Commitment to Community
SUNY Cortland Strategic Plan: 2018-2023

Strategic planning enables a campus to identify priorities, allocate resources, and then assess progress. Strategic plans can provide stewardship of vision, connection between planning, budgeting, and assessment, stronger systems for decision-making, better organization of people, efforts, and resources, and the ability to measure and track expected changes. SUNY Cortland has been working towards a more holistic and evidenced-based model of planning that began in 2009 with the campus review of mission, vision, values, and priorities. Over the past two years, the Institutional Planning and Assessment Committee has established a model for campus planning, budgeting, and assessment that addresses planning at various levels and offers a structure for more intention, integrated and transparent decision-making for our campus. Prompted by our own recommendations and those from the Middle States Accreditation team visit, the Institutional Planning and Assessment committee was formed to review progress and further develop the four institutional priorities into meaningful and reasonable institutional outcomes. The following report outlines the planning model, presents the updated priorities, and provides the final recommendations for strategic outcomes for the campus in the next five years. It presents the allocation recommendations for the strategic planning funds and makes additional recommendations to ensure that the campus continues its growth towards more effective, inclusive and aligned planning.

Contents

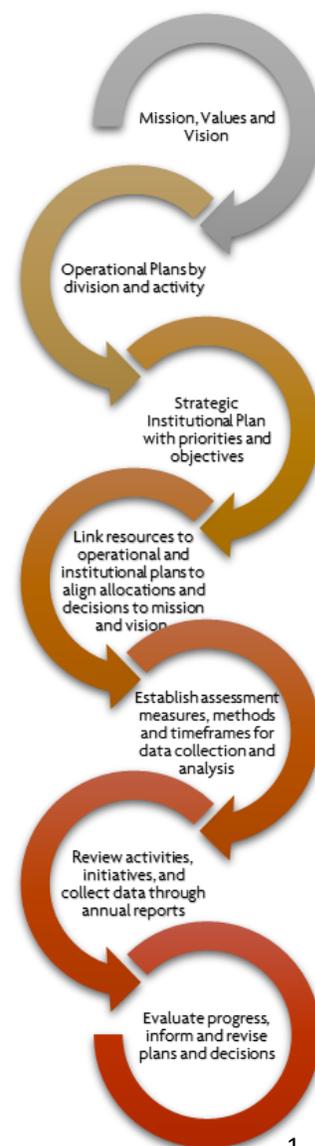## SUNY Cortland Model for Institutional Effectiveness

Using MSCHE standards on institutional effectiveness and research on theory and practice of institutional planning, a model for SUNY Cortland Planning has emerged. MSCHE Institutional Effectiveness calls for sound planning and budget processes based on assessment results and evidenced based decision-making. The goal is to have a structure that shows the relationship of plans, budgets, and assessments and document how decisions are made in alignment with the planning and in light of assessment information. The diagram to the right outlines the functional planning, budgeting and assessment as integrated processes in an ongoing cycle of goal-setting, resource allocation, implementation, and assessment.

Foundations of our Model

- Meaningful goals and measurable objectives for both mission based operations and for institutional strategic priorities

