Critical Issues

1. Socioeconomic diversity of our student body should be examined and efforts made to recruit quality students with incomes lower than the current average.
2. Cost controls and investments in revenue producing activities/strategies should be a priority.
3. Class seat capacity is not aligned with student demand in many cases.
4. IT resources are not available to keep up with campus demand.
5. Enrollment strategies and program offerings are not aligned with changing demographics and needs.
6. Offering challenging curriculum relevant to each sector’s current and future needs.
7. Employing faculty that can implement and adapt to industry and societal needs.
8. Attracting high quality student body that are engaged and demand robust curriculum and seek additional/independent work opportunities.
10. How are we mentoring students?? Is faculty going to be trained in intrusive advising?
11. Affordability across the board (tuition, fees, rooms, dining) for now & into the foreseeable future.
12. Are the current peer mentoring programs getting additional $?
13. Transferability of classes for new transfer students.
14. Faculty salary (recent "adjustment" was insultingly inadequate).
15. Students must learn they are ultimately responsible for their actions and choices.
16. Genuine faculty governance (which only gets lip service).
17. Roll back workload creep.
18. Reduce teaching loads, fight back against low reward mandates like assessment, eliminate duplicate committees.
19. Seek greater independence from SUNY-wide plans where these run counter to the vision.
20. An increase in student engagement in the classroom for all years of college. The NSSE indicates the campus has a big weakness here.
21. Faculty salary (rank 691 in USA --- SERIOUSLY impacts academic quality).
22. The students are not formally or consistently taught how to goal set. Do the faculty and staff know how to teach this?
23. We need the campus to view education of the whole person so we are all on the same page about student growth both in and outside of the classroom.
24. Strengthen liberal arts and promote our campus in this way (ala Geneseo).
25. Promote importance of scholarship, research, and creative activity in faculty.
26. It trickles down to improve the educational experience of students.
27. Mentoring faculty to implement high quality, evidence-based instructional strategies.
28. Supporting innovative initiatives that increase experiential learning for students.
29. Recruiting and retaining skilled faculty (includes professional development funding).
30. Recruiting and retaining a highly qualified faculty by ensuring our work environment and compensation match our peer institutions.
31. Redesign of General Education program.
32. Establishing college-wide learning outcomes; increasing/improving applied learning opportunities.
33. General education that provides depth and a common ground.
34. Coherent critical thinking teaching, not just analytical skills.
34. faculty salary (a ladder system should be implemented to ensure continuity)
35. Allow students autonomy of choice
36. Making academics the key function of this college
37. Who will be doing the mentoring? Will it be just refocusing efforts or will it be main point people's responsibility?
38. serious commitment to diversity—not just lip service
39. Incentives for faculty to spend time mentoring beyond the classroom
40. Resources to support student aspirations
41. How to keep class sizes reasonable for more intimate guidance
42. Classroom designs that facilitate group activities/discussion
43. Financial support for faculty to attend professional meetings that enhance teaching, research and exposure to latest research and content
44. Students understanding their requirements so they can finish in four years
45. Offering enough courses in general education and student's majors so they have a choice of classes to take
46. Students must be able to synthesize the various ideas they learn in the classroom
47. Release time for faculty who mentor student projects outside the classroom
48. Teachers being approachable so students feel comfortable about asking for help
49. Increase the number of teaching faculty to lower class sizes and allow for real mentoring
50. How are we measuring "succeed"? Is this monetarily, job opportunities, or the ability to transition to the professional world?
51. Provide more funding for research, performance, trips, and other faculty-student activity that allow hands-on learning and mentoring opportunities
52. Allow for course release time for faculty who are heavily engaged in service to the college, mentoring students, and research.
53. Seasoned student mentors should be sought to help us create an intellectual environment that leads to creative and inspired ideas
54. What is the definition of "Quality", since it can be very subjective? Once that is defined, will that criteria be outlined for the students?
55. Increasing programs with lower numbers
56. Increasing capacity in programs with high numbers to encourage expansion
57. Prior to accomplishing ambitious goals, students need to hone their own critical thinking and time management strategies
58. More full time faculty can lead to more re-investment from them in critical areas
59. Students must be given positive examples of ethical, critical, and creative thinking
60. Allocate appropriate resources to programs that have large student demands and require equipment and technical support
61. Change existing policies that hamper acquisition of grants and support (e.g., mingling of grad and undergrad courses, distribution of indirect costs)
62. Improve shared governance. Too many decisions are made by those who lack experience and knowledge of academic affairs
63. Access to courses, both on campus and online
64. Graduate programs
65. Majors more in line with industry
66. Students must feel safe challenging their professors and administrators when introducing their own ideas
67. Providing staff with training and support to teach them to mentor students. This is not a natural ability but a process
68. Lack of requirements in the area of advisement leaves many students without connection to a faculty member to help them in identifying/achieving goals.

