

SUNY BROCKPORT

Faculty Senate
State University of New York
College at Brockport
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**Resolution # 35
2003-2004
FACULTY SENATE**

TO: Dr. Paul Yu, College President

FROM: The Faculty Senate Meeting on: **April 19, 2004**

RE: ↻ I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: **Strategic Plan II**

Signed:  Date: 4/27/04
(Dr. Kenneth O'Brien, 2002-2004 Faculty Senate President)

TO: The Faculty Senate

FROM: **Dr. Paul Yu, College President**

RE: ↻ I. Decision and Action Taken on Formal Resolution (circle)

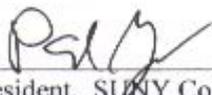
- a. Accepted. Effective Date: 5/5/04
- b. Deferred for discussion with the Faculty Senate on ___/___/___
- c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI

- a. Received and acknowledged
- b. Comment:

DISTRIBUTED TO: President's Staff
Dean's Council

Distribution Date: 5/5/04

Signed:  Date: 5/5/04
(Dr. Paul Yu, President, SUNY College at Brockport)

STRATEGIC PLAN II
(as amended by the Faculty Senate April 19, 2004)

Resolution I

WHAT STUDENTS WILL WE TEACH?

I. Enrollment

- Maintain current enrollment levels with possible adjustments to the undergraduate/graduate mix.
- Implement enrollment strategies that promote the appropriate distribution of students across programs reflective of a "liberal arts college plus" institution.

II. Student Quality:

- Maintain the College's status as a Tier 2 institution while beginning to shape the quality and add diversity to the freshmen class.

III. Scholarship Program:

- Maintain substantial scholarship funding to assist in further establishing the College's Tier 2 status.

IV. Student Retention:

Increase the current one-year retention rates from 80% in 2003 to 84% in 2009.

Resolution 2

HOW WILL WE HELP OUR STUDENTS PREPARE FOR SUCCESS?

V. All students should have some opportunity to participate in some combination of experiences that address career identification, career path exploration, personal development, and establishment of lifelong learning habits.

VI. We recommend expanding and promoting internship, volunteer, service learning and student employment opportunities for all students, both for career preparation and for advancing the call for increased commitment to civic engagement.

VII. We recommend that the College develop a Web-based portfolio to allow each student and graduate to compile and organize their career exploration and career preparation activities from the freshman year onward.

Resolution 3

HOW CAN FACULTY/STAFF ENABLE STUDENTS TO BECOME BETTER LEARNERS?

VIII. Provide administrative and budgetary support necessary to make faculty development as it relates to learning and teaching a central focus at SUNY Brockport. This will be measured by faculty attendance at workshops and programs, faculty feedback on professional development activities, and assessment of the use of active learning techniques on campus.

IX. Achieve the following goals for faculty development over a period of several years: a) charge the CELT Advisory Committee with developing and distributing a set of "best practices" in instructional

techniques that can inform and guide instructional development at the College; b) center the faculty development efforts through CELT and other units, such as the academic departments, around these best practices; c) provide good orientation programs and mentoring to promote continuous professional development for all types of instructors; d) promote campus cultural change as needed to increase the use of active learning.

X. Develop systematic ways to support and encourage faculty in their efforts to enable student learning: a) through personal recognition and other rewards for faculty who participate in curriculum and instructional improvement projects; b) by providing assistance for course development in the interests of expanding the use of active learning techniques, technology, and other methods for enabling student learning; c) by adjusting faculty teaching loads in ways that are conducive to improvements in learning through team teaching and non-traditional instructional methods; d) by supporting faculty travel to workshops and conferences on teaching/learning; e) by establishing a set of grants for faculty improvement of teaching/learning (parallel to the scholarly incentive grants).

Resolution 4

HOW WILL WE PLAN FOR APPROPRIATE INSTRUCTIONAL CAPACITY AND EQUITABLE TEACHING LOADS?

XI. Who will teach our students:

- The College should establish a goal of having 70 percent of all Student Credit Hours (SCH) taught by full-time faculty each semester by Fall 2006;
- No more than 10 percent of full-time faculty members should be nontenuretrack (QAR) faculty by Fall 2006;
- The recommendations of the *Provost's Task Force on Associate Faculty* should be considered by Deans Council, and those recommendations that are endorsed by Deans Council should be approved by the College President and implemented by the Division of Academic Affairs.