- Processes and structure to ensure alignment of plans, budget and assessment

- Responsibility for oversight

- Schedule for review of plan

- Campus involvement

- Transparency of processes and decision making considerations
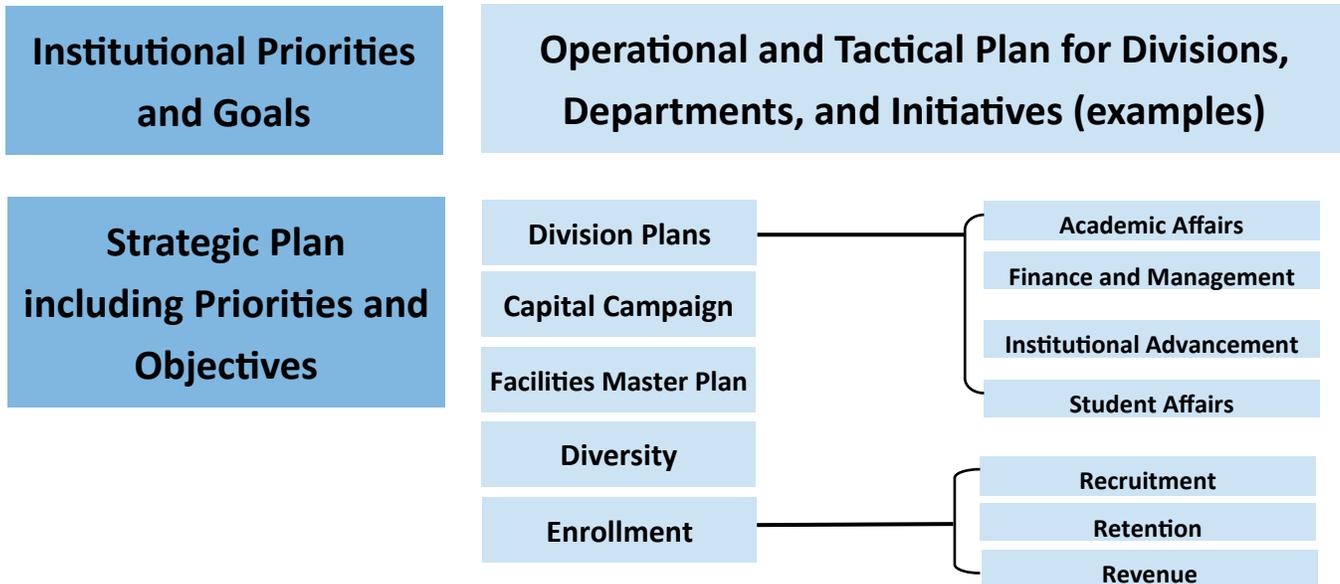
Engagement and Oversight

- President's Cabinet: accountable for ensuring the model is being used

- Operational leaders: VPs, leads on other plans

- IPAC: engage campus on strategic priorities, ensure assessment, set review cycle

- Budget Advisory Committee: ensure budget allocation process and protocol is clear, accessible and grounded in mission and strategic priorities

- Stakeholders across campus involved with related work

Mission, Values and Vision

Operational Plans by division and activity

Strategic Institutional Plan with priorities and objectives

Link resources to operational and institutional plans to align allocations and decisions to mission and vision

Establish assessment measures, methods and timeframes for data collection and analysis

Review activities, initiatives, and collect data through annual reports

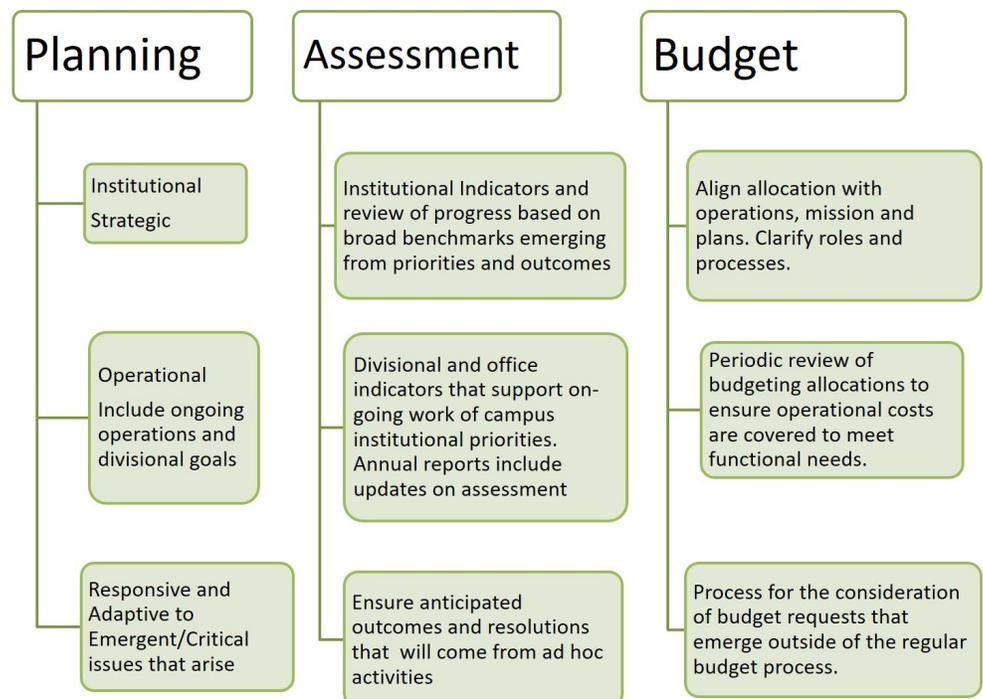Evaluate progress, inform and revise plans and decisions

Levels of Campus Planning, Assessment and Budgeting

At its best, planning reflects a cycle of discussion and decision-making based on aspirations and evidence for a campus. No one plan can encompass all of the operations of a campus, so it is helpful to consider the following levels of planning:, **Strategic: Plans**: look at the overall institutional priorities, deficits, and goals and how to measure progress toward the vision for the institution. **Operational Plans**: focus on the divisional and departmental level of planning. **Tactical Plans**: specific policies, procedures and initiatives that support the operational and strategic goals

These different levels allow for focus on diverse functional goals within the campus and show alignment among levels—avoiding an unwieldy single plan trying to encompass everything. The model above allows for more alignment of plans and articulates resource allocation to support different levels of planning. Along with developing the overall Institutional Strategic Plan, we hope to support and strengthen planning at all levels of campus.