69. Focusing on how we will prepare students for that diverse world when we lack diversity in general as a campus.

70. Students should be required to complete a course in Ethics, ideally originating in the Philosophy department.

71. Students should be required to complete a course in Critical Thinking, ideally originating in the Philosophy department.

72. Students should be required to complete some community service.

73. Students of color feeling isolated on campus.

74. Mentor program (strengthen and grow).

75. First year seminar would help educate (research shows relationship building breaks down bias/stereotypes) classes is a great way to create environment.

76. Offer a mandatory first year seminar for all incoming students. There should be a freshmen and transfer version.

77. Enhanced collaboration between faculty and professional staff. There is a growing divide between these two groups that is impacting the student experience.

78. Enhanced faculty engagement with students. Mandatory advising and interaction with faculty so students can gain more from their mentors.

79. Enrollment stability to ensure fiscal health.

80. Cultural change -> focus on students: move away from entitlement and self-serving approaches to increased collaboration and cooperation.

81. Funding for faculty development opportunities to focus on improving teaching in an increasingly global and interdisciplinary world.

82. Develop a better balance between professional and applied learning with values of a liberal education and development of the whole person.

83. Freshmen engagement as identified by the NSSE.

84. Faculty need training on better ways to do group process & meeting facilitation, and shared governance procedures need clarification.

85. Appropriate resources for students who have disabilities and who are from marginalized social identities.

86. Lacking an overall campus climate that encourages critical thinking & ethical engagement in the world.

87. Lack of academic rigor across disciplines that connects to career-based learning outcomes.

88. Structural barriers to more collaborative pedagogy.

89. Too heavy a teaching load.

90. Reducing the number of Executive "year-long plans" to allow for teachers to teach and not constantly attending meetings.

91. Focus on recruiting students who will start here and stay here.

92. Reducing the numbers of VP’s and Executives.

93. Streamline the planning work/committee work. Now that we have our schools in place, we should have area representatives?

94. Mentoring students/developing the skills outlined are hugely time/energy consuming. How to support/reward faculty who commit to this work?

95. Lack of faculty governance.

96. Internships seem integral to the vision. Need to do what private liberal arts schools do in helping students obtain the best internships.
97. Support for faculty in providing education of high quality and rigor
98. A gen-ed program that communicate to students the value of liberal arts
99. A campus atmosphere that values intellectual thought and academic values
100. More purposeful interactions between different divisions on campus
101. More diversity education for students and faculty/staff
102. A more unified and well-rounded first year seminar course
103. Communication of campus activities needs to be static and accessible to public ...portal/email ads bubble up and go away. How & where to go not clear
104. A culture of engagement, respect and enthusiasm is missing. More happens on this campus than we give ourselves credit for!
105. Faculty governance and roles. Quieter voice not being heard. Too much us vs. them. Reactionary. Adversarial. Isolated opinions heard more
106. IT needs to be refocused so it can be forward thinking - instead of hamstrung holding up old(er) systems
107. Faculty time needs to be better protected - so they can focus on teaching, learning, and scholarship
108. the culture of student resistance to a high bar needs to be addressed by freeing faculty from fear
109. Conservatism, particularly among the faculty: the resistance to change/progess, the ability of the old guard faculty to derail any new ideas
110. silos. the good people here (there are many) hardly know each other
111. contempt: admin vs. academics, general disdain for our students. a lot of it is people just venting, but it can be damaging
112. We need to be much better about promoting what we are doing academically. This effects the perception people have of the college enormously
113. We need more communication in both directions with faculty/departments and admissions and advisement so we can balance the teaching loads and expectations
114. Communication on and off campus about what we do here NEEDED: central web link updated regularly with all performances, lectures, films, meetings
115. Increasing academic rigor
116. Encouraging the development of a campus-wide community of scholarship and inquiry; Encouraging the harnessing of campus-based expertise to develop ethical dynamism on and off campus
117. Administrative flexibility to advance interdisciplinary & experiential teaching, learning, and research
118. Rational admissions processes that match admissions to departmental resources & competencies
119. Reducing disparities in course sizes, course loads that overtax resources, undermine quality, or underutilize talents
120. Streamline the process for interdisciplinary learning and remove the obstacles for pursuing interdisciplinary opportunities across the schools
121. Make it easier for students to take sustainability courses while still completing their major
122. Provide resources to enhance experiential learning opportunities
Aspirational Ideas

