SUNY EMPIRE
STATE COLLEGE

Academic Master Plan

Executive Summary

Introduction

The Academic Master Plan (AMP) presented here is part of Empire State College's Going for the Gold strategic plan, and the strategic plan's themes drive the AMP. The AMP is an effort to align the academic goals of the college so that resources can be allocated optimally to serve academic priorities. The AMP is closely aligned and reflects the current mission, vision and core values of Empire State College. Work on the AMP began in the fall of 2017 when the Office of Academic Affairs (OAA) identified six themes as critical to the operations of OAA. The AMP will be integrated into the larger strategic plan of OAA and is designed to be a work in progress since academic, workforce and community trends change and emerging needs may warrant revision to strategic objectives.

Vision

SUNY Empire State College will be the leading public college for students across New York State and around the world seeking affordable and flexible, quality degrees. We will be distinguished by our outstanding faculty and staff, our record of student success and satisfaction, our innovative programs and personalized learning opportunities, our rich continuum of student support services, our social and economic impact, and our commitment to a diverse and engaged academic community.

Mission

SUNY Empire State College provides motivated adult learners with access to innovative, flexible and quality academic programs that empower people and strengthen communities. We build on the diversity of our students, their work and life experiences and their individual personal and professional goals as the cornerstone for each academic program.

Framing Narrative

In SUNY Empire State College's 49 years, it has grown in size, both in terms of student enrollment and in an expanded regional and digital footprint, and become a nationally recognized institution for non-traditional education. Our mission driven community of faculty, professionals, and support staff have created academic programming and services that have allowed thousands of adult students to achieve the dream of obtaining a college degree. Degree programs individualized to meet the needs of each student, building on prior learning, with multiple modes of study, have all made Empire State College a leader in the areas of adult education, online learning, and prior learning assessment.

In conjunction with the Going for the Gold Strategic Plan, Empire State College continues to map out its academic future. With this strategic direction, the college will continue to be recognized as the leader in innovative, flexible higher education across New York State and beyond. Our role in providing meaningful access to higher education will be unparalleled.

The Academic Master Plan (AMP) presented here will be an essential element of the overall strategy of the college, connecting the academic program and services to the strategic themes, results, and objectives of the college's plan. The college's strong sense of its mission in service to its students is articulated clearly in the strategic plan and this sense of purpose carried into the AMP. With the strong commitment to the mission of the college, alignment of college planning activities, resource allocation,

structures, and improvement cycles to achieving that mission, we are also achieving Middle States expectations.

The AMP framed our collective academic vision for the college and the communities we serve. The role of Empire State College, with its deep expertise in serving adult learners who need access to higher education and flexible ways to learn, is vital to meeting the needs of New Yorkers. The college will be the first choice for learners who need nontraditional approaches to education within New York State and beyond.

Building on the strengths and innovations from our past is essential for our continuing success in the future.

Process
The development of an Academic Master Plan began in the fall of 2017 with research into the process of developing an academic master plan and examination of plans of other institutions. After drafting a prospectus, the Provost presented the timeline and outline for the plan to the college community in February 2018. Six areas were identified as high priority: Academic Programs, Enrollment and Retention, Experiential Learning, Facilities and Operations, Student Experience, and Teaching and Mentoring.

The AMP process was deliberate, transparent, and inclusive and was made possible through the commitment of time and effort by faculty, administrators, professionals, support staff and students. Development of the AMP was led by a steering committee chaired by the Provost and included the following members:

  Provost
  Senate Chair
  Associate Deans of five Undergraduate Divisions
  Dean of School for Graduate Studies
  Dean of School for the School of Nursing and Allied Health
  Co-Chairs of Each Task Force
  Vice President of Decision Support
  Vice President of Enrollment Management
  Vice President of Administration
  Professional Employee Representative
  Student Representative

The six priority areas provided the themes for the six working groups. Each group was comprised of approximately 12 to 15 members representing faculty, professionals, staff, administrators, and students. Membership of the working groups was designed to include broad representation across the college and was co-chaired by a dean, faculty or high-level professional employee. The resulting work represents all constituencies in the college.