Institutional Priorities and Goals	Operational and Tactical Plan for Divisions, Departments, and Initiatives (examples)

Strategic Plan including Priorities and Objectives

Division Plans — Academic Affairs, Finance and Management, Institutional Advancement, Student Affairs

Capital Campaign

Facilities Master Plan

Diversity

Enrollment — Recruitment, Retention, Revenue

All planning is linked with analogous assessment and budget processes and there are considerations for institutional planning, operation planning, and the times we need to be responsive to changing contexts or critical issues that emerge.

Planning

Institutional Strategic

Operational Include ongoing operations and divisional goals

Responsive and Adaptive to Emergent/Critical issues that arise

Assessment

Institutional Indicators and review of progress based on broad benchmarks emerging from priorities and outcomes

Divisional and office indicators that support on-going work of campus institutional priorities. Annual reports include updates on assessment

Ensure anticipated outcomes and resolutions that will come from ad hoc activities

Budget

Align allocation with operations, mission and plans. Clarify roles and processes.

Periodic review of budgeting allocations to ensure operational costs are covered to meet functional needs.

Process for the consideration of budget requests that emerge outside of the regular budget process.

Mission, Vision, Values, and Priorities

The SUNY Cortland strategic plan reflects both our strengths and aspirations as a community of scholars, citizens and colleagues. Building on our mission, vision, and priorities, we have identified a set of objectives that will guide our growth in critical areas. These will be enacted in work throughout the college and hold us accountable to continual improvement in each of our priorities. As we look toward our future, we hold on to our institutional mission and traditions while challenging ourselves to reflect, innovate and excel as individuals, as a college, and as a community.

Our Mission

SUNY Cortland is an academic community dedicated to diverse learning experiences. Students grow as engaged citizens with a strong social conscience fostered by outstanding teaching, scholarship and service.

Our Vision

SUNY Cortland will be a college of opportunity, from which students graduate with the knowledge, integrity, skills and compassion to excel as leaders, citizens, scholars, teachers and champions of excellence. Prospective students and employees will choose SUNY Cortland in response to its nationally recognized academic programs, innovation and experiential learning, and the rich intellectual, social and athletic life on the campus. SUNY Cortland will be a center for intellectual, cultural and economic growth, distinguished by successful partnerships with organizations, schools, agencies and businesses throughout the region, the nation and the world.

Our Values

Focus on the Students

All decisions, plans and actions revolve around students' academic, personal, social, and cultural development and wellness.

Integrity

Dedication to honesty, hard work, high personal and professional standards, and respect for people, perspectives, and the environment.

Intellectual Life

Commitment to inquiry, academic rigor, creativity, lifelong learning, and contribution to discipline, profession, and the greater good.

Our Priorities

Academic Excellence, Transformational Education, Well-being and Maximize Resources. These four priorities focus SUNY Cortland on our greatest strengths and opportunities to realize our potential as an academic institution and community. Within each priority, we have established objectives that provide direction for our work and decision-making over the next five years. Key indicators will allow us to evaluate our progress and help us revise and refine the strategic plan as a living document.

Our Priorities

Academic Excellence

cultivate

We will cultivate academic programs that provide students with the best opportunities to develop their knowledge, skills, and dispositions (trying to get at affective piece of learning/development). This means ensuring that we have relevant and engaging curriculum, effective and innovative delivery methods, appropriate facilities, and a culture of continual improvement. We will foster the highest levels of student and faculty engagement and support their contributions to their disciplines, the college, and communities locally and globally.

Transformational Education

provide

We will provide intentionally designed, highly effective, educational opportunities that challenge how students see themselves and the world in profound new ways. Transformational education involves all of the opportunities that expose students to new environments, cultures, perspectives, and knowledge. It also challenges them to reflect, acknowledge their self-efficacy, and continually expand their understanding and skills to be more engaged agents in their lives and their communities.

