and the college, as described above in answer to question 2.a., could instead offer the courses taught at the Phoenix Center at the main campus, at the SUNY Oswego Metro and/or online. As documented in the attached Needs Analysis, in 2012/13 the Phoenix Center site hosted 50 credit course sections and produced 498 enrollments, and in 2015/16 the usage declined to a total of 33 credit course sections with 253 enrollments. In addition to the declining number of course sections taught there and the declining enrollment, contract and open enrollment workforce trainings, personal development, room rentals and meetings for faculty, staff and community members were occurring with minimal revenue impact and the space was idle regularly. (See attached "Needs Analysis Phoenix Center Course Sections and Total Enrollment").

    b. Describe how the institution has determined that there is a sufficient student demand to support the substantive change?

The majority of the students served at the Phoenix Center were graduate students who took coursework and completed their academic programs at the main campus, SUNY Oswego Metro Center and/or online. Therefore, when it became evident that more students were choosing to enroll in the offered courses at the main campus, SUNY Oswego Metro Center and/or online, the President approved the college's decision to close the Additional Location at the Phoenix Center.

c. What specific data can be offered to support and explain the need for the substantive change? (i.e. student surveys, national trends, employment statistics, etc.)? (Label attachment **Data**)

In recent years, the number of students enrolling from Oswego and its contiguous counties has declined and the number of undergraduate students choosing to live on campus has increased (see the below answer to question 4.a for additional details on the changing demographics of SUNY Oswego's undergraduate and graduate students). In addition, the college has been growing the number of undergraduate and graduate course offerings available at the SUNY Oswego Metro Center and online. Therefore, it was no longer necessary to offer courses at the Phoenix Center for a declining number of interested students who were choosing the aforementioned locations over the Phoenix Center location.

Students

4. Student Population and the Student Experience

a. Describe your institution's current student population.

SUNY Oswego is a comprehensive state institution that serves primarily traditional age, full-time, residential undergraduate students. In Fall 2016, the total undergraduate student population numbered 7,150 students with 93.2% under 25 years of age and 96% as full-time students. 49.2% identified as male and 50.1% female. The Fall 2016 total undergraduate and graduate student population was the most culturally diverse ever with 26% of the total students and 33.8% of the first-year students identifying as culturally diverse. The majority of the undergraduate students (62.6%) lived on campus, the second highest percentage in the college's history. In the last five years, the college has seen a steady decline of undergraduate credit course students from Oswego and its contiguous counties and a steady increase of students from downstate (in particular: Long Island and New York City) and out-of-state. For example, in Fall 2012, 34.1% of undergraduate students came from Oswego and its contiguous counties compared to 27.6% in Fall 2016. The Fall 2016 total graduate population numbered 854 students. 40.2% identified as male and 57.4% as female. The same trend of enrolling a decreasing number of students from Oswego and its contiguous counties is occurring with the college's graduate student population. For example, in Fall 2012, 66.1% of graduate students came from Oswego and its contiguous counties compared to 58.7% in Fall 2016. Also like the college's undergraduate programs, the college's graduate programs continue to attract an increasing number of graduate credit course students from Long Island and New York City.

b. Provide an analysis and discussion of how the student population will change as a result of the substantive change.

There will be no change in student population as a result of the closure of the Phoenix Center. As stated in the answer to question 2.b. above, students are still offered the same courses, training and testing opportunities at the main campus in Oswego, at the SUNY Oswego Metro Center in Syracuse, at Other Instructional Sites strategically selected in the community, online or via contract training at the workplace. Therefore, the students are still able to complete the coursework required in their academic program.

c. Describe the student support programs and services associated with this substantive change.

There is no impact because the students continue to be served by the student support programs and services that have been available to them on the main campus, at the SUNY Oswego Metro Center, online and/or at Other Instructional Sites in the community.

Planning, Resources, and Institutional Improvement

5. Enrollment Projections

   a. Provide an analysis of enrollment projections associated with the proposed change.

There is no impact on enrollment because the students who were taking courses at the Phoenix Center were enrolled undergraduate or graduate students at SUNY Oswego who were completing their academic programs at the main campus, SUNY Oswego Metro Center and/or online. The contract training that took place for local businesses continues to be offered and the training now takes place at workplace locations.

   b. Attach three-year enrollment projections as they relate to the substantive change. (Label attachment **Enrollment Projections**)

N/A

6. Financial Analysis

   a. Provide an analysis of the financial impact of the substantive change.

Over the past few years, as explained above in the answer to question 3.a., the Phoenix Center was serving fewer students due to its geographic location becoming less attractive to students and it becoming apparent that more students were attracted to the main campus location in Oswego, NY, to the Additional Location: the SUNY Oswego Metro Center in Syracuse, NY and to online courses. Therefore, the college decided to close the Phoenix Center and consolidate the offerings to make them available to students at these preferred locations. The college paid $66,000 in annual rent for the Phoenix Center plus an average annual cost of $79,000 for utilities and facility services. Some of the funding previously allocated toward the Phoenix Center was used to renovate office space in the Division for Extending Learning on the main campus for the employees that now report to the main campus and to retrofit a main campus classroom to be a testing center. Savings from the closure will benefit the college in years to come as resources are reallocated according to the priorities outlined in SUNY Oswego's strategic plan.

   b. Attach a three-year financial plan, associated with the proposed change, with projections of costs and revenues, based on realistic, justifiable assumptions, including the enrollment projections. (Label attachment **Financial Projections**)

As described in the above answers, closing the Additional Location: the Phoenix Center does not impact overall enrollment and therefore does not impact revenue; it only changes the location of where courses are taught and contract training is provided. The one-time cost of renovating the Division of Extended Learning's office space to accommodate the two staff members who moved from the Phoenix Center to the Office of Extended Learning on the main campus was $40,108 and the one-time cost of renovating a classroom to become a testing center on the main campus was $2,662.

7. Organizational Planning and Capacity

a. Provide analysis and discussion of how the institution plans to ensure overall stability and quality including adequate and efficient utilization of resources.

The closing of the Phoenix Center supports the overall mission of the college and enhances our ability to best serve our students. Closing the Phoenix Center produced no negative consequences for the college's students or the institution.

b. How will the institution provide oversight of the proposed change?

N/A

c. Will the proposed change involve a contract with any third-party provider?
☐ NO   ☒ YES
If yes, describe.

SUNY Oswego leased the Phoenix Center space from Operation Oswego County, Inc. and its lease had more time on it. Therefore, in order to close the Phoenix Center this past May as desired, the college needed permission from Operation Oswego County, Inc. to be released from the lease prematurely. That permission was granted on July 20, 2016 (see attached letter from Operation Oswego County, Inc.).

If the third-party provider will be delivering 25% or more of an academic program also complete **Appendix 9 - Contractual Arrangements**.

N/A

8. Impact of Substantive Change

a. Discuss the expected impact of this substantive change on the institution. Other than enrollment, financial, etc. as in 5-7 above.