Each group met regularly during the spring and summer of 2018 when the AMP process merged with Empire State College's Going for the Gold Strategic Plan. To help guide the planning, two surveys, one to faculty and staff, and one to students, were sent out. The working groups used the results of the surveys to help inform the development of strategic initiatives. Each working group submitted draft plans in September 2018 and the larger college community had opportunity to provide feedback on

these drafts at the 2018 Fall Academic Conference. Engaging in multiple strategic planning processes will allow Empire State College to reflect on its history as a groundbreaking institution and set a bold course for the future as an innovative leader in the area of non-traditional and adult education.

The sections below are the initial charges to each group followed by the objectives each working group developed. These results reflect the level of honesty and energy that went into the dialogue about the academic future of Empire State College.

Initial Charge of Each Working Group:

1. *Academic Programs*

The flexibility and individualized nature of our academic programs is at the core of Empire State College. In order to prepare students for success within the college as well as after they graduate, the college must continue to review academic programs to ensure currency and collaborate across the college to ensure support for academic programming.

Thinking about these questions could include matters such as synthesizing our rich foundation in liberal arts, with professional education that prepares students for satisfying and prosperous (in the broadest sense) careers; strengths of current programs and areas of opportunity; the relationship between undergraduate and graduate programs; and state and regional workforce needs.

Currently Empire State College has 35 locations across New York State as well as locations across the world through International Education. The School for Graduate Studies, School of Nursing and Allied Health are headquartered in Saratoga Springs. Undergraduate students engage in courses via face-to-face instruction that takes place at regional locations, online learning, and blended learning opportunities. Students enrolled in the graduate programs and allied health programs complete their programs online.

The reorganization of the college through ESC 2.0, which established discipline-based academic divisions, now allows the college to design curriculum in a strategic manner and that can more seamlessly integrate online, face-to-face, and blended learning opportunities.

How will the college continue to maintain an academic presence regionally across the state?

> 1. What will we teach?
> 2. Why will we teach what we teach?
> 3. Where will we teach?
> 4. What learning outcomes will guide our work?
> 5. How does being the non-traditional college within SUNY shape and direct the academic programs for ESC?
> 6. What new academic programs should be offered in order to fulfill the mission of the college? To respond to workforce needs? Should we develop structured programs?
> 7. What courses should be developed and what is the process to be used?
> 8. Are there new technologies that can be used to facilitate learning?
> 9. How should ESC assess how and how well our programs fulfill their objectives?
> 10. What is the relationship between regional locations and online learning?

2. Enrollment and Retention

Empire State College is no longer one of a few non-traditional institutions of higher education. Competition from other institutions, within and without SUNY, has increased significantly. Therefore, strategies to recruit and retain students must be considered, consistent, and measurable.

Growing enrollment will be a priority, especially as public support from SUNY continues to dwindle. Empire State College must continue to seek innovative ways to recruit students.

1. Whom will we teach?
2. Will we maintain our position as an open application institution?
3. How many students will we teach?
4. How does the mission of ESC influence which programs are encouraged to grow?
5. How does ESC promote its innovative approaches to obtaining a degree in such a way that it is intelligible to prospective students?
6. How big do we want to be as an institution?
7. What is an appropriate mix of graduate and undergraduate enrollment?

3. Experiential Learning

Recognition of prior college-level learning, whether obtained within a classroom or not, has been a hallmark of Empire State College since its inception. Our students arrive having completed what has been labelled an "inverse internship." That is, they have significant professional experience in a particular field and need the academic coursework to fill in the gaps and provide a theoretical foundation. Other institutions have started requiring undergraduates to engage in a field experience as a requirement for graduation. Still others now assess training and other non-collegiate learning.

How does Empire State College continue to maintain its role as the leader in prior learning assessment and more broadly, competency-based education in light of increased competition?

