THE STRATEGIC PLANNING COUNCIL’S
INTERIM REPORT TO THE PRESIDENT’S CABINET

April 26, 2011

Membership 2010-2011

Cindy Lassonde, Chair
Dan Payne, Vice Chair
Larry Guzy, Past Chair
Patricia Francis, Associate Provost
Ken Kellerhouse, Alumni/Community
Hal Legg, Communications Director
Renee Walker, College Senate Chair
Damayanthie Eluwawalage, Human Ecology, 2010-11
Rhea Nowak, Art, 2010-12
Christine Edwards, Residence Life & Housing, 2010-12
Savannah Bao, Educational Opportunity Program, 2010-11
Dale Couse, Maintenance- Custodial, 2010-12
Karen Welsh, Clerical, 2010-11
Amanda Barrone, Student, 2010-12
Our Progress to Date

Overall there appear to be four primary functions for the Strategic Planning Council (SPC):

1) ongoing review and evaluation of the Strategic Plan (which would include serving a liaison function with implementation groups and identifying performance indicators);

2) providing reports on the progress of the plan to the campus community and soliciting feedback;

3) meeting with the President’s Cabinet to provide impressions of progress on the plan; and

4) making recommendations for funding strategic planning priorities.

To work toward these functions, the SPC organized into Liaison Groups for each of the Strategic Plan’s six pillars. The liaison function is especially important in that we would not want to interfere or be intrusive; rather we would provide assistance to these groups as needed and convey their needs to the SPC and President’s Cabinet. There are two to three SPC members representing each pillar. The SPC also formed a Performance Indicators Group (PIG), which is responsible for facilitating the measurement of each objective; an Outreach Group that will seek out and gather responses from the campus community to inform our work; and a Communications Group to disseminate the progress of the Strategic Plan implementation. Summary Reports for each of these groups appear in this report.

In our initial review and evaluation of the Plan, we discussed several basic questions. Below are our responses:

1) Are the priorities selected by the Cabinet appropriate? During small group discussion there was general agreement that they were but that SPC will continue to review this issue throughout the year.

2) Are the resources appropriate? The funding designated for implementation appears sufficient, but this will be difficult to determine for sure until it becomes clear what committees and working groups need. An important function that SPC liaisons might serve would be to communicate working group needs back to the SPC and President’s Cabinet.

3) Is the planned implementation of the Strategic Plan “in the spirit” of the development of the Plan itself? Small group discussion suggested that this is the case, and that it’s important to continue to emphasize wide participation and inclusivity in the implementation phase by the campus community.

4) Does the campus plan map to the SUNY System Administration plan? Again, group discussion indicated there was considerable overlap between these documents.

There has been some discussion within the group about the way the pillars visually represent the Strategic Plan. There is concern from some members of the SPC that Teaching,
Learning, and Scholarship should be represented in a more prominent position than the other five pillars. Displaying TLS as the first pillar does not reflect the perception that it is the main purpose of our campus and the grounding force of the Strategic Plan.

**Summary Report on Performance Indicators**

The group has met twice, reviewing sample assessment plans for strategic plans from other colleges/universities as well as available information from SUNY System regarding the kinds of performance indicators it intends to use in tracking the effectiveness of “The Power of SUNY.” In addition, Patty Francis will be attending a presentation on the SUNY performance indicators at June’s AIRPO meetings, to be given by the head of SUNY Institutional Research & Analysis, John Porter. Knowledge of SUNY’s indicators will be useful, since it makes sense for Oneonta to incorporate these measures into its own strategic plan, if they are appropriate to the College’s strategic planning goals.

The group has also discussed in some detail how it should interface with the strategic plan implementation groups. Overall, PIG has decided to provide to those groups the sources of existing institutional data and reports it determines to be appropriate for evaluating the strategic planning goals, but let the groups themselves decide what measures they want to use. This decision reflects the fact that PIG actually has two different responsibilities: 1) to select and recommend the best performance indicators for monitoring progress for the six strategic planning goals; and, 2) to assist the various strategic plan implementation groups as they attempt to make progress toward their own charges. It is important to include a variety of measures including more qualitative measures.

