

2002 Middle States Report

SELF-STUDY RECOMMENDATIONS

Sandwich Seminar December 12, 2001



Introduction of Steering Committee

- Joy Hendrick, Faculty Chair
- Patricia Francis, Coordinator and Editor
- Elizabeth Davis-Russell
- Joe Governali
- Jerry O'Callaghan
- Rob Ploutz-Snyder
- John Shirley
- Ryan Bond (student)

Chapter 3 - Academic Programs

1. Continue to support the goal of increasing the percentage of full-time faculty, through resource reallocation if necessary, using current and reliable data to create an equitable work load situation across the College.
3. Conduct a needs analysis of units in Academic Affairs with respect to office budget, staffing, travel support, professional development, and technology needs, and make adjustments where necessary.
5. The provost should establish a task force to address the issue of possible restructuring within the College or at least within Professional Studies to better manage program enrollments as well as faculty, administrative, and advisement workloads.

14. Develop a plan to support faculty scholarly travel needs at a higher rate, with a goal of \$1,000 annually for untenured full-time faculty and \$750 for tenured faculty.
16. Continue to provide leadership with respect to the College's long range planning goal of infusing technology across the College for both instructional and non-instructional functions.
17. Develop a permanent growth budget for library materials, including both print materials and emerging technologies.
20. Hire key faculty with strong research backgrounds who can successfully attract significant external funding, with initial priority placed on funding to support the College's urban education initiative.

Chapter 4 - Enrollment Management

1. Reaffirm explicitly that recruitment is not the sole responsibility of Admissions, further delineate the roles to be played in this process by deans, department chairs, and faculty, and encourage collective engagement in this process.
3. Revise the transfer credit evaluation procedures to include more faculty/advisor ownership and involvement.
6. Build in more participation by Enrollment Management in the clarification of academic processes and procedures so this unit can become a stronger advocate for the comprehension and implementation of these.
7. Coordinate and promote efforts that will increase student satisfaction and positively affect student retention, to include strategies for identifying and supporting students facing situations that place them at risk for attrition.

Chapter 5 - Faculty and Staff

2. Add full-time lecturer positions as appropriate, taking into consideration the impact of these appointments upon the advisement and service loads of full-time tenure-track faculty in the departments in question.
3. Continue and strengthen efforts to add ethnic minority faculty and staff members, with a focus on females.
4. Continue to support the activities of the Faculty Development Committee and work toward having a Faculty Development Center overseen by a full-time director.
5. Significantly strengthen professional development opportunities for faculty and staff that address the needs of individuals as well as college goals and priorities.

Chapter 6 - Student Affairs

1. Expand external grant funding and aggressively seek creative alternatives for supporting programs and services as well as continue to advocate for more state funding.
2. Develop a prioritized re-organizational plan that serves to redefine and create new positions within the division as lines become available.
3. Create strategies for addressing the increased caseload of serious student misconduct both on- and off-campus, so as to improve the campus climate and to reduce the volume of judicial cases.
6. Develop and fund a plan to address how the campus will continue to effectively serve the increasing number of students with disabilities.

Chapter 7 - Institutional Advancement

1. Continue and expand the use of private funds to recruit and retain high quality students and faculty so as to ensure the success of private fund-raising efforts in the future.
2. Grow the number of alumni chapters to increase national visibility and outreach and provide more alumni career guidance to students.
5. Continue to provide enhancements in Public Relations and Publications and Electronic Media in the form of technology and personnel, through the addition of clerical and professional positions.

Chapter 8 - Finance and Management

1. Continue to critically analyze current resource usage focusing on student fees, the technology fee and budget, budgets for hiring adjunct faculty, and department/unit budgets.
2. Create a task force to examine planning procedures for developing staffing needs at the College along with a more automated process for handling the hiring of new faculty and staff.
4. Form a task force to compare the results of the analysis of current space on campus with a common space standard and to develop a long-term space allocation plan.
5. Form a joint committee from Finance and Management and Academic Affairs to make recommendations on possible off-site programs and locations

6. Monitor new budgeting processes closely and continue to provide mechanisms for more campus input.

11. Develop and fund a plan to provide more resources for Facilities Management in order to create a second shift for Physical Plant, increase budgets in Physical Plant and Environmental Health and Safety by 25%, and to support capital improvement projects that address critical maintenance items.