1. How does the liberal arts focus of our institution work with the non-liberal, professional courses and programs? How do we articulate that relationship to students?
2. What types of partnerships should the college pursue?
3. In what way should Empire State College participate in workforce development?
4. How can we improve our current prior learning assessment processes?
5. How can we expand our credentialing opportunities?
6. How can we expand and improve internship and career planning services?

4. Facilities and Operations

The purpose of the AMP is to provide foresight so that growth and change in the college can be adequately resourced. It is vital that enrollment growth and the development of new academic programs be done in a thoughtful, strategic manner.

Empire State College has the great benefit of a statewide presence. We remain well positioned to serve students in every community in New York State and internationally through our International Education division.

We will look to expand upon how we deploy our technology and use our presence in local communities to recruit and retain students.

1. How do we assess and articulate the resource requirements of the AMP?
2. How do we align our physical and financial resources to support the AMP?
3. What policies/procedures/practices/facilities would we need to have/change/adjust/modify to support/maintain/sustain the AMP?
4. What are recommendations for development of new and current academic space, both physical and virtual, that will support the mission of the college?
5. What are the barriers that could impede the college from supplying adequate physical or financial resources? How do we address them?

5. *Student Experience*

The focus of all aspects of the Office of Academic Affairs is each student. We need to provide sufficient support services to students to enable them to succeed.

We will develop indicators for student success and support and use this information to guide programmatic decisions and improve the student experience.

1. Who are our students?
2. What are their academic strengths and challenges?
3. What resources need to be available to ensure student success and student engagement?
4. How do we measure student success?
5. How can we innovate to include embedded supports for students in academic coursework?
6. What are their academic goals and co-curricular interests?
7. What kinds of learning environments promote student success and retention?
8. What strategies are needed to advance student success?
9. What do we want our graduates to be able to do? Alternatively, how can we align the student experience to the college's learning goals?

6. *Teaching and Mentoring*

Empire State College has historically placed a high value on mentoring and the creative process that guides the mentor/student relationship through the process of degree planning. In 1990, Ernest Boyer suggested that there must be a more "inclusive" view of what it means to be a scholar, including teaching and service into an overarching framework of defining scholarship. How as a college do we continue to honor that commitment to mentoring?

1. Who will teach? Who will mentor?
2. How will we teach? How will we mentor?
3. How will we support faculty to provide high-quality learning opportunities for students?
4. How can we innovate our mentoring practices?
5. How will faculty balance the individualized nature of degree programs with demands of scholarship?

Emerging Common Themes

After the working groups completed their work, several common strategic objectives emerged. The most frequent was Diversify and Strengthen Academic Programs. Others were Improve Service Excellence, Increase Innovation, Enhance Diversity, Inclusion and Equity, Strengthen Communication, and Improve Student Experience. These objectives will form a critical part of the overall strategic planning process for OAA.

Challenges and Responses to the Process
Building the Academic Master Plan presented challenges to the college community. Change fatigue, low morale, and a desire for increased transparency resulted in skepticism about the process. The college community was weary of strategic planning efforts that seemed to be shelved as soon as they were published. The working groups appreciated that to gloss over the issues of trust and low morale would do a disservice to the college community and to the resulting plan.

The plan presented here is not perfect, nor is it all encompassing. It represents a good-faith effort to gather feedback from the entire college community – administrators, faculty, professionals, support staff, and students – and to use that feedback to develop an academic plan that is both realizable and adaptable to change.

Advancing the Academic Master Plan
The strategic planning process that the Office of Academic Affairs has undergone has enabled the college to re-examine how it delivers on its commitment to serve adult learners. The college community is invited to engage in the implementation and advancement of the plan to further our vision.

Academic planning must be an ongoing process that is responsive to changes in culture, knowledge, student demographics, resources, and assessment. Empire State College needs to be strategic in its thinking about the current state of the college and about how it will continue to evolve.