Francis is working to identify a listing of possible performance indicators – both quantitative and qualitative – for the six pillars, and will provide them to SPC no later than Monday, May 2.

**Summary Report on Outreach**

An open forum was held in the Craven Lounge on March 28, 2011, to collect responses to a set of questions prepared by the Liaison Groups of the Strategic Planning Council. The purpose of the forum was to inform the implementation of the College’s Strategic Plan. Faculty, administrators, staff, and students were represented at the forum. Approximately 70 people attended. The appendix to this report contains the questions and responses for the five pillars that were highlighted: Teaching, Learning, and Scholarship; Student Engagement; Global Connectedness; Community Partnership; and Sustainability. The Diversity pillar was not included at this Forum because the Diversity, Equity, and Inclusion plan is in place until 2013.

On April 13, 2011, a survey went out to the campus community. The questions used were similar to those used at the March open forum. Revisions were made based on input from the various committees across campus working on the strategic plan’s goals. Results of the survey are still being collected.

The responses from the open forum and the survey will be reviewed by the Liaison Groups and the SPC. Our next report to the President’s Cabinet will include summaries and the SPC’s analysis of these responses.

**Summary Report on Teaching, Learning, Scholarship**
The SPC’s Teaching, Learning and Scholarship Liaison Group is responsible for working with the committees in charge of the two prioritized objectives in the Teaching, Learning, and Scholarship section of the Strategic Plan Implementation 2010-2011 document. The group has made contact with Brian Beitzel and the Committee on Instruction so far. Contact with Julie Freeman and the Honors Program committee is still upcoming. The chairs and committee members were invited to participate in the SPC’s Open Forum on March 28.

The members of the Committee on Instruction have researched how other campuses have created Faculty Development Centers and presented their findings to that committee. They then created an on-line survey for the campus and are currently collecting data. They will be making a presentation to the Senate on May 2 with their findings.

We had lively discussions and a wide variety of suggestions were made in response to the questions the SPC posed at the Open Forum on March 28. A Faculty Development Center that supports new faculty, “The Scholarship of Learning,” interdisciplinary teaching and research, and many suggestions for the support of faculty research and scholarship. (See Appendix.) It is important to note that the committee charged with “exploring the need for and establishment of a center that enhances and supports the campus culture of teaching, learning, research, and scholarship” is a committee focused entirely on teaching. This will focus their interests in developing a Faculty Development Center.

Summary Report on Student Engagement

Communication with the Strategic Planning Sub-Committee on Student Engagement has been positive. The co-chairpersons (B. Harcleroad & K. Joest) have formed a cross-divisional working group and are working on four specific tasks. The sub-committee membership seems adequate; however, there are no student members on the sub-committee. They have created working definitions for civic, service, leadership, and stewardship as they apply to student engagement. The group is compiling a comprehensive list of activities the campus currently provides that enhance student engagement. Although they have indicated the goal of identifying matrices to measure gains in participation as well as making suggestions of ways to increase participation, the liaisons to the group have not seen the final product of either task. Representatives from the sub-committee attended the open forum and the feedback collected from the open forum has been shared with the co-chairs. We expect to have much more information to share once we have results from the web survey.