No impact.

b. Provide an analysis and description about how the institution will ensure that there are adequate technical and physical plant facilities, including appropriate staffing and technical assistance, to support the substantive change? (Label attachment **Facilities**)

SUNY Oswego moved both staff (the contract manager for professional development and the secretarial support person) to the Division of Extended Learning's offices on the main campus where space was available to accommodate them. College classes formerly offered at Phoenix are now offered at the SUNY Oswego Metro Center in downtown Syracuse, at the main campus in Oswego and at Other Institutional Sites in the community. Testing services for state teacher certification, CLEP (College Level Examination Program) and other types of exams have moved to a new testing center on the main campus, where students are also able to take proctored exams. There are adequate technical and physical plant facilities to support the relocated Phoenix Center activities because the main campus, SUNY Oswego Metro Center and the Other Instructional Sites were already equipped to support students.

9. Timeline

    a. Provide a timeline of the proposed change with critical milestones. (Label attachment **Timeline**)

Please note: the timeline is listed below due to its brevity; it is not included as an attachment.

October 2015 – CiTi (Oswego County BOCES) inquired about accessing the Phoenix Center location.
November 2015 – SUNY Oswego considered educational, service, and organizational impacts and opportunities and concluded an interest in closing the site and confirmed that the landlord was receptive.
December 7, 2015 – CiTi indicated interest in moving into the site.
December 15, 2015 – CiTi received approval from their board to pursue the site.
January 28, 2016 – SUNY Oswego announced intent to close the site to internal stakeholders.
April 2016 – Vendors notified of closure.
May 14, 2016 – Last date of classes or room rentals at site.
May 16, 2016 – SUNY Oswego moved furniture and equipment from site.
May 27, 2016 – Last day SUNY Oswego staff reported to site.
June 1, 2016 – CiTi moved into site and all courses and trainings that had been offered at the Phoenix Center were made available at the main campus, SUNY Oswego Metro Center, online and/or at Other Instructional Sites in the community.
July 20, 2016 – SUNY Oswego received documentation from the landlord (Operation Oswego County, Inc.) releasing SUNY Oswego from the lease.

    b. Provide the anticipated start date. 5/31/2016

Governance, Leadership, and Administration

    10. Faculty and/or Staffing Needs

        a. Describe faculty and/or staffing needs as they relate to the substantive change.

N/A. Please see answer to question 8.b. above.

        b. Provide analysis and discussion of faculty, staff, and administrative credentials and professional experience necessary to ensure successful implementation of the proposed substantive change.

N/A

    11. Organizational Structure

        a. Describe how the proposed substantive change fits within the institution's organizational structure.

No Impact.

        b. Provide the institution's organizational chart as it relates to the proposed change. (Label attachment **Org Chart**)

No changes were needed or made to the institution's organizational chart.

Periodic Assessment of Effectiveness

12. Assessment

    a. Indicate how the effectiveness of this substantive change will be assessed in the broader context of assessment practices at your institution.

The closure of the Phoenix Center will have no impact on the broader context of assessment practices at the college because assessment will continue to be conducted on an annual basis at the department level for each course taught by SUNY Oswego faculty regardless of location or instructional modality.

    b. Describe how the institution will engage in the periodic assessment of the impact of the substantive change.

As described above, we expect no negative impact from closing the Phoenix Center because the courses students need to complete for their academic programs are still available to them at our other locations.

    c. Provide assessment documentation as appropriate. (Label attachment **Assessment**)
N/A

Section E: Required Appendices by Substantive Change Type

You must complete the appropriate Appendix for each type of substantive change that is related to the request. Please submit unrelated requests on a separate request form. Failure to submit this required additional information relating to the Substantive Change will result in your request being considered incomplete and the Commission will decline to consider the request.

1. Change in the Established Mission or Objectives of the Institution – **See Appendix 1**
2. Change in Legal Status, Form of Control, or Ownership - **See Appendix 2**
3. Significant Departure from Existing Educational Programs – **See Appendix 3**
4. Alternative Delivery Method – **See Appendix 4**
5. Direct Assessment/Competency Based Education Programs - **See Appendix 5**
6. Different Credential Level – **See Appendix 6**
7. Change from Clock Hours to Credit Hours – **See Appendix 7**
8. Substantial Increase or Decrease in Clock or Credit Hours – **See Appendix 8**
9. Contractual Arrangements – **See Appendix 9**
10. Establishment of Additional Locations – **See Appendix 10**
11. Establishment of a Branch Campus – **See Appendix 11**
12. Closure, Relocation, or Reclassification of a Site – **See Appendix 12**
13. Institutional Closure or Other Substantive Change Actions Requiring a Teach-Out Plan – **See Appendix 13**
14. Experimental Sites Initiatives (ESI) with U.S. Department of Education - **See Appendix 14**

Section F: Checklist and Certifications

By signing and submitting this *Substantive Change Request Form*, the individual below certifies that:

☒   **The Substantive Change Policy and Substantive Change Procedures have been reviewed.**

☒   **The information included in the substantive change request is accurate at the time of submission.**

☒   **The institution will notify the Commission of subsequent, significant developments that could affect the Commission's decision.**

☒   **Each section of the substantive change request form has been completed in its entirety.**

☒   **Additional sections based on the type of substantive change have been completed and are attached.**

☒   **Supporting evidence and documentation that will facilitate the review have been provided in the request in narrative form, and/or as an appendix/required attachment are appropriately labeled.**

☒   **The submission of this request for review by the Commission has been authorized by the appropriate individuals at the institution.**

☒   **The institution understands that prior approval of all substantive changes before implementation is required by the Commission.**

☒   **The institution understands that retroactive approval will not be included within the scope of the institution's accreditation status.**

☒   **The institution understands that if provisional approval is granted, additional actions are required on the part of the institution (for example, a site visit, evidence of appropriate approvals, etc.), and it is the responsibility of the institution to ensure all conditions have been met and that the Commission has received all necessary documentation.**

☒   **The substantive change request does not adversely affect the institution's compliance with the Commission's Standards for Accreditation, Requirements of Affiliation, and policies and does not violate federal or state regulations.**

       NOTE: The Commission reserves the right to decline to consider incomplete requests.

The Substantive Change Request Form must be submitted by the institution's Accreditation Liaison Officer (ALO):

Provide Name, Title, Email, and Phone Number of (ALO) submitting this request:

Name: Kristi Eck

Title: Chief of Staff

Email: Kristi.Eck@oswego.edu

Phone Number: 315-312-2212

Please sign by typing the name of the Accreditation Liaison Officer (ALO) or including an electronic signature of the ALO in the space provided:

Signature of ALO: Kristi Eck

INSTRUCTIONS FOR APPENDICES:

For Microsoft Word 2013 and 2016 users
1. Left click on the triangle on the left of the appendix or appendices to expand questions that are related to this substantive change. If you cannot see the triangle, tap or place your cursor in the heading to see the triangle. You can also right-click the heading and click expand/collapse.
2. Delete the appendices that are not related to this request by highlighting the appendices and pressing delete.
3. Do not change the numbers affiliated with each Appendix, even if the order of the submitted Appendices are not in numerical order.

For other Microsoft Word users
1. Delete appendices that are not related to this request by highlighting the appendices and pressing delete.