Academic Programs

Rosalyn Rufer, Co-Chair
Lynette Nickleberry, Co-Chair

Gennaro Bonfiglio
Cindy Conaway
Roselyn Dow
Ivan Ivanov
JoAnn Kingsley
Jenny Mincin
Bridget Nettleton
Diane Schichtman
Nikki Shrimpton+
Kim Stote
Nathan Whitley-Grassi

Empire State College reaffirms its commitment to a liberal arts education. A liberal education prepares our students with not only depth, but also breadth of learning that facilitates critical thinking and effective problem solving skills. The Academic Programs working group discussed the importance of providing a curriculum that addresses the needs of a diverse, technology-based global society, as well as delivering a program that is academically rigorous. With those ideas in mind, the Academic Programs group supports enriching connections within the liberal arts, between undergraduate and graduate programs, and deepening disciplinary understanding within curriculum that supports inclusion of members of diverse and underrepresented populations.

Enrollment and Retention

Anjie Emeka, Co-Chair
Tina Wagle, Co-Chair

Tai Arnold
Nan DiBello
Leslie Ellis
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Susan Fox
Julie Gedro
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Emily Klein
Seana Logsdon
Lynn McCoy
Bernard Smith
AmyRuth Tobol

Empire State College is no longer one of a few non-traditional institutions of higher education. Competition from other institutions, within and without SUNY, has increased significantly. Therefore, strategies to recruit and retain students must be considered, consistent, and measurable.

Many committee members work with students directly, and they understand the challenges our students face and the opportunities they desire. Members of the group recognized that the college collects important and useful data in various places and decided to attempt to codify the research and determine what we have and what else we might seek. Joseph King from Decision Support participated in at least one meeting and shared pertinent data including correlational data between educational planning and graduation rates, age and graduation rates, first term success and graduation rates, and study type and graduation rates.

Team member Seana Logsdon mentioned various initiatives the college was pursuing such as "Jumpstart" to try to be proactive in supporting and retaining students. These and other offerings could make significant differences in student retention and graduation rates.

For enrollment purposes, the Enrollment and Retention group discussed having the right academic programs to attract more students. Simultaneously, the group noted that perhaps the college would not need to keep adding students if there were more resources directed toward retention efforts. The group also discussed the importance of partnerships when it comes to long-term retention strategies with a variety of stakeholders.

The group also voiced that we need the appropriate amount of people to handle specific tasks of supporting students, so resources would need to be examined.

Initiatives:
- Conduct front-end assessments via open source tool
- Be proactive about offering all students all possible supports (e.g. "Jumpstart")
- Conduct early transcript review, have a concurred degree program within one to two years of first enrollment, and conduct degree program approval and concurrence simultaneously.
- Test systems before implementation. Ensure proper staffing at key times.

● Continue to build partnerships – corporate and not-for-profit where structured PLA can be included.
●Increase communication and sense of community. Everyone needs to be an ambassador of ESC. This will encompass marketing to smaller markets.

Experiential Learning

Nan Travers, Co-Chair
Alan Mandell, Co-Chair

Cindy Bates
Anita Brown
Brian Goodale
Patricia Kessler, student representative
Emilie Masiello
Tom McElroy
Yvonne Murphy
David Puskas
Nikki Shrimpton
Gina Torino

Why is Experiential Learning Important?
The championing of experiential learning is part of the college's distinctive legacy. It is directly linked to the roots of who we are as an institution. The college's core values emphasize the important relationships between "past" experiential learning and "new" learning. Recognizing the need to focus on how these moments-of-learning can be better connected to one another and how experiential learning is a bridge between the two, is critical to the college's ongoing work. We believe that experiential learning needs to be better positioned within the college. It should not be at the periphery, but at its center. In making a commitment to experiential learning, we must renew our efforts to build a culture that can effectively communicate experiential learning priorities, processes and policies to all members of the community and beyond ESC as well.

A Working Definition of Experiential Learning

After much discussion and input, we agreed upon this working definition of experiential learning:

Experiential is an approach to education that integrates experiences throughout different aspects of the learning process. Experiential learning may take different forms; including skills/knowledge/insights gained outside of the college classroom, service learning, internships and field placements, and applied activities relevant to any new learning. Overall, experiential learning refers to an orientation to teaching and mentoring in which experience can be the basis of learning; that is, experiential learning provides students with opportunities to engage actively, to reflect upon what they know and do, to evaluate that learning, and apply it to new contexts. Empire State College is committed to recognizing, assessing and integrating learning gained from experiences of all kinds and to providing students with new and continuing experiential learning opportunities.