Well-being

advocate

We will advocate for personal and community well-being through our academic disciplines and our campus programming and facilities. We actively promote the physical, emotional, cultural and social well-being our students and employees, determine areas of greatest need, and respond with policies and programs that recognize the well-being of each individual is critical to our strength as a whole. This includes striving to be a campus community that enacts values of inclusivity, collaboration, respect, and care where contributions to the community are recognized and we hold ourselves accountable for supporting a positive campus climate.

Maximize Resources

sustain

We will sustain resources and carefully align our decision-making and allocation process with the mission-based functions of the college and our strategic vision for the campus. Maximizing resources includes being fiscally responsible, thinking about efficiency while maintaining excellence, and communicating clearly about resource allocation. It also means focusing on sustainability and ensuring that the campus maintains a dedication to responsible use of natural resources and consideration of our impact on our environment.

Institutional Objectives

The Institutional Objectives are focused, intentional changes with measurable outcomes derived from the strategic priorities. They complement the ongoing mission-critical work of the campus and are in addition to objectives within operational plans. Each objective includes a notation indicating connection to strategic priorities. Indicators are measures that will be used to assess progress over the next five years. Actions are specific initiatives or activities endorsed by the committee because of their relevance to the indicators. Some actions are supported by one-time funding as indicated in the recommendations. Key stakeholders already lead in these areas and will be stewards of relevant allocations. The strategic plan is a living document. As we measure progress toward these objectives, we anticipate that new initiatives will emerge and new indicators will inform our progress.

1. Enhance the assessment of student learning and development and utilize evidence to strengthen programs.

Priority Alignment: Academic Excellence

Indicators
1. Student learning outcomes assessment plans for all academic and student support programs by spring 2019.
2. Student learning outcomes articulated for every course by summer 2020.
3. Accreditation with commendations as relevant by 2020.
4. Evidence of using data to strengthen programs in annual reports by 2020.
5. Evidence of using data to strengthen student learning in courses in faculty annual reports by 2022.

Actions
1. Student Learning Outcomes Committee continues work with programs and departments.
2. Revise annual report format to focus on outcomes and SLO as relevant.
3. Training and support to transition annual reports to Watermark.
4. Create Advising Liaison positions in each schools to mentor and support department work.
5. Professional development on assessment practices with Institute for College Teaching and Student Learning Outcome Committee.
6. Expand department use of data retreat to review data and make decisions.
7. Create database of all accreditations, possible commendations, and existing recognitions.

2. Improve student achievement in written and oral communication.

Priority Alignment: Academic Excellence

Indicators
1. Achievement in new CPN assessment baseline created in 2018 and reassessed in 2021.
2. Achievement in Writing Intensive coursework based on new writing intensive/critical thinking assessment. Baseline in 2018-19 and review in 2021.
3. Achievement in oral presentation skills based on new assessment developed in 2018.
4. Increase student self-assessment of written and oral communication skills, baseline from most recent NSSE and SOS survey measures:
   - NSSE-Seniors   College contributed to writing clearly and effectively (very much/quite a bit)   78%
   - NSSE-Seniors   College contributed to speaking clearly and effectively (very much/quite a bit)   78%
   - SOS-Undergrads   College contribution to writing clearly and effectively (very large/large)   62%
   - SOS-Undergrads   College contribution to speaking clearly and effectively (very large/large)   61%

Actions
1. Creation of Writing Center focused on Composition and Writing Intensive ($50,000 allocation for space).
2. Presentation skills One Button Studio ($14,000 allocation for software and hardware).
3. Increase frequency of composition evaluation to every other year.
4. Professional development for writing intensive faculty.

3. Increase persistence and degree completion for first-year, transfer, and underrepresented students.

Priority Alignment: Academic Excellence, Well-being

Indicators

First-year retention for first-time students
    Baseline 80%   target 82% in three years
Retention of students identifying
    Black/African American baseline 77%   target 80%
    Latino/Hispanic   baseline 77%   target 80%
Retention of first year by gender
    Female   baseline 82%   target 84%
    Male   baseline 76%   target 80%
Transfer student retention
                                baseline 84%   target 85% in three years
Six-year graduation rate for first-time students
    Overall   baseline 71%   target 71% (maintaining)
    Black/AA   baseline 55%   target   55%
    Hispanic/Latino   baseline 61%   target   61%

Actions
1. Complete data retention model to help predict retention patterns by summer 2018.
2. Examine role of suspension and dismissal on retention numbers.
3. Explore grade forgiveness for readmitted students to reestablish good academic standing 2018.
4. Implement retention action plan and Retention Council starting spring 2018.
5. Implement Starfish student outreach and support software and initiative.
6. Enhance spring semester welcome.
7. Department funds for graduate student welcome/engagement.
8. Administer exiting student survey.