1. Expansion of graduate program offerings that would benefit the broader community -- MBAs, Insurance, Health Admin, Marketing/Tourism
2. Online program offerings that capture niche markets across borders (state borders, international borders)
3. A future in which we are less chained to the ideas of SUNY chancellor and AAC&U
4. Implement an engaging financial literacy program for all students
5. Develop a strong infrastructure for online classes and programs to meet market demands
6. Develop new undergraduate and graduate programs aligned with regional and national workforce needs
7. High level of school spirit / pride
8. Engaged alumni with strong commitment for school / area growth
9. School considered an interesting and unique place to attain a degree
10. Mandatory first year seminar that crosses divisional lines (academic affairs & student development) - managed out of Academic Affairs
11. Honors program that is inclusive of freshmen and transfers
12. Master's degree in higher ed admin/leadership - plenty of local entry level professionals. Maybe partner with Binghamton to offer some classes here.
13. Enough freedom in my schedule to more successfully integrate scholarship and teaching
14. Our staffing needs actually being met for a change
15. Academic-based living/learning communities with supportive involvement and leadership from teaching faculty
16. Lift the academic bar
17. Investments in/creation of EOP-like programs may be beneficial in many regards (diversity, affordability, new revenue sources (TAP, PELL)
18. To have a master's degree program in student affairs administration or Higher Education Administration; Having teaching faculty and student development faculty work closer to enhance student experience
19. Administrative support for academic operations (including reporting functions)
20. For SUNY Oneonta to be among the best 4 year public schools in the northeast
21. To maintain our current relatively small class sizes and corresponding close student-faculty interactions
22. Refreshing our academic programs to increase their relevance to contemporary society
23. Best comprehensive college
24. Clear and distinct identity
25. Provide rich learning experiences for students outside of the classroom
26. Creation of an applied learning network; changing perceptions of Gen Ed among students, as well as faculty and staff
27. Empower students with technical skills in data management, analysis, and presentation
28. Challenge students to tackle real world problems
29. I would hope that we still have a large amount of students applying so we can keep up our standards
30. We will be a "thinking college." That is, students will be masters of critical thinking and communication (verbal and written) when they graduate
31. We will have campus space downtown (on Main St), so that we can attract non-traditional students and have a greater presence in the community
32. To have a life training aspect of the student's education. They are educated in academia and socially, but limited with life experience training
33. To better prepare our student to speak for one's self. Regarding self-advocacy and soliciting help for honest short comings
34. We will be a regional leader in applied research - particularly as it relates to social policy, the environment, and higher education
35. To have more loyalty for professional staff. With work creep and minimal job opportunities, loyal professional staff are drawn away
36. Add degree programs that incorporate industries like nanotechnology, wind or solar industry, etc.
37. Abandon the model of a liberal arts college and embrace the concept of a public college (more akin to the Land Grant model)
38. Our academic renown will spread in many areas so we are a brand name in NYS
39. We expand bringing in more international students and out of state
40. More focus on fostering creative thinking becomes a full program/series
41. Instilling a feeling of pride at getting a degree from SUNY Oneonta
42. Make the students feel like more of the community
43. close the gap between town and gown
44. Embrace a culture of rewarding excellence
45. that is, define what we value and provide incentives for faculty to express them
46. Add a master's in counseling or psychology program
47. The developing of student mentoring program
48. The creation of incubation projects created, led and implemented between students and community organizations that offer benefits for both.
49. Require freshmen seminar for all students, taught by someone in their major. That person can then become advisor at the end of the semester