14. Continue to monitor the effectiveness of modifications made to communication programs both internal to Facilities Management and external with the campus community in order to maximize service and report project status.

Chapter 9 - Planning and Assessment

1. Create explicit and publicly-acknowledged linkages among budgeting, planning, and assessment processes
2. Identify ongoing, stable funding source for long range planning process and for assessment.
3. Incorporate academic program assessment planning process into System Administration's program review process.
5. Assess faculty attitudes toward assessment and develop strategies based on results for responding to any concerns that emerge.

Chapter 10 - Equity, Access, and Diversity

4. Reinststate a program like the Campus Dialogue on Race, which was held in 1999-2000, on a regular basis, with the administration and faculty and staff groups working together to coordinate this event.
5. Create a standing committee on Ethnic Minority Student Recruitment and Retention including representatives from admissions, EOP, advisement and first year programs, athletics, and multicultural affairs, for the purpose of increasing the visibility of those programs known to be particularly attractive to ethnic minority students and coordinating efforts on orientation, mentoring, and advisement for all self-identified ethnic minority students.
6. Conduct a study on the College's ability to serve the increasing number of students with disabilities and develop an action agenda working with student disability services.

Chapter 11 - Intellectual Climate

1. Increase faculty development efforts aimed at non-technological aspects of innovative teaching.
2. Form a task force consisting of College's Distinguished Teaching Professors and Excellence Award winners for the purpose of directly addressing SUNY Cortland's problems with intellectual climate as revealed by negative SOS ratings as well as CSI findings, with specific recommendations to be made for resolving these problems.
3. Institute annual Opening Convocation or other event at beginning of year to set serious academic tone for incoming students.
6. Expand efforts to ease teaching and advisement loads in departments with high ratios of majors to faculty.

Chapter 12 Technology

2. Ensure that all academic programs include clear and appropriately rigorous competencies in the areas of information and computer literacy.
3. Develop a comprehensive definition of student competence in information and computer literacy and implement an assessment process college-wide to assess this competence, perhaps in conjunction with the SUNY general education assessment initiative.
4. Ensure that faculty are given a larger role in planning for technology.
6. Develop and fund a plan that provides adequate technical support and instruction to the increasingly technology-sophisticated needs of faculty and staff.

Chapter 13 Internal Institutional Context

1. The Provost should establish a standing committee charged with making recommendations to the president regarding an optimal enrollment and enrollment mix, taking into account factors such as number of faculty, workload, campus safety, housing, and campus morale.
2. The Provost should establish a task force to analyze faculty workload across departments and schools and make recommendations where appropriate for addressing problem areas, with findings made public and opportunities provided for campus-wide discussion.
4. The College should regularly conduct surveys of employee morale as part of its overall assessment plan, being sure to include all employee groups.

Chapter 14 External Institutional Context

1. Develop a task force of administrators and faculty to carefully examine the classification of all programs and courses so that the College can maximize funding via the PBBA formula.
4. Seek innovative incentives to encourage and reward faculty and staff members who are instrumental in the implementation of activities critical to the College's future (e.g., NCATE accreditation).
5. Continue to foster positive and mutually beneficial relations with the College Council, the Cortland community, alumni, and local legislators, and use these relationships to promote SUNY Cortland at the state and System Administration levels.

Chapter 15 Campus Infrastructure

1. Identify source of funding in order to fully implement one or more of the options presented in the Cornish/Van Hoesen Program Study and the 1999 Report of the Cornish/Van Hoesen Vision Subcommittee.
4. Identify and pursue alternate funding mechanisms for the construction of a new residence hall, perhaps one that is combined with a new Student Recreation Center.
6. Develop a plan and assign responsibility for improving students' perceptions of campus security and safety, with the goal of seeing improvement by the next administration of the SOS in 2003.

Opportunities for Campus Feedback

- Entire report will be available
 - Dean's Offices
 - Library Circulation Desk
 - On the web
 - <http://www.cortland.edu/administration/middlestates>
 - Studio West (ESSS office)



- Open Forums
 - In early Spring Semester
- Written feedback can also be sent to
 - Patty Francis or Joy Hendrick