Appendix 12: Closure, Relocation, or Reclassification of a Site

☐ Closing Branch Campus
☒ Closing Additional Location
☐ Relocating Main Campus
☐ Relocating Branch Campus
☐ Relocating Additional Location

☐ Reclassifying Branch Campus to Additional Location
☐ Reclassifying Additional Location to Branch Campus
☐ Reclassifying Additional Location to Instructional Site
☐ Reclassifying Instructional Site to Additional Location

Closing Branch Campus or Closing Additional Location

Provide physical address:

Location Name: SUNY Oswego Phoenix Center
Address Line 1: 70 County Route 59
Address Line 2: Click or tap here to enter text.
City: Phoenix
State/Province/Region: NY
ZIP/Postal Code: 13135
Country: USA
Projected closure date: 5/31/2016

[Note: After the Commission acts on this substantive change request and instruction ceases, you must submit an email within 30 days to sc@msche.org confirming the actual date (Month, day, year) that instruction ceased at the location.]

List the program(s) offered at the location:

Name of program, including credential level as it appears in the institution's catalog	% of program offered at location
No programs were offered at the Phoenix Center but various courses were taught and non-credit trainings were offered.	N/A

Please answer all questions below; if not applicable to this request indicate N/A:

1. If 100% of an academic program was offered at the location you are closing, a Teach-out Plan is required. See the Commission policy *Merging or Closing a Postsecondary Institution or Program Site*, specifically the section on Reporting to the Commission and Obtaining Approval: Teach-out Plans, Teach-Out Agreements and Other key Issues. Attach a copy of the Teach-Out Plan and all Agreements (if applicable), including any attachments. (Label attachment **Teach-Out**)

N/A

2. If less than 100% of an academic program is offered at the location, briefly explain what options or provisions the institution is offering to remaining students in the program(s). A teach-out plan and agreement is not required.

The courses are now available on the SUNY Oswego main campus as well as at an Additional Location: SUNY Oswego Metro Center and at Other Instructional Sites in the community in both in-class and on-line formats.

3. Please provide, very briefly, any additional information that may be helpful to the Commission regarding this substantive change.

N/A

Operation Oswego County

An Economic and Job Development Corporation Serving Oswego County, NY

July 20, 2016

Mr. Nick Lyons
Vice President for Administration and Finance
Oswego State University of New York
705 Culkin Hall
Oswego, NY 13126

Dear Mr. Lyons:

This letter is to acknowledge that SUNY Oswego is released prematurely from their building lease with Operation Oswego County, Inc. at 70 County Route 59 in the Town of Schroeppel as of June 1, 2016. According to our records, all payments and obligations have been fulfilled.

We have enjoyed being a partner to SUNY Oswego at the facility for over 20 years and look forward to future opportunities to work together.

Sincerely,

OPERATION OSWEGO COUNTY, INC.

L. Michael Treadwell, CEcD
Executive Director

LMT/kp

Cc: Jill Pippen
       Deborah Stanley
       Austin Wheelock

Needs Analysis: Phoenix Center Course Sections and Total Enrollment (Undergraduate and Graduate)
AY 2012-2013 thru AY 2015-2016

	NUMBER OF COURSE SECTIONS	TOTAL ENROLLMENT		COMBINED ENROLLMENT
	Credit	*Undergraduate*	*Graduate*	
AY 2012-13 TOTALS	50	127	371	498
AY 2013-14 TOTALS	33	72	235	307
AY 2014-15 TOTALS	26	14	215	229
AY 2015-16 TOTALS	33	40	213	253
COMBINED TOTALS	142	253	1034	1287

A. General Information

	Data on File (2015-16)	IP Data (2016-17)
Institution Name	SUNY College at Oswego	SUNY College at Oswego
IPEDS ID Number	196194	196194
OPE ID Number	00284800	00284800
Primary Physical Address	7060 State Route 104 Oswego, NY 13126	7060 State Route 104 Oswego, NY 13126
Mailing Address		
Telephone	315 312 2500	315 312 2500
Fax	315 312 5438	315 312 5438
Website	www.oswego.edu	www.oswego.edu
Student Achievement Website	www.oswego.edu/administration/institutional_research/Consumer_Information.html	www.oswego.edu/administration/institutional_research/Consumer_Information.html
Control	Public	Public
Affiliation Type	Government-State Systems	Government-State Systems
Affiliated Organization:	The State University of New York	The State University of New York
2015 Carnegie Classification	Master's Colleges & Universities - Larger Programs	Master's Colleges & Universities - Larger Programs
Calendar	Semester	Semester
Degree Granting Authority Type	State/State Office	State/State Office
Degree Granting Authority State or Country	New York	New York
Licensed to Operate in	NY	NY

Related Entities		
Name, State, Country	The State University of New York, NY	The State University of New York, NY

Approved Credential Levels

Indicate the number of programs of study that your institution currently offers within each approved credential level. The degree levels reported here should be the degrees or certificates currently offered by the institution and approved within the scope of accreditation. The credential levels reported in the IP must match the institution's approved credential levels. Please ensure these are accurate as changes to credential levels fall under MSCHE Substantive Change policy.

Substantive change (prior approval) is required to add credential levels. Please see the Substantive Change policy and accompanying Substantive Change Procedures posted on the Commission's website.

	Data on File (2015-16)		IP Data (2016-17)	
	Approved	Number of Programs	Approved	Number of Programs
Postsecondary Award (< 1 year)	no	0	no	0
Postsecondary Award (>=1 year, < 2 years)	no	0	no	0
Associate's Degree or Equivalent	no	0	no	0
Postsecondary Award (>= 2 years, < 4 years)	no	0	no	0

Bachelor's Degree or Equivalent	yes	85		yes	85
Postbaccalaureate Certificate	no	0		no	0
Master's Degree or Equivalent	yes	43		yes	43
Post-Master's Certificate	yes	7		yes	7
Doctor's Degree - Professional Practice	no	0		no	0
Doctor's Degree - Research/Scholarship	no	0		no	0
Doctor's Degree - Other	no	0		no	0

Initial Accreditation	1950	1950
Last Reaffirmed	2012	2012
Next Self-Study Visit	2021-22	2021-22
Next Periodic Review Report (PRR)	June 2026	June 2026
MSCHE Staff Liaison	Dr. Christy L. Faison	Dr. Christy L. Faison

Notes

B. Key Contacts

Verify existing or provide additional information in ALL of the requested fields. If a person has more than one function, please add his or her name to each category. Otherwise, the correct person may not receive postal mail or e-mails that the Commission directs to specific key contacts. Do not leave any contacts blank (unless noted). Do not enter "vacant." Provide the most appropriate contact name for the position.