50. Mandatory advisement each semester will help students shape their goals and identify ways to achieve them, through course selection and other means
51. Move to more full-time faculty and away from so many part-time and adjunct faculty
52. Embed diversity requirements into gen-ed and required courses so we can prepare students for the world around them.
53. stronger and more enhanced graduate program
54. Embrace the diversity and inclusion in intellectually honest ways (not by marketing, but by actual recruiting)
55. That we become a school associated with academic rigor
56. That we mobilize the interdisciplinary strengths inherent in higher education, instead of merely gesturing towards them
57. That we make concerted efforts to enhance the recognition and use of our surrounding natural resources, namely College Camp.
58. Expand funding and college commitment to mentor program for students; required first year seminar; Faculty required to attend workshop to understand the experiences students are facing in classrooms
59. Add medical programs to major offerings
60. Better transitions for students to enhance their experience.
61. more research from faculty and students
62. Equitable compensation and support of faculty such as substantially reduced tuition for faculty/staff dependents
63. an accessible honors program, once and for all
64. open the doors for graduate enrollment growth
65. 2-3 new or retooled academic programs that address market demand
66. First year seminar courses for all students to emphasize critical thinking and learning across difference
67. More opportunities for student leadership through peer education
68. Student engagement with local community through enhanced service learning
69. Place-based experiential education including sustainability education and deeper civic engagement
70. Smart growth for college & community/less resistance and more support for diversity and innovation
71. Integrate Sustainability throughout curriculum. Make campus data from facilities & Sust. Coord. available in student-friendly format; Internships
72. Have best full-time faculty teach gen-ed/intro courses
73. A first-year class that combines disciplinary perspectives in a co-taught and intellectually inspirational manner to ground our Gen Ed program
74. Support for thought-provoking and academically rigorous events
75. Developing a better reputation for academic seriousness for students and prospective students
76. A more developed and supported leadership program. LEAD@Oneonta and the other leadership conference are a great start, but more could be done
77. Encouraging collaborative relationships between staff, students and faculty
78. More diversity education for students and faculty/staff
79. A mandatory first year seminar course for all freshmen students
80. Effectively define what quality education means to us. Communicate it...not only outwardly but inwardly so it finds its way to the classroom!
81. Define mentoring. Academic? How do we mentor the mentors? Academic advising needs to be strengthened
82. Foster a campus that values intellectual/creative pursuits. Grant and publication opps will follow which will ultimately benefit our students.
83. Create a culture of learning, creativity, and scholarship in our students
84. Dramatically increase the diversity of our students
85. Embrace the natural beauty of where we’re located, Catskills, Susquehanna headwaters, integrate it into our curriculum. Thoreau for common read?
86. Developing a culture of scholarship on campus
87. Liberal Arts—job training is fine for some programs, but the future needs thinkers who can do the jobs we haven’t even imagined
88. Lead by example—we need to be nicer to each other in front of students, each other, etc.
89. Use Mentoring as a theme and approach to building a more connected community where everyone is focused on student success
90. Create a culture of interdisciplinary collaborations
91. Center for Academic Excellence to mentor new, PT faculty; inspire and use expertise of senior faculty
92. Administrators who have taught need to teach a course a year to keep in touch with students and because it creates a stronger web in the community
93. Pursuing the development of an engaged and ethical campus community
  De-compartmentalize sustainability and promote the SUNY Oneonta community to take ownership of their actions.
94. Change the culture of resource use to combat waste creation (e.g. zero waste events).
95. Every student will graduate from Oneonta with an understanding of climate change & sustainability & we will cultivate students to become change agents