Summary Report on Global Connectedness

SPC’s Global Connectedness Liaison Group is responsible for working with Global Connectedness section of the Strategic Plan Implementation 2010-2011 document. The liaison group contacted with the committee chair, Tracy Allen, in March, 2011. Although was not officially informed about his responsibility of chairing the committee, hence the short delay of assuming the chair responsibilities, Tracy acted promptly with enthusiasm when the liaison group members Savannah and Renee contacted him and had a meeting with him in mid-March.
Tracy formed the committee in a timely fashion and the committee now consists of fifteen enthusiastic faculty members, professional staff, and students. They are Tracy Allen, Savannah Bao, Tracy Betsinger, Latifa Bounou, Mark Ferrara, James Greenberg, Brett Heindl, Karen Joest, Ho Hon Leung, Carol Mandzik, Zanna McKay, James Mills, Thomas Sakoulas, Kathleen Meeker, and Michelle Thibaul. The first committee meeting was held on April 4, 2011, two more meetings were scheduled on April 28 and May 6.

The chair was invited to the SPC’s Open Forum on March 28, 2011 but was unable to attend due to conflict with his teaching schedule. The Liaison Group sent the Open Forum responses and suggestions to the chair, which were reviewed by the committee in their first meeting.

The Committee discussed the following items in the first meeting. The committee will be divided into subgroups with specific tasks in the following meeting.

1) Discuss the committee's mission: Promote increased cultural understanding, immersion, and inclusion by enhancing opportunities for greater interaction in the global arena.
2) Current opportunities that promotes global connectedness on this campus
3) Brainstorm - how do we promote global connectedness on this campus
4) Review the notes from the Open Forum on global connectedness
5) Discuss questions that might be asked in a campus-wide survey.

Summary Report on Diversity

The diversity liaisons have been in touch with Dr. Cecilia Zapata, the cabinet member responsible for implementation of strategic plan actions related to the goal of diversity. We look forward to engaging with the group Dr. Zapata convenes to create a campaign promoting accountability for a safe and welcoming campus environment.

Summary Report on Community Partnership

SPC’s Community Partnership Liaison Group has met with Paul Adamo, Vice President of the Office of College Advancement to discuss the fourth item of the Community Partnership pillar of the Strategic Plan, “Enhance the engagement of alumni and friends of the College in mutually beneficial endeavors.” During the meeting with Paul Adamo he provided us with a list of on-going initiatives that contribute to advancing this pillar of the strategic plan. These include a number of actions that also dovetail with the aims of the Career Development Office, such as the Student-Alumni Networking Event scheduled for April 28-29, and a partnership with Career Development to advertise NACELINK (a program that allows employers to post jobs and internships that students and alumni can search) to alumni. College Advancement also worked with Lambda Pi Eta, the Communications Honors Society to host a panel presentation on Saturday, March 5. Young alumni working in the communications field talked to students about how to position themselves for life after graduation. Two other parts of College Advancement’s work that pertain to this pillar of the Strategic Plan include the ongoing Distinguished Alumni Series, and the panel of Young Alumni that they organize for the Leadership Institute through Student Development.
Summary Report on Sustainability

SPC’s Sustainability Liaison Group is responsible for working with the committees in charge of the four prioritized objectives in the Sustainability section of the Strategic Plan Implementation 2010-2011 document. The group has made contact with Deb Farro-Lynd, Jim Mills, Tom Rathbone, and Todd Foreman. The chairs and committee members were invited to participate in the SPC’s Open Forum on March 28. They were asked to review the question prompts to be used for SPC’s campus survey. Following are summaries of the progress made with these committees:

In its first year, the Budget Advisory Committee has been focusing on learning about NYS, SUNY, and campus budgeting. The BAC has not yet discussed the specific elements of the strategic plan. Further budget cuts are anticipated through fiscal year 13-14. Deb Farro-Lynd, Chair of the BAC, recommends suggestions related to the strategic plan be prioritized in terms of campus cost vs. campus savings. Grant money availability needs to be investigated. It would be helpful to BAC if the SPC sustainability liaison group could provide some cost and savings figures based upon implementation at other campuses.

The Educational Sub-Group of the Sustainability Task Force submitted its report, “Greening the Educational Experience” on March 15, 2011. The report makes recommendations to integrate sustainability at all educational levels and build an interdisciplinary approach to issues in sustainability (see Goals, p. 5 of their report). The Task Force seeks the SPC’s feedback as part of a looped assessment system as recommendations and initiatives are adopted for implementation. The task force is lead by Jim Mills.