XII. Teaching responsibilities of Schools:

- Each year the Provost will set a target for each school of the number of student credit hours per full-time tenure-track faculty member. This target will be based on the ratio of student demand expressed in student credit hours to the number of full-time tenure-track faculty members. This should be implemented at the school level through consultation between deans and department chairs. Variations may result from pedagogical differences across disciplines, levels of instruction, and number of student contact hours generated by, for example, clinical supervision, laboratory instruction, etc.

XIII. Faculty teaching workload expectations:

- The College should identify adequate resources to achieve the goal stated in XI.

Resolution 5

HOW CAN WE STRENGTHEN COLLEGE GOVERNANCE?

XIV. Retain the five college-wide planning committees (previously referred to as super committees - Facilities and Planning, Academic Priorities, Enrollment Management, Budget & Resource, and College Technology Council) chaired by either a teaching faculty or professional staff member appointed by the president of the College in consultation with the president of the Faculty Senate. A vice president (or his/her designee) should be named by the president of the College as a

consultant/resource to each of the college-wide committees with clerical resources provided from his/her area. Approximately 50% of the membership of these committees should be a function of their title and are appointed by the president of the College. The remaining 50% should be recruited and appointed by the president of the Faculty Senate. There should be strong cross-representation to analogous Faculty Senate committees if they exist. Care should be given to the selection and appointment process to maximize the knowledge and expertise of the teaching faculty and professional staff while minimizing the burdens on their time by avoiding overuse. Term limits should be clearly defined. Regular reports from these committees should go to President's Staff and to the Faculty Senate.

XV. Change the focus of the Budget and Resource Committee by changing its name to Planning and Resource Committee ("resource" includes budget). Modify the makeup of the P&RC to reduce membership by senior level administrative staff while proportionately increasing faculty/staff membership to include the chairs (or their designees) from the other four college-wide committees and additional appointees from the Faculty Senate. This liaison with the other campus-wide committees will create a central forum to identify and support campus wide priorities. In addition, consideration should be given to including a prominent member of the Rochester metropolitan community. Charge the P&RC with considering all initiatives in a timely manner by bringing budget initiatives before the Committee early in the decision making process. Further charge the Committee with presenting both short-term and longterm prioritization of all budget initiatives judged in the light of the current Strategic Plan to the President and his staff and the Faculty Senate.

XVI. Create an operational and procedural manual, available in both hard copy and online, updated annually, that clearly describes the College's governance structure, including an inventory of committees, their makeup, appointment process, length of term, charge, reporting path, and relationship to other committees. Based upon the anticipated results of the above project, two additional steps should follow: a) broaden and encourage participation in campus governance bodies by creating an application process for all College employees and establishing a listing of interested individuals willing to serve on committees as appropriate; b) establish a process for further in-depth study of the College's governance structure including a comparison to best practices from other comparable institutions.

Resolution 6

HOW CAN THE COLLEGE BECOME MORE AND MORE FIRMLY EMBEDDED IN THE GREATER ROCHESTER COMMUNITY?

Expanding and enhancing SUNY Brockport's presence and role in the community will require an ongoing commitment as well as investments of creativity, resources and time to support the following three recommendations.

XVII. Immediate establishment of a Task Force on the Role of the MetroCenter in the Future of SUNY Brockport. This group will be charged with developing, over a four-month period beginning on February 1, 2004, a comprehensive strategic plan for the MetroCenter and a set of specific recommendations on how the MetroCenter facility can be most effectively used to promote the College and enhance its position as a contributor and leader in the educational community in our region.

XVIII. Development of a comprehensive Marketing and Communication Plan to improve awareness of the College strengths and quality and promote its contribution to workforce and economic development in our community. This plan should capitalize on internal resources such as Channel 4

and WBSU 89.1 and utilize paid and unpaid external media resources to deliver an identifiable and consistent SUNY Brockport message.

XIX. Establishment of a permanent Outreach Committee to identify and implement strategies for involving all key stakeholders in advancing SUNY Brockport's position in the community. This committee will bring together those who have the enthusiasm and interest in building external relationships to advance and enrich the academic interests of this campus and position SUNY Brockport as an active and visible partner in addressing key issues of concern to our community. A key performance indicator will be the ability of the College to achieve its fundraising goals.