Do not leave any contacts blank (_unless noted_**). Do not enter "vacant." Provide the most appropriate contact name for the position.**

Key Contact	Data on File (2015-16)	IP Data (2016-17)
System/District Chief Exec Officer	Dr. Nancy L. Zimpher _Chancellor_ SUNY Plaza 353 Broadway Albany, NY 12246 Phone: 518 320 1355 Fax: 518 320 1560 Email: Nancy.Zimpher@SUNY.edu	Dr. Nancy L. Zimpher _Chancellor_ SUNY Plaza 353 Broadway Albany, NY 12246 Phone: 518 320 1355 Fax: 518 320 1560 Email: Nancy.Zimpher@SUNY.edu
Chief Executive Officer	Dr. Deborah F. Stanley _President_ 706 Culkin Hall Oswego, NY 13126 Phone: 315 312 2211 Fax: 315 312 5438 Email: deborah.stanley@oswego.edu	Dr. Deborah F. Stanley _President_ 706 Culkin Hall Oswego, NY 13126 Phone: 315 312 2211 Fax: 315 312 5438 Email: deborah.stanley@oswego.edu
Chief Academic Officer	Dr. Walter B. Roettger _Acting Provost, Vice President for Academic Affairs_ 7060 State Route 104 Oswego, NY 13126 Phone: none Fax: none Email: walter.roettger@oswego.edu	Dr. Walter B. Roettger _Acting Provost, Vice President for Academic Affairs_ 7060 State Route 104 Oswego, NY 13126 Phone: none Fax: none Email: walter.roettger@oswego.edu
Chief Financial Officer	Mr. Nicholas A. Lyons _Vice President of Budget and Finance_ 7060 State Route 104 705 Culkin Hall Oswego, NY 13126 Phone: 315 312 2222 Fax: 315 312 5183 Email: nicholas.lyons@oswego.edu	Mr. Nicholas A. Lyons _Vice President of Budget and Finance_ 7060 State Route 104 705 Culkin Hall Oswego, NY 13126 Phone: 315 312 2222 Fax: 315 312 5183 Email: nicholas.lyons@oswego.edu
Chief Information Technology Officer	Mr. Sean Moriarty _Chief Technology Officer_ 7060 State Route 104 Oswego, NY 13126 Phone: 315 312 5500 Fax: none Email: sean.moriarty@oswego.edu	Mr. Sean Moriarty _Chief Technology Officer_ 7060 State Route 104 Oswego, NY 13126 Phone: 315 312 5500 Fax: none Email: sean.moriarty@oswego.edu

Accreditation Liaison Officer	Dr. Kristi Eck *Chief of Staff* 7060 State Route 104 709 Culkin Hall Oswego, NY 13126 Phone: 315 312 2212 Fax: none Email: kristi.eck@oswego.edu	Ms. Kristi Eck *Chief of Staff* 7060 State Route 104 709 Culkin Hall Oswego, NY 13126 Phone: 315 312 2212 Fax: none Email: kristi.eck@oswego.edu
Coordinator of Distance Education	Ms. Jill M. Pippin *Dean, Division of Extended Learning* 151A Campus Center Oswego, NY 13126 Phone: 315 312 2271 Fax: 315 312 3078 Email: jill.pippin@oswego.edu	Ms. Jill M. Pippin *Dean, Division of Extended Learning* 151A Campus Center Oswego, NY 13126 Phone: 315 312 2271 Fax: 315 312 3078 Email: jill.pippin@oswego.edu
Coordinator of Outcomes Assessment	Dr. Mehran Nojan *Director, Institutional Research and Assessment* 603 Culkin Hall Oswego, NY 13126 Phone: 315 312 2345 Fax: 315 312 5684 Email: mehran.nojan@oswego.edu	Dr. Mehran Nojan *Director, Institutional Research and Assessment* 603 Culkin Hall Oswego, NY 13126 Phone: 315 312 2345 Fax: 315 312 5684 Email: mehran.nojan@oswego.edu
Coordinator of Institutional Research Functions	Dr. Mehran Nojan *Director, Institutional Research and Assessment* 603 Culkin Hall Oswego, NY 13126 Phone: 315 312 2345 Fax: 315 312 5684 Email: mehran.nojan@oswego.edu	Dr. Mehran Nojan *Director, Institutional Research and Assessment* 603 Culkin Hall Oswego, NY 13126 Phone: 315 312 2345 Fax: 315 312 5684 Email: mehran.nojan@oswego.edu
Chair: Self-Study Steering Committee	Dr. Julie Pretzat Merchant *Interim Associate Dean* 7060 State Route 104 Oswego, NY 13126 Phone: 315 312 2285 Fax: 315 312 6613 Email: julie.pretzat@oswego.edu	Dr. Julie Pretzat Merchant *Dean of Communication, Media and the Arts* 7060 State Route 104 Oswego, NY 13126 Phone: 315 312 2285 Fax: 315 312 6613 Email: julie.pretzat@oswego.edu
Co-Chair: Self-Study Steering Committee	Dr. Elizabeth Dunne-Schmitt *Professor and Chair Economics Department* 7060 State Route 104 Oswego, NY 13126 Phone: 315 312 3455 Fax: 315 312 5444 Email: elizabeth.schmitt@oswego.edu	Dr. Elizabeth Dunne-Schmitt *Professor Economics Department* 7060 State Route 104 Oswego, NY 13126 Phone: 315 312 3455 Fax: 315 312 5444 Email: elizabeth.schmitt@oswego.edu
Person in the President's Office To Whom MSCHE Invoices Should be Sent	Mr. Nicholas A. Lyons *Vice President of Budget and Finance* 7060 State Route 104 705 Culkin Hall Oswego, NY 13126 Phone: 315 312 2222 Fax: 315 312 5183 Email: nicholas.lyons@oswego.edu	Mr. Nicholas A. Lyons *Vice President of Budget and Finance* 7060 State Route 104 705 Culkin Hall Oswego, NY 13126 Phone: 315 312 2222 Fax: 315 312 5183 Email: nicholas.lyons@oswego.edu
Person Who Should Receive a Copy of MSCHE Invoices (Optional)	none	none

Person Completing IP Financials	Ms. Victoria Furlong *Interim Vice President for Finance & Budget* 7060 State Route 104 Oswego, NY 13126 Phone: 315 312 3636 Fax: 315 312 5619 Email: victoria.furlong@oswego.edu	Ms. Victoria Furlong *Assistant Vice President for Finance and Budget* 7060 State Route 104 Oswego, NY 13126 Phone: 315 312 3636 Fax: 315 312 5619 Email: victoria.furlong@oswego.edu
Person Completing IP (Key User)	Ms. Teresa Casanova *Administrative Aide, Institutional Research* SUNY College at Oswego Oswego, NY 13126 Phone: 315 312 2345 Fax: 315 312 5684 Email: teresa.casanova@oswego.edu	Ms. Teresa Casanova *Administrative Aide, Institutional Research* SUNY College at Oswego Oswego, NY 13126 Phone: 315 312 2345 Fax: 315 312 5684 Email: teresa.casanova@oswego.edu

☑ **Click here to indicate that you have reviewed and updated the entire list of Key Contacts above.**

(Required to "Lock Down" the IP data)

C. Student Achievement

Part 1. Awards Granted

Report all degrees or other formal awards conferred by your institution between July 1, 2015, and June 30, 2016. If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

Please see the instructions for specific inclusions and exclusions.