Given this understanding, the subcommittee has thus been asking a number of key questions:
- How can experiential learning find the place it warrants on the ESC stage?
- What can we do to enhance our understanding of and work with experiential learning as we move forward?
- How can we champion experiential learning across the college in all aspects of teaching and learning?

Linking Experiential Learning to the College's Strategic--Going for the Gold-- Plan

We have identified five interconnected strategic objectives that relate "experiential learning" with the college's strategic plan, "Going for the Gold":

1. **Provide opportunities to generate innovative ideas and create projects and pilots around experiential learning**; (This objective is linked to the college's strategic plan objective #1, Increase innovation across the college).
2. **Ensure shared understanding and common language of experiential learning across the college and clarity around processes, policies and applications**; (This objective is linked to the college's strategic plan objective #7, Strengthen communication).
3. **Utilize experiential learning to enhance students' academic experiences and address students' needs and interests more effectively**; (This objective is linked to the college's strategic plan objective #5, Diversify and strengthen academic programs).
4. **Integrate and scaffold experiential learning opportunities throughout students' studies at the college**; (This objective is linked to the college's strategic plan objective #13, Improve student experience).
5. **Develop and implement a research agenda, including exploring our own practices and disseminating the results more broadly**; (This objective is linked to the college's strategic plan objective #15, Enhance reputation**)**.

We believe these strategic objectives are, indeed, interconnected. Our top priority should be the commitment to generating innovation around experiential learning. This focus will provide students with opportunities to integrate their life, work, and academic experiences. It will vitalize practices that shape the teaching and learning process; and, it will recommit us to our core values. Strengthening communication--from college policies and processes to information provided to students--helps us build a shared culture that supports experiential learning in many forms of practice. A focus on research will encourage us to systematically reflect on, evaluate, and thus improve academic quality.

Key Questions for the College

We can use the following questions about experiential learning to organize and plan the next phase of our academic work. In so doing, the college has an opportunity to build on our knowledge and our practices and to identify what we need to do next.

- What new and innovative ways can provide students with experiential learning opportunities, recognitions and credentialing?
- What are different ways that we can communicate opportunities and supports for experiential learning to prospective and current students?
- What has been impeding the sustaining of experiential learning opportunities at ESC and how can they be overcome?
- How does our work support the growth and scalability of experiential learning opportunities?
- How does our work scaffold experiential learning and support the success of our students?
- What infrastructure of support needs to be in place to sustain and grow experiential learning?
- How can we keep track of the results of what we are doing in the area of experiential learning and critically reflect on and improve the effectiveness of our practices

Facilities and Operations

Nathan Gonyea, Co-Chair
Lisa Johnson, Co-Chair

Mark Abendroth
Jennifer Blue
Joshua Gaul
Carolyn Hunt
Dongho Kim
Debra Kram-Fernandez
Mary Mawn
Frieda Mendelsohn
Christine Paige
Richard Savior
Laura Wait

The vision for facilities and operations is well aligned with the college's overall mission to lead as a member of the State University of New York's college system in offering affordable, flexible, and quality degrees. With an emphasis on making college education accessible to the diversity of adult, non-traditional and traditional learners across the state and the world, we will maintain a focused lens on access and social justice. In order to achieve this, it is vital that facilities, location and structural layout, technology, and staffing align with the academic and student needs of the college. We envision a thoughtful strategic and structural approach to identifying the specific academic needs of faculty and students unique to each physical and virtual location. These objectives align with the college's objectives of (4) enhancing and leveraging technology and facilities and (8) improving efficiency across the college.