4. Promote faculty engagement in the life of the college and in their respective disciplines.

Priority Alignment: Academic Excellence, Well-being

Indicators
1. Faculty activity documented in annual reports baseline spring 2018. Include major campus activities, engagement in discipline, professional work, scholarship and external funding in template.
2. Benchmark the percentage of positions filled on faculty senate committees and the diversity of the committees' membership by gender, faculty rank, and professional classification.
3. Improvement on Collaborative on Academic Careers in Higher Education (COACHE).
    Department Engagement mean score on 5 point scale   Baseline 3.55   Target 3.65
4. Establish baseline assessment for academic advising.

Actions

1. Faculty annual report template made consistent and put into Watermark. transition and non-academic reports transition in 2019.
2. Establish committee membership publication (e.g., on web).
3. Review committee structures for effectiveness, redundancy, and efficiency.
4. Support for faculty taking leadership roles in their professional organizations.
5. Service leadership incentive.
6. Clarification of service expectations for service.

5. Increase the percent of courses taught by full-time faculty.

Priority Alignment: Academic Excellence, Maximizing Resources

Indicators

1. Percent of courses taught by full-time faculty from Faculty Workload Report
   a. standard sections fall 2016   61%   target 70% in three years

Actions

1. Analyze utilization to determine new line allocation.
2. Analyze teaching release impact on indicator.
3. Analysis of low enrolled courses.
4. Explore course redesign.
5. Consider state allocation to identify possible increase.
6. Consider splitting retirement lines when salary can fund more than one line.

6. Expand the impact of applied learning by increasing opportunities and increasing the quality of experiences.

Priority Alignment: Transformational Education

Indicators

1. Number of applied learning student credit hours earned per year. Baseline 2018.
2. Number of students in applied learning sections per year.
3. National Survey of Student Engagement (NSSE) student report on high impact practices:
   First year participating in one or more   baseline 55%   target 70%
   Seniors participating in one or more baseline   base;ome 88% target 95%

Actions

1. Update applied learning definitions and inventory of applied learning opportunities on campus.
2. Expand Banner coding of applied learning.
3. Increase extended learning scholarship awards.
4. Support professional development in applied learning.
5. Determine campus governance oversight of applied learning (course approval, etc.).
6. Implement best practices in assessment of applied learning including establishing student learning outcomes for applied learning experiences.

7. Strengthen our community through a focus on inclusion, civility, and accountability.

Priority Alignment: Well-being, Transformational Education, Maximizing Resources

Indicators

1. Increase faculty diversity to 20%.

Full Time Faculty and Staff

Cortland Fall 2017	Total	White	Hispanic	Black	Asian	Other *
Tenured	158	85%	3%	4%	8%	1%
Tenure track	90	84%	3%	1%	4%	7%
Not on Tenure track	68	93%	4%	1%	0%	1%
Professional non-instructional staff	273	93%	2%	3%	0%	1%
Classified/service staff	352	97%	0%	2%	0%	1%

Other SUNY Comprehensives Fall 2016						
Tenured	1915	82%	4%	4%	8%	2%
Tenure track	808	67%	4%	5%	9%	14%
Not on Tenure track	549	81%	3%	6%	4%	6%
Non-instructional Staff	6584	85%	5%	6%	2%	1%

* American Indian, Pacific Islander, multi-racial, non-resident alien

2. Retention of diverse faculty and staff: establish baseline data in 2018.
3. Employee engagement survey: Diversity is top three area of concern with score of 351
    Target: diversity moves from top area of concern and significant score reduction
4. Gender climate survey. Target improvements in the following:
    How would you rate the SUNY Cortland campus climate
        a. Positive or very positive: 2013 76%   2016 71%
    Faculty and staff treat student equally regardless of gender
        a. strongly agree/agree   2013 80%   2016 78%
    Faculty and staff treat each other equally regardless of gender
        a. strongly agree/agree   2013 81%   2016 71%
    In the past year, I have been treated in an insensitive or inappropriate manner based on my gender
        a. strongly agree/agree   2013 9%   2016 13%
5. COACHE survey q245d
    If I had it to do over, I would choose to work at this intuition 2.7/5 Cortland low compared to
        peer cohort. Target: Increase to average compared to peer cohort
6. Student Opinion Survey (SOS). Target improvements in following:
    Campus acceptance of individual differences   2012 4.06   2015 3.94
    Campus openness to opinions of others   3.97   3.87
    Your sense of belonging on this campus   3.86   3.70
7. National Survey of Student Engagement (NSSE). Target improvements in following:
    Percent of seniors that perceive a gain in their understanding of people of other backgrounds
    Frequency of discussions with people of a race or ethnicity other than your own
    Frequency of discussions with people of a different religion

Actions

1. Gender Policy and Initiatives Council finalize and implement recommendations.
2. Review and implement recommendations from Diversity Plan and President's Council on Inclusive Excellence.