Awards Granted by Credential Level	Data on File (2014-15)	IP Data (July 1, 2015 - June 30, 2016)
Postsecondary Award (< 1 year)	0	0
Postsecondary Award (>=1 year, < 2 years)	0	0
Associate's Degree or Equivalent	0	0
Postsecondary Award (>= 2 years, < 4 years)	0	0
Bachelor's Degree or Equivalent	1710	1639
Postbaccalaureate Certificate	0	0
Master's Degree or Equivalent	297	280
Post-Master's Certificate	72	70
Doctor's Degree - Professional Practice	0	0
Doctor's Degree - Research/Scholarship	0	0
Doctor's Degree - Other	0	0

Part 2. Completers

This section requests completion data on two separate cohorts (150% and 200%) of full-time, first-time, degree/certificate-seeking undergraduate students enrolled in your institution during the specified fall term or academic year. Students must be enrolled full-time in courses that lead to a credit-bearing degree, diploma, certificate or other formal award. Count completers only once and indicate the highest degree level earned. Report the status of these students as of August 31 of the reporting year. Please see the instructions to identify students for inclusion in the specific cohorts.

Screening Questions		
a. Does your institution have undergraduate programs?	yes	yes
b. Does your institution serve only transfer students?	no	no
Completers of Programs of <= 2 Years	Data on File (as of August 31, 2015)	IP Data (as of August 31, 2016)
Completers Within 150% of Normal Time		
Fall 2013 cohort	0	0
Completers Within 150% of Normal Time to Completion	0	0
Total transfers out	0	0
Still Enrolled	0	0
Completers Within 200% of Normal Time		
Fall 2012 Cohort	0	0
Completers Within 200% of Normal Time to Completion	0	0

Total transfers out	0	0
Still Enrolled	0	0
Completers of Programs of > 2 and <= 4 Years		
Completers Within 150% of Normal Time		
Fall 2010 Cohort	0	1385
Completers Within 150% of Normal Time to Completion	0	910
Total transfers out	0	387
Still Enrolled	0	5
Completers Within 200% of Normal Time		
Fall 2008 Cohort	0	1468
Completers Within 200% of Normal Time to Completion	0	943
Total transfers out	0	362
Still Enrolled	0	4

Notes

D. Enrollment (Unduplicated)

Part 1. Fall Credit Enrollment

	Data on File (fall 2015)		IP Data (fall 2016)	
	Undergraduate	Graduate	Undergraduate	Graduate
Total credit hours of all part-time students	1904	2374	1688	2534
Minimum credit load to be considered a full time student per semester	15	12	15	12
Full-Time Head Count	6778	308	6868	317
Part-Time Head Count	326	525	282	537
Adjusted Enrollment	6905	506	6981	528

Part 2. Matriculation

	Data on File (fall 2015)	IP Data (fall 2016)
Matriculated (degree-seeking) Students	7739	7856
Non-Matriculated Students	198	148
Total	7937	8004

3. Dual Enrollment Courses for High School Students

	IP Data (fall 2016)
During the fall semester, did any high school students take courses for college credit through your institution?	No

4. Non-Credit Enrollment (Prior Year)

	Data on File (2014-15)	IP Data (July 1, 2015 - June 30, 2016)
Non-Credit Graduate Level Courses	0	0
Non-Credit Undergraduate Level Courses	4480	2307
Non-Credit Avocational Continuing Education	441	730

Notes

E. Distance and Correspondence Education

Distance education means education that uses one or more technologies to deliver instructions to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor. See the Instructions for a full explanation.

Part 1. Distance Education

Part 1 Distance Education collects data on the number of courses, students, and programs offered via distance education. Please see the instructions and help sections for definitions.

Part 1. Distance Education - Screening Question	Data on File (2014-15)	IP Data (July 1, 2015 - June 30, 2016)
Did your institution, in the most recent prior year (July 1, 2015 - June 30, 2016), offer distance education courses, as defined in the Instructions?	Yes	Yes

Distance Education Courses

If you selected 'yes' in the previous question, then please complete this section.

Provide: (a) the unduplicated headcount of all students in the most recent prior year (July 1, 2015 - June 30, 2016) who took distance education courses for credit by your institution; and (b) the total number of registrations of all students. The registrations may be duplicated if a student enrolls in more than one course.

Provide an explanation in the Notes context box if this reporting year's total is greater than the prior year and you have significant growth in distance learning enrollment.

	Data on File (2014-15)	IP Data (July 1, 2015 - June 30, 2016)
Distance Education Headcount	3984	4104
Distance Education Registrations	8106	8602

Distance Education Programs

Programs. Report the number of degree or certificate programs offered during the previous year (July 1, 2015 - June 30, 2016) for which students could meet at least 50% of their requirements for any of the programs by taking distance education courses.

Substantive change (prior approval) is required to offer Distance Education Programs. Please see the Substantive Change policy and accompanying Substantive Change Procedures posted on the Commission's website. You may also email sc@msche.org or your staff liaison with questions.

	Data on File (2014-15)	IP Data (July 1, 2015 - June 30, 2016)
Number of Distance Education Programs	22	24

Part 2. Correspondence Education

Correspondence education means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor; (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; (3) Correspondence courses are typically self-paced; and (4) Correspondence education is not Distance education.

Substantive change (prior approval) is required to offer Correspondence Education Programs. Please see the **Substantive Change** policy and accompanying **Substantive Change Procedures** posted on the Commission's website. You may also email **sc@msche.org** or your staff liaison with questions.		
Part 2. Correspondence Education - Screening Question	**Data on File (2014-15)**	**IP Data (July 1, 2015 - June 30, 2016)**
Did your institution, in the most recent prior year (July 1, 2015 - June 30, 2016), offer Correspondence education courses, as defined in the Instructions?	No	No

Notes

F. Other Regional, National, and Specialized Accreditation

Accreditors Recognized by the U.S. Department of Education

In the column on the right, check the box next to the name of the U.S.D.E. recognized accreditors that currently accredit your institution or its programs. Include accreditors for which your institution is a candidate for accreditation (provide a note in the Notes section indicating that you are a candidate for a particular accreditor).

The list of U.S.D.E recognized accrediting organizations your institution reported last year are shown in the left column labeled "Data on File". The items you selected last year are not automatically pre-populated to the current "IP Data" column for the current reporting year. You must make check box selections each year.

It is not necessary to report the Middle States Commission on Higher Education, and it is excluded from this list.

Data on File (2015-16)	IP Data (2016-17)
Accreditors Recognized by U.S. Secretary of Education	**Accreditors Recognized by U.S. Secretary of Education**
■ National Association of Schools of Art and Design, Commission on Accreditation ■ National Association of Schools of Music, Commission on Accreditation ■ National Association of Schools of Theatre, Commission on Accreditation	■ National Association of Schools of Art and Design, Commission on Accreditation ■ National Association of Schools of Music, Commission on Accreditation ■ National Association of Schools of Theatre, Commission on Accreditation

Notes

Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**

Middle States Commission on Higher Education
Institutional Profile 2016-17
[0408] **SUNY College at Oswego**

G. Instructional Staff

Report an unduplicated headcount of full-time and part-time instructional personnel employed by your institution as of fall 2016.

Please see the full instructions for more information about inclusions and exclusions.