Tier 2 Strategic Objectives
- Align regional facilities to academic program needs
- Locate facilities (college owned/leased and partner facilities) in locations that align with student's (and potential students) location and transportation needs/preferences
- Improve efficiency of academic processes
- Align regional facilities to student needs
- Align technology to student needs
- Align technology to academic program needs
- Align regional staffing to academic program needs

Priority Initiatives
- Develop an academic plan for each college location.
- Develop a local review process to evaluate the alignment of programmatic offerings, scholarship, facilities, and student demand.
- Develop a statewide OAA staffing plan based on location academic plans and online academic plan.
- Define minimum standard of students and academic services that need to be available to students physically and/or virtually

Student Experience

Danielle Boardman, Co-Chair
Lisa D'Adamo-Weinstein, Co-Chair

Jane Greiner
Sara Hull
Joan Johnsen
Maureen Kravec
Mindy Kronenberg
Suzanne Lazar
Ashley Mason
Sarah Morehouse
Lorette Pellettiere-Calix
Diane Perilli
Brett Sherman
Christi Shorkey
Teresa Smith
Nataly Tcherepashenets
Frank VanderValk
Julian Wylie

Charge: The focus of all aspects of the Office of Academic Affairs is each student. We need to provide sufficient support services to students to enable them to succeed. We will develop indicators for student success and support and use this information to guide programmatic decisions and improve the student experience.

Vision/Rationale:

"The core values of SUNY Empire State College reflect the commitments of a dynamic, participatory and experimenting institution accessible and dedicated to the needs of a richly diverse adult student body. These values are woven into the decisions we make about what we choose to do, how we carry out our work in all parts of the institution, and how we judge the outcome of our individual and collective efforts. More than a claim about what we have already attained, the core values support our continuing inquiry about what learning means and how it occurs" (ESC Core Values Statement)
All that we do at SUNY Empire State College is related to the student experience. From the design and delivery of the curriculum in our in-person and online learning environments to our co-curricular engagement opportunities, we strive to provide student-centered, supportive, and meaningful offerings for our students that have a significant positive impact on the recruitment and retention of our students. As such, we value a student-centered approach to:

- responding to the academic, professional and personal needs of each student;
- identifying and building upon students' existing knowledge and skills;
- providing students with skills, insights and competencies that support successful college study.
- responding to a wide array of student styles, levels, interests and circumstances; and
- fostering self-direction, independence and reflective inquiry; sustaining life-long curiosity and critical inquiry.

Tier 1 Strategic Objectives:

Improve Service Excellence (2)
- Measurements:
  - Reduction in Student Complaints
  - Reduction in Service Grievances
  - Decreased response time for student inquiries/communications
  - Improved rates of satisfaction.
- Objectives and Priority Initiatives:
  - A student-centered approach to providing 24/7 access to information and resources to students via our Website/Portal
  - Review existing data and establish baselines on any data points related to service excellence
  - Establish benchmarks and expectations
  - Develop trainings, educational forums and professional development opportunities focused on service excellence
  - Develop a regular cycle for review and updating college policy on service standards.

Enhance Diversity, Inclusion and Equity (3)
- Measurements:
  - Fewer dropouts and higher degree completion
  - Gaps in our retention of student's term-to-term, and to graduation by specific populations and modalities of study are decreased
  - Achievement gaps by mode of learning, gender, age, region, and race are mitigated and smaller.
- Objectives and Priority Initiatives:
  - Develop a communications plan and phone outreach to student stop-outs and other student populations who are stalled in completing their degrees
  - Develop more robust learning analytics into our strategies to address achievement/success gaps
  - Expand BMI to other regions (not just Metro)
  - Develop ESL resources/services
  - Expand clubs, groups, activities, events celebrating diversity; highlight successful students
  - Try to assure staffing reflective of a diverse student body
  - Open locations in neighborhoods where we find high concentrations of diverse students.

Improve and Diversify Student Support and Services (6)
- Measurements:
  - Fewer ZWs and courses with high DFW rate
  - Increase in our term-to-term and graduation rates
  - Increase the number of course with embedded supports
  - Increased student satisfaction, retention and completion.
- Objectives and Priority Initiatives:
  - Increased collaboration with faculty, instructional designers, and key offices to have more embedded supports in courses - academic, library, internships, engagement, etc…

Develop more robust learning analytics into our strategies to measure the use of embedded supports and course completion rates
We will create more support and development opportunities for students. In particular, we will create more programs and support for first-year and first-term students.