**Questions to President’s Cabinet**

1) Are the four functions described at the beginning of this report accurate?

2) Are there any suggestions you have to help guide our progress in fulfilling these functions?

3) In August 2011 the term of three elected members will be over. We would like to request that these three members’ terms be extended over the 2011-2012 academic year. They have just started to work with the campus committees and are invested in the communication and relationships they have initiated with the campus committees and our council. The SPC did not begin to meet until the spring semester; we were held up waiting for elections to be completed. Rather than impede the progress of the council again this fall, we would like to request the one-year terms of Savannah Bao, Damayanthie Eluwavalage, and Karen Welsh be extended through to May 2012 (if they agree) and that elections for fall 2012 participation be held during the spring 2012 semester.

4) Would the Cabinet like the SPC to pursue its discussion of the visual representation of the six pillars of the Strategic Plan and perhaps provide alternative graphics? Or, is that not our concern?
Appendix—Open Forum Responses

TEACHING, LEARNING, AND SCHOLARSHIP

Question Prompts:

- What specific recommendations would you make regarding the creation of a faculty development center on campus?
- What specific improvements do you think are needed in the existing programs and services that are intended to assist faculty in their teaching and scholarship? What more can the College do?
- How do we support those working on the Honors Program?

Question Responses:

Faculty Development Center

In Support of Learning

Creating a “Culture of Learning”
Connecting with CADE
Consider a Freshman Seminar
How does the Library fit in?

As a repository or FACILITATOR of knowledge?

In Support of Teaching

Support for “The Scholarship of Learning”
Support for sharing, implementing and evaluating new pedagogy
Help with implementing service learning in classes
Assistance with planning courses that travel

Fostering interdisciplinary efforts in both teaching and research.
A committee could review proposals
Pilot programs supported
Support areas of study beyond traditional departments

Funded Professional Development Workshops
Workshops on the worlds our students live in and what they are facing after graduating.

In Support of Scholarship

Many people asked that the center help advocate for, support, and help fund faculty research and travel for research. It was repeated over and over how supporting research in turn inspires and supports faculty in the classroom and student research. It came up over and over again that the feeling is that research is not well-respected or supported on campus. (It was mentioned that the lack of support for one-semester sabbaticals is an example of this.) If was even said, “This is not a high school!” The question was raised “How do other cultures successfully support research and scholarship?”

In Support of New Faculty
Orienting them to our campus when they arrive
Helping with teaching skills
Mentoring
Help with contract renewal, and preparing for promotion and tenure

Funding

The question of how this would be funded came up. How much of a financial commitment is made to this determines its success. Would it be one core person and a network or more of a staff? If faculty were expected to do this in addition to teaching responsibilities would they get release time to be able to do it? Would it be considered service?

Honors Program

The group never got to the question about the Honors Program.

STUDENT ENGAGEMENT

Question Prompts:

- What specific activities might help increase Student Engagement across the campus both inside and outside the classroom (Civic, Service, Leadership, & Stewardship)?
- Are you doing any Student Engagement activities or know of any activities that should be included in a comprehensive document? Briefly describe specific activities you carry out that are intended to foster Student Engagement.

Question Responses:

(We didn’t have time to discuss any of these nor vote on their priority.)