	Data on File (fall 2015)		IP Data (fall 2016)	
	Full-Time Headcount	**Part-Time Headcount**	**Full-Time Headcount**	**Part-Time Headcount**
Total Faculty	354	235	359	214

Notes

H. Other Geographical Locations

Report all study abroad sites. Verify existing data and add new countries that are considered study abroad sites for the current reporting period (July 1, 2016 - June 30, 2017). If your semesters abroad run into the next reporting year (i.e. summer programs that start in June but run through August for example), include them in the current reporting year. Use the start of the semester as the date for inclusion in the current reporting timeframe.

This section is only required if your institution's Self-Study Visit is scheduled for 2017-18 or 2018-19.

Note:
Your institution's next Self-Study Visit is scheduled for 2021-22.

H-1. Study Abroad

H. Other Geographical Locations

Verify existing data and provide missing information for all geographical locations that are considered branch campuses for the current reporting period (July 1, 2016 - June 20, 2017).

Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to the federal government for Title IV purposes.

Substantive change (prior approval) is required to add, close, relocate or reclassify Branch Campuses. Please see the Substantive Change policy and accompanying Substantive Change Procedures posted on the Commission's website. You may also email sc@msche.org or your staff liaison with questions.

H-2. Branch Campuses

Data on File (2015-16)	IP Data (2016-17)
No Branch Campuses.	No Branch Campuses.

H. Other Geographical Locations

Verify existing data and provide missing information for all geographical locations that are considered additional locations for the current reporting period (July 1, 2016 - June 20, 2017).

Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to the federal government for Title IV purposes.

Substantive change (prior approval) is required to add, close, relocate or reclassify Additional Locations. Please see the Substantive Change policy and accompanying Substantive Change Procedures posted on the Commission's website. You may also email sc@msche.org or your staff liaison with questions.

H-3. Additional Locations

	Data on File (2015-16)	IP Data (2016-17)
Name	Finger Lakes Community College	Finger Lakes Community College
IPEDS ID	none	none
OPE ID	none	none
Street Address, City, State, Postal	4355 Lakeshore Drive Canandaigua, NY 14424	4355 Lakeshore Drive Canandaigua, NY 14424
Status	Inactive	Inactive
Number of degree programs for which 50% of the program may be completed at this location		
Postsecondary Award (< 1 year)	0	0
Postsecondary Award (>=1 year, < 2 years)	0	0
Associate's Degree or Equivalent	0	0
Postsecondary Award (>= 2 years, < 4 years)	0	0
Bachelor's Degree or Equivalent	0	0
Postbaccalaureate Certificate	0	0
Master's Degree or Equivalent	0	0
Post-Master's Certificate	0	0
Doctor's Degree - Professional Practice	0	0
Doctor's Degree - Research/Scholarship	0	0
Doctor's Degree - Other	0	0
Full-time Headcount at this location		
Graduate	0	0
Undergraduate	0	0
Part-time Headcount at this location		
Graduate	0	0
Undergraduate	0	0
Notes Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**		

Name	Jefferson Community College	Jefferson Community College
IPEDS ID	none	none
OPE ID	none	none

Street Address, City, State, Postal	1220 Coffeen Street Watertown, NY 13601	1220 Coffeen Street Watertown, NY 13601
Status	Inactive	Active
Number of degree programs for which 50% of the program may be completed at this location		
Postsecondary Award (< 1 year)	0	0
Postsecondary Award (>=1 year, < 2 years)	0	0
Associate's Degree or Equivalent	0	0
Postsecondary Award (>= 2 years, < 4 years)	0	0
Bachelor's Degree or Equivalent	0	0
Postbaccalaureate Certificate	0	0
Master's Degree or Equivalent	0	0
Post-Master's Certificate	0	1
Doctor's Degree - Professional Practice	0	0
Doctor's Degree - Research/Scholarship	0	0
Doctor's Degree - Other	0	0
Full-time Headcount at this location		
Graduate	0	0
Undergraduate	0	0
Part-time Headcount at this location		
Graduate	0	18
Undergraduate	0	0

Notes
Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**

Name	SUNY Oswego Metro Center	SUNY Oswego Metro Center
IPEDS ID	none	none
OPE ID	none	none
Street Address, City, State, Postal	The Atrium 2 Clinton Square Syracuse, NY 13202	The Atrium 2 Clinton Square Syracuse, NY 13202
Status	Active	Active
Number of degree programs for which 50% of the program may be completed at this location		
Postsecondary Award (< 1 year)	0	0
Postsecondary Award (>=1 year, < 2 years)	0	0
Associate's Degree or Equivalent	0	0
Postsecondary Award (>= 2 years, < 4 years)	0	0
Bachelor's Degree or Equivalent	0	3
Postbaccalaureate Certificate	0	0
Master's Degree or Equivalent	1	14
Post-Master's Certificate	1	6
Doctor's Degree - Professional Practice	0	0
Doctor's Degree - Research/Scholarship	0	0
Doctor's Degree - Other	0	0
Full-time Headcount at this location		
Graduate	165	316
Undergraduate	40	52
Part-time Headcount at this location		
Graduate	180	272
Undergraduate	3	17

Notes
Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**

H. Other Geographical Locations

Verify existing data and provide missing information for all geographical locations that are considered other instructional sites for the current reporting period (July 1, 2016 - June 20, 2017).

Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to the federal government for Title IV purposes.

Substantive change (prior approval) is <u>not</u> required to add, or delete instructional sites.

H-4. Other Instructional Sites

	Data on File (2015-16)	IP Data (2016-17)
Name of the site or facility at which courses are being offered	Averill Park High School	Averill Park High School
Street Address City, State, Postal	146 Gettle Road Averill Park, NY 12018	146 Gettle Road Averill Park, NY 12018
Headcount (For Credit)	63	61
Notes Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**		
Name of the site or facility at which courses are being offered	Burnt Hills-Balston Spa Sr. HS	Burnt Hills-Balston Spa Sr. HS
Street Address City, State, Postal	88 Lakehill Road Burnt Hills, NY 12027	88 Lakehill Road Burnt Hills, NY 12027
Headcount (For Credit)	83	82
Notes Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**		
Name of the site or facility at which courses are being offered	Central Square Intermediate	Central Square Intermediate
Street Address City, State, Postal	68 School Drive Central Square, NY 13036	68 School Drive Central Square, NY 13036
Headcount (For Credit)	95	91
Notes Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**		
Name of the site or facility at which courses are being offered	Champlain Valley Educational Center	Champlain Valley Educational Center
Street Address City, State, Postal	1585 Military Turnpike Ext Plattsburgh, NY 12901	1585 Military Turnpike Ext Plattsburgh, NY 12901
Headcount (For Credit)	0	0
Notes Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**		

Name of the site or facility at which courses are being offered	Charles W. Baker HS	Charles W. Baker HS
Street Address City, State, Postal	29 East Oneida Street Baldwinsville, NY 13027	29 East Oneida Street Baldwinsville, NY 13027
Headcount (For Credit)	173	172

Notes
Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**

Name of the site or facility at which courses are being offered	Cicero-North Syracuse HS	Cicero-North Syracuse HS
Street Address City, State, Postal	6002 State Highway 31 Cicero, NY 13039	6002 State Highway 31 Cicero, NY 13039
Headcount (For Credit)	227	213