Improve Student Experience (13)
- Measurements:
  Decrease the number of stop outs
  Decreasing the number of students who stop out in their first term
  Improvement in first term completion
  Use our baseline data to help us better track and plan for initiatives.
- Objectives and Priority Initiatives:
  Increase social opportunities for students (to meet each other)
  Emphasize an inclusive approach to students in regions to engage in events at locations regardless of modality of learning
  Increase opportunities for out of state/out of country students to participate virtually
  Educate students on study abroad opportunities
  Utilize the Early alert system.

Teaching and Mentoring

Shantih Clemens, Co-Chair
Sandra Winn, Co-Chair

Tony Anadio
Carol Carnevale
Sara Farmer
Jacqueline Gilliard
Tonka Jokelova
John Lawless
Linda Lawrence
Gerry Lorentz
Anastasia Pratt
Anamaria Ross
Michael Stone
Peggy Tally

While reading the initiatives, keep in mind that these are meant to target Tier 2 objectives with the goal of accomplishing the college-wide Tier 1 objectives. Please note that the initiatives are, and should be, interconnected and should be considered as such.

TIER 1 Objective #1: Increase Innovation through enhanced development opportunities for faculty

TIER 2 Objective
Develop and adopt a faculty development plan in teaching and mentoring that provides specific and systematic pathways and opportunities at the individual and collective level for innovation, which is defined by fulfilling a need, solving a problem, or creating substantive change in the status quo to respond to changing realities. Increased expectations to collaborate with internal and external units. This connects to the Tier 1 objective because there is an expectation of innovation and professional development opportunities for faculty.

TIER 1 Objective #2: Improve Service Excellence

TIER 2 Objective
Define, strengthen, and sustain academic quality in teaching and mentoring, which will contribute to improving service excellence.

TIER 1 Objective #3: Enhance Diversity, Inclusion, and Equity

TIER 2 Objective
Develop and strengthen teaching and mentoring skills and competencies around diversity, inclusion and equity that result in increased engagement and student success. With a focus upon strengthening faculty skills, there should be an enhancement of diversity, inclusion and equity.

TIER 1 Objective #5: Diversity and Strengthen Academic Programs

TIER 2 Objective
Define, strengthen, and sustain academic quality in teaching and mentoring. By focusing on academic quality, academic programs are strengthened. Defining academic quality moves toward creating more diversity in programs by identifying need-based areas. Therefore, these objectives directly feed into diversity and strengthening academic programs.

TIER 1 Objective #7: Strengthen Communication

TIER 2 Objective
Strengthen communication across faculty, professionals, and administration. This objective is parallel to the college-wide objective, strengthening communication.

INITIATIVES

1. Develop a college-wide professional development plan
   a. STEPS
      i. Conduct a college-wide professional development needs' assessment
         1. At least, two point throughout out the year to have continuous improvement
         2. Targeting professionals, adjuncts and faculty are included
      ii. Create plan
      iii. Implement plan
      iv. Evaluate plan
         1. Do regular assessment and needs' analysis
   b. Recommend including: educational planning, diversity & inclusion, iPLA development, scholarly work, curriculum and pedagogy/andragogy

2. Stay current with changing technology relevant to teaching and mentoring
   a. Continual research conducted on what is available
   b. Opportunities to experiment and innovate using new (or different) technologies
   c. Possibilities to adopt technologies

3. Develop a college-wide academic quality plan
   a. STEPS
      i. Conduct a needs' assessment
      ii. Review AiM and GEAR for closing the loop
      iii. Create plan
      iv. Implement plan
      v. Evaluate plan
         1. Do regular assessment and needs' analysis
   b. Recommend including: educational planning, diversity and inclusion, iPLA development, scholarly work, curriculum and pedagogy/andragogy

4. Develop, implement, and evaluate an OAA communication for faculty and professionals