Cross-Campus Recreational/Educational Activities, e.g., interaction with Job Corps (Educ has been doing this for past 10 years).
Integrate critical thinking with First year Program (Start with Freshman Year)
Service learning and more service learning courses
Ban lectures in large classroom also, ban PPT.
Foster more student run conferences topics for speakers and speakers
Make travel easier
Increase participatory culture with technology, e.g., ning
Participate in Conferences
Give students partial notes
Common gen Ed courses
Inform faculty as to where are their students’ heads (thinking?)
Open University- student design course tests and activities
Develop Community
Increase faculty involvement in student activity projects
Raise community funds- faculty-students
Mesh with Foreign and international students (Those planning to travel abroad)
Faculty-Student mentoring of Foreign Students
Foreign language learning to assist International Travel
ESL
GLOBAL CONNECTEDNESS

Question Prompts:

- How might the College promote and enhance global educational activities for faculty, staff, and students?
- What specific recommendations would you make regarding the creation of a resource/information center that initiates, promotes, and supports international activities across campus?

Question Responses:

Note: Items below bulleted with a checkmark were mentioned by more than one person.

- Need faculty to teach courses that focus on global issues, i.e. the new International Studies major has no faculty with international background to teach the courses
- Cross-listing courses for the International Politics major students
  ✓ Affordability-student financial assistance
  ✓ Connection to other SUNY schools for international student teaching
  ✓ Central place for information
  ✓ Resource-faculty led programs: faculty focusing on experiential learning, have a staff to help logistics
  ✓ Procedures when on trip-who to call for emergency, etc.
- Overseas opportunities, i.e. Fulbright Scholarships
- Information/training session w/ International Ed. Office, study abroad, experienced faculty, etc.
- Budget, policy on how many faculty-led programs a year, who makes the decision
- Technology- communication with students on trip
- Students set up global connectedness in a center on campus
  ✓ Partnerships with other overseas institutions, exchange programs

COMMUNITY PARTNERSHIP

Question Prompt:

In addition to what the Office of College Advancement is already doing to foster strong, long-term relations with our alumni and other friends of the College, what specific recommendations would you make to further promote beneficial relationships between the College and its alumni/ friends?

Question Responses:

- Highlight department efforts with community/ schools, etc.
- Graduate programs – room to expand and define partnerships (i.e., Cooperstown Grad. Program)
- Communicate outcomes of related surveys back to Departments – partner with Alumni Affairs
- Collect information from departments about what is already happening and communicate this information to campus
- Communicate college-wide efforts to public via website links, etc.
- Individual faculty websites and updated department sites
- Invite speakers to campus – more alumni
- Awards for active alumni – monetary or other
- Department-specific events with alumni to aid current students with networking and job search
- More continuing education courses offered to community
- Lunchtime series with bus transportation for community members
- More interaction between faculty and College Council
- Survey – community expectations from College
- Build on relationships with parents of current students
- Improve and expand partnerships with public schools
- Connections to provide knowledge and expertise
- Electronic access of College library resources expanded and offered to Alumni
- College gains? Recruitment tool, experiences for our current students

**SUSTAINABILITY**

**Question Prompts:**

- How would you prioritize the initiatives that are intended to promote sustainability on campus?
- What resources are needed to meet the College’s sustainability goals?

**Question Responses:**

**Prioritizing Initiatives**

- We care, but how is it visible on campus?
- To “break the barrier” should we
  - Hire a coordinator (someone who is knowledgeable to “connect” us)?
  - Create things that ARE visible?
    - This would take grant work.
    - Increase opportunities for students.
    - Powerhouse? Garden? Composting?
    - Initiate a gen ed component so students can articulate sustainability and its needs.
  - Generate a common objective across the board.
  - Initiate extra-curricular activities for students, such as Lead Program points, recognition for graduates who participate. Need to see what’s meaningful to students. What incentives?
  - Self-sustaining climbing wall in glass (atrium)
Greenhouse reading room
Library collection of materials
Recycle—Sodexho and food waste was discussed.
Create a web presence.
Seek contracts/bids from local producers.
Collaboration between Delhi and Oneonta for solar power.
Partner with Syracuse’s forestry school (EFS).

Resources
- Coordinator
- Compost site
- Powerhouse, lights
- Faculty course reduction or other incentive to participate in retreats/training (e.g., AASHE conferences)
- Facilities projects are funded by “other” agencies