3. Support Voice Office Renovation.
4. Women's Leadership programming for faculty, professional and students guided by Gender Policy Initiatives Council.
5. Conduct study on experiences of underrepresented groups on campus.
6. Inclusive Recruitment Initiative for Faculty.

8. Increase institutional financial support to students through scholarship fundraising.

Priority Alignment: Well-being, Maximizing Resources

Indicators
1. Increase total amount of institutional scholarships and grants awarded to students.

2015-16 Budget	$1,503,596	Actual Paid	$1,125,451
2016-17 Budget	$1,517,890	Actual Paid	$1,405,618

2. Increase total fundraising amounts and allocated to scholarships

2015-16 Budget	$2,570,000	Actual Raised	$2,249,708
2016-17 Budget	$3,203,000	Actual Raised	$3,224,636 (Includes Large Estate)

3. Achieve capital campaign goal of $25 million.
4. Double the percentage of alumni who participate in giving.

Actions
1. Capital campaign plan.

9. Increase revenue to campus from non-tuition sources

Priority Alignment: Maximizing Resources

Indicators
1. Maintain increase in total revenue from winter and summer session

Winter   2016   526,000   2018   912,160

Summer 2016 2,266,000 2018 2,498,000

2. New initiative development or increase in existing
   a. increase number partnership programs with high schools
   b. non-matriculated involvement—professional/continuing education (e.g., teacher professional development)
3. Sponsored grant revenue   current 4 million   target 5 million in 2021-2022

Activities
1. Increased professional development for online course delivery.

10. Enhance the quality of spaces and facilities for academic programs and the overall student experience.

Priority Alignment: Well-being, Maximizing Resources, Transformational Education, Academic Excellence

Indicators. Improvements on following indicators.
1. SOS data facilities   Classrooms   2015   3.94/5.00
2. Student housing survey data.
3. COACHE item on facilities.

4. Employee engagement survey data.
5. Increase the number of named spaces on campus.

Actions
1. Embed feedback on facilities needs in department annual report.
2. Feedback from accreditation and program review routed to Instructional Space.
3. Determine rubric for evaluating space quality.
4. Establish classroom annual upgrade process through Instructional Space Committee.
5. Review of FMPOC master plan.
6. Renovation of Counseling, Health and Disabilities Resources space.

11. Increase the environmental sustainability of the campus and community.

Priority Alignment: Well-being, Maximizing Resources

Indicators
1. Reduced carbon footprint from Greenhouse Gas Emission report.
Baseline: 26, 8000 MTCO2E   Current Status: 21,170 Target: 4,020 in 2050
2. Reduced energy use intensity report
  Baseline in 2010 191.61 EUI Current 2016: 173.96 Target: 2020   153.28
3. AASHE star report rating
  Baseline: 2012 STARS – Silver (version 1.0)
  Target: 2018 STARS – Maintain Gold (version 2.1)
  Current: 2015 STARS – Gold (version 2.0)
4. Recycled material versus solid waste
  No Baseline/Target identified – however last 2 years of data:
  2015-16 FY 32.7% (solid waste diverted to recycling)
  2015-17 FY 42.2% (solid waste diverted to recycling)
5. Increase the sustainability-related knowledge and behaviors of the college community.

Actions
1. Establish a baseline and targets via the data gathered from three instruments being given spring of 2018: 1) Sustainability Literacy Assessment 2) Sustainability Culture Assessment 3) Carbon Footprint Assessment
2. Identify sustainability-related content within each major.
3. Establish an attribute for sustainability-related courses.
4. Establish a sustainability micro-credential option for students.
5. Design and implement comprehensive sustainability education and behavior change programs Establish graduate assistant to manage data collection and reporting.
6. Graduate assistant to assist with reporting and initiatives.
7. Establish two all college Green Reps (undergraduate students) that focus on campus-wide programing and activities.