Notes
Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**

Name of the site or facility at which courses are being offered	Clarkstown High School	Clarkstown High School
Street Address City, State, Postal	151 Congers Road New City, NY 10956	151 Congers Road New City, NY 10956
Headcount (For Credit)	1	1

Notes
Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**

Name of the site or facility at which courses are being offered	Cobleskill-Richmondville HS	Cobleskill-Richmondville HS
Street Address City, State, Postal	1353 State Route 7 Richmondville, NY 12043	1353 State Route 7 Richmondville, NY 12043
Headcount (For Credit)	0	0

Notes
Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**

Name of the site or facility at which courses are being offered	Columbia HS	Columbia HS
Street Address City, State, Postal	962 Luther Road East Greenbush, NY 12061	962 Luther Road East Greenbush, NY 12061
Headcount (For Credit)	18	16

Notes
Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**

Name of the site or facility at which courses are being offered	Delaware Academy & Central School	Delaware Academy & Central School
Street Address City, State, Postal	2 Sheldon Drive Delhi, NY 13753	2 Sheldon Drive Delhi, NY 13753
Headcount (For Credit)	31	23

Notes
Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**

Name of the site or facility at which courses are being offered	Fabius-Pompey HS	Fabius-Pompey HS
Street Address City, State, Postal	1211 Mill Street Fabius, NY 13063	1211 Mill Street Fabius, NY 13063

Headcount (For Credit)	57	54

Notes
Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**

Name of the site or facility at which courses are being offered	Fayetteville-Manlius High School	Fayetteville-Manlius High School
Street Address City, State, Postal	8201 East Seneca Turnpike Manlius, NY 13104	8201 East Seneca Turnpike Manlius, NY 13104
Headcount (For Credit)	54	52

Notes
Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**

Name of the site or facility at which courses are being offered	G. Ray Bodley High School	G. Ray Bodley High School
Street Address City, State, Postal	6 William Gillard Drive Fulton, NY 13069	6 William Gillard Drive Fulton, NY 13069
Headcount (For Credit)	80	77

Notes
Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**

Name of the site or facility at which courses are being offered	Guilderland HS	Guilderland HS
Street Address City, State, Postal	8 School road Guilderland Center, NY 12085	8 School road Guilderland Center, NY 12085
Headcount (For Credit)	13	13

Notes
Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**

Name of the site or facility at which courses are being offered	Jefferson-Lewis BOCES	Jefferson-Lewis BOCES
Street Address City, State, Postal	20104 NYS Route 3 Watertown, NY 13601	20104 NYS Route 3 Watertown, NY 13601
Headcount (For Credit)	16	16

Notes
Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**

Name of the site or facility at which courses are being offered	Liverpool High School	Liverpool High School
Street Address City, State, Postal	4338 Wetzel Road Liverpool, NY 13090	4338 Wetzel Road Liverpool, NY 13090
Headcount (For Credit)	333	324

Notes
Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**

Name of the site or facility at which courses are being offered	Marcellus High School	Marcellus High School
Street Address City, State, Postal	1 Mustang Hill Marcellus, NY 13108	1 Mustang Hill Marcellus, NY 13108
Headcount (For Credit)	74	68

Notes
Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**

Name of the site or facility at which courses are being offered	Mexico High School	Mexico High School
Street Address City, State, Postal	3338 Main Street Mexico, NY 13114	3338 Main Street Mexico, NY 13114
Headcount (For Credit)	64	62

Notes
Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**

Name of the site or facility at which courses are being offered	Minetto Elementary School	Minetto Elementary School
Street Address City, State, Postal	2411 County Route 8 Minetto, NY 13115	2411 County Route 8 Minetto, NY 13115
Headcount (For Credit)	0	0

Notes
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Name of the site or facility at which courses are being offered	New Lebanon Junior High School	New Lebanon Junior High School
Street Address City, State, Postal	14665 State Route 22 New Lebanon, NY 12125	14665 State Route 22 New Lebanon, NY 12125
Headcount (For Credit)	9	8

Notes
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Name of the site or facility at which courses are being offered	Oswego High School	Oswego High School
Street Address City, State, Postal	2 Buccaneer Boulevard Oswego, NY 13126	2 Buccaneer Boulevard Oswego, NY 13126
Headcount (For Credit)	24	24

Notes
Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**

Name of the site or facility at which courses are being offered	Palmer Elementary	Palmer Elementary
Street Address City, State, Postal	7864 Hicks Road Baldwinsville, NY 13027	7864 Hicks Road Baldwinsville, NY 13027
Headcount (For Credit)	0	0

Notes
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Name of the site or facility at which courses are being offered	Palmyra-Macedon Middle School	Palmyra-Macedon Middle School
Street Address City, State, Postal	163 Hyde Parkway Palmyra, NY 14522	163 Hyde Parkway Palmyra, NY 14522
Headcount (For Credit)	52	52

Notes
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Name of the site or facility at which courses are being offered	Robert C. McEwen Education Complex	Robert C. McEwen Education Complex

Street Address City, State, Postal	4300 Camp Hale Road Ft. Drum, NY 13602	4300 Camp Hale Road Ft. Drum, NY 13602
Headcount (For Credit)	0	0

Notes
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Name of the site or facility at which courses are being offered	Scotia-Glenville Sr. High School	Scotia-Glenville Sr. High School
Street Address City, State, Postal	1 Tartan Way Scotia, NY 12302	1 Tartan Way Scotia, NY 12302
Headcount (For Credit)	14	14

Notes
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Name of the site or facility at which courses are being offered	Shaker High School	Shaker High School
Street Address City, State, Postal	445 Watervliet Shaker Road Latham, NY 12110	445 Watervliet Shaker Road Latham, NY 12110
Headcount (For Credit)	63	58

Notes
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Name of the site or facility at which courses are being offered	Shenendehowa High School	Shenendehowa High School
Street Address City, State, Postal	970 State Highway 146 Clifton Park, NY 12065	970 State Highway 146 Clifton Park, NY 12065
Headcount (For Credit)	44	43

Notes
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Name of the site or facility at which courses are being offered	Skaneateles Sr. High School	Skaneateles Sr. High School
Street Address City, State, Postal	49 East Elizabeth Street Skaneateles, NY 13152	49 East Elizabeth Street Skaneateles, NY 13152
Headcount (For Credit)	29	30

Notes
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Name of the site or facility at which courses are being offered	Union Springs High School	Union Springs High School
Street Address City, State, Postal	239 Cayuga Street Union Springs, NY 13160	239 Cayuga Street Union Springs, NY 13160
Headcount (For Credit)	59	54

Notes
Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**

Name of the site or facility at which courses are being offered	Weedsport Central School	Weedsport Central School
Street Address City, State, Postal	2821 East Brutus Street Weedsport, NY 13166	2821 East Brutus Street Weedsport, NY 13166
Headcount (For Credit)	29	29

Name of the site or facility at which courses are being offered	West Genesee High School	West Genesee High School
Street Address City, State, Postal	5201 West Genesee Street Camillus, NY 13031	5201 West Genesee Street Camillus, NY 13031
Headcount (For Credit)	216	211

Middle States Commission on Higher Education
Institutional Profile 2016-17
[0408] **SUNY College at Oswego**

I. Financial Information (Part 1)

Report the same Operating and Non-Operating expenses on the Institutional Profile that your institution reports to IPEDS (Integrated Postsecondary Higher Education Data Systems). The IPEDS Part and Line numbers are noted for each data element listed.

Verify the Fiscal Year Begin and Fiscal Year End dates. The default dates displayed represent the most recent fiscal year for which you would have audited financial statements.

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter 124, not 123.65.
Do not enter data in thousands of dollars. For example, enter 1,250,000, not 1,250.

Complete every field for which you have financial data. Shaded information cannot be modified online.

	Data on File Fiscal Year Ending 2015	IP Data Fiscal Year Ending 2016

Which reporting standard is used to prepare your institution's financial statements? Your selection determines the value in the column IPEDS Part-Line below.
   FASB (Financial Accounting Standards Board)
   GASB (Governmental Accounting Standards Board)
 	
Note: For Private and International institutions, the value is automatically set to FASB. FASB is the closest equivalent to the standard used by International institutions.
	GASB	GASB

Is your institution's Auditor's report on financial statements Unqualified or Qualified?		Unqualified
Fiscal Year Begin	7/1/2014	7/1/2015
Fiscal Year End	6/30/2015	6/30/2016

	IPEDS Part C-1	**Data on File Fiscal Year Ending 2015**	**IP Data Fiscal Year Ending 2016**
	Line	**Expenses**	**Expenses**
Instruction *	**01**	$84,941,430	$86,442,431
Research *	**02**	$1,810,412	$1,864,427
Public Services *	**03**	$4,702,894	$4,735,263
Academic Support *	**05**	$16,098,519	$16,536,895
Student Services *	**06**	$20,580,362	$20,838,908
Institutional Support *	**07**	$17,647,489	$21,268,845
Scholarships and Fellowships*	**10**	$10,560,490	$10,639,866
Auxiliary Enterprises	**11**	$41,225,769	$37,927,735
Hospital Services	**12**	$0	$0
Independent Operations	**13**	$0	$0
Other Functional Expenses	**14**	$6,570,355	$3,373,976
See Part 2 for Depreciation and O&M expenses			
Total Expenses		$204,137,720	$203,628,346
Total Expenses from IPEDS Report	**19**		$203,628,346

* = Educational & General Expenses used for Annual Dues billing.Motes

I. Financial Information (Part 2)

REMINDER: Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).

Report the same data on the Institutional Profile in Section 2A below that your institution reports to IPEDS. The IPEDS Part and Line numbers are noted for each data element listed.

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter 124, not 123.65.
Do not enter data in thousands of dollars. For example, enter 1,250,000, not 1,250.

Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.

Shaded information cannot be modified online.

	IPEDS Part-Line	Data on File Fiscal Year Ending 2015	IP Data Fiscal Year Ending 2016
SECTION 2A -- Data from Audited Financial Statements			
Depreciable Capital Assets, net	**A-31**	$348,928,938	$365,618,618
Total Assets	**A-06**	$424,215,174	$435,215,519
Long-Term Debt (Current Portion)	**A-07**	$10,454,036	$9,803,018
Long-Term Debt (Non-Current)	**A-10**	$329,222,977	$326,376,086
Unrestricted Net Assets	**A-17**	($63,987,739)	($76,549,213)
Restricted Net Assets (Expendable)	**A-15**	$573,939	$573,034
Restricted Net Assets (Non-Expendable)	**A-16**	$0	$0
Invested in Capital Assets, net of related debt	**A-14**	$26,943,322	$41,972,873
Change in Net Assets	**D-03**	($23,245,609)	($18,195,369)
Net Assets (Beginning of Year)	**D-04**	($11,941,816)	($36,470,478)
Adjustment to Net Assets (Beginning of Year)	**D-05**	($1,283,053)	$20,662,541
Net Assets (End of Year)	**D-06**	($36,470,478)	($34,003,306)
Discounts/Allowances (Applied to Tuition & Fees)	**E-08**	$17,600,712	$18,788,754
Tuition and Fees Revenue (Net of Discounts/Allowances)	**B-01**	$42,770,270	$43,783,181
Operation and Maintenance of Plant	C-2 19-4	$22,517,762	$19,418,070
Depreciation Expense	**C-2 19-5**	$13,982,307	$14,888,146
SECTION 2B -- Data from Audited Financial Statements and Supporting Documents			
Total Operating Revenue		$180,564,648	$185,086,494
Total Operating Expense		$187,693,433	$187,489,514
Operating Income/Loss		($7,128,786)	($2,403,020)
Non-Operating Revenue		N/A	$0
Non-Operating Expense		N/A	$0
Deposits Held by Bond Trustees		$16,636,009	$10,834,544
Principal Payments on Long Term Debt		$7,879,717	$13,843,071

Interest Expense on Long Term Debt		$15,456,591	$15,907,819

Notes

☑ **Click here to indicate that Mr. Nicholas A. Lyons has reviewed and approved the data on the "Financial Information (Part 1)" and "Financial Information (Part 2)" pages.**
(Required to "Lock Down" the IP data)

Interest Expense on Long Term Debt		$15,456,591	$15,907,819

K. Required Attachments

Please upload the required attachments listed below as soon as all of the items are available but no later than **April 28, 2017**.

- A copy of the institution's fiscal year 2016 Audited Financial Statements [*AFS*]. If the institution's Management Letter is included in the AFS file, please use the label [*AFS-Mgmt*].

- A copy of the institution's fiscal year 2016 Management Letter [*Mgmt*]. If the institution does not have a management letter, please put a Note on the Financial Information (Part 1) page.

- A copy of the Finance section of the institution's IPEDS submission [*IPEDS*] for fiscal year 2016 (if you submit annual financial data to IPEDS).

- A copy of the institution's current Catalog [*Catalog*], PDF format preferred. If the catalog is not available in an digital/electronic that can be uploaded, please upload a Word document with the link(s).

Upload Files

To upload electronic versions of the documents listed above do the following: **(Note: documents can only be uploaded one at a time.)**

1. Click on the **Add File** link below to display the **Select File to Upload** popup window.
2. Click on the **Browse** button to display the **File Upload** popup.
3. Locate the file to be uploaded in the **File Upload** popup window.
4. Double click on the file or single click on the file and then click on the Open button.
5. The **Select File to Upload** popup window will become the active window and the full pathname of the selected file will be displayed in the textbox.
6. Click on the **Upload** button to upload the selected file to the MSCHE server.
7. The **Select File to Upload** popup window will display a message once the file has been successfully loaded.
8. Close the popup window and repeat steps 1 to 7 to upload another file.
9. The selected file will be listed in the table below after it has been successfully uploaded.

Uploaded Files

File Type	File Size	Last Updated
Audited Financial Statements	3644.85 KB	4/11/2017 11:38:09 AM
Catalog	3546.16 KB	3/7/2017 1:43:02 PM
IPEDS Finance	187.24 KB	3/22/2017 10:58:40 AM

Contact Information

Please contact our support center at support@msche.org or (215) 662-5605 with any questions related to the Institutional Profile.