A. Executive Summary (2-page maximum): Please provide a brief ‘state of the union’ for your unit relative to your mission and current context/situation. Also list your unit’s goals for the near future.

The Division of Academic Affairs is organized around five academic schools (The School of the Arts, Humanities and Social Sciences, The School of Business Administration & Economics, The School of Education and Human Services, The School of Health & Human Performance, and The School of Science & Mathematics) the Graduate School, Office of the Associate Provost, Office of Diversity, Library Information & Technology Services, and also includes the Professional Education Unit and Research Analysis and Planning.

Status of 2013-2014 Goals

Successful completion of the Middle States monitoring report. NYSED Program re-registration, as appropriate: The Middle States monitoring report and small team visit were completed successfully. Commission action will be reported in July 2014. Program re-registration based on a review of the NYSED Inventory of Registered Programs, program revision, change in mode of delivery (e.g., online) and new program development is an ongoing work. Most important are re-registrations where the IRP does not match campus records.

Continue the trajectory of mission focused, strategic plan guided initiatives. Actions on each of these initiatives were completed.

Implementing recommendations of the advising/mentoring task force and roadmap committee: Actions were taken to assure that all students have an academic advisor upon major declaration and/or upon transfer registration.

Departmental APT document revision & implementation: All departments’ APT documents were revised, reviewed, and accepted by the President, with the exception of a new document from Women and Gender Studies, who had not had tenure track faculty previously. These documents will be in effect for personnel actions beginning Fall 2014. Note that a College Senate resolution allows faculty to choose, for pre-tenure renewal and continuing appointment, whether to be evaluated under the new departmental document or the one that was in effect at hire.

General Education Team: The General Education Team completed their work and submitted a report with recommendations to the new Provost by July 1, 2014.

High Impact Educational Practices (HIP Hoc Committee): The High Impact Educational Practices “HIP Hoc Committee” completed their work and submitted a report with recommendations to the new Provost by July 1, 2014.

Co-hosting a cross-divisional retreat to move the College of 2025 Conversations forward: The resulting in a summary of the conversations has been submitted to the Cabinet for future campus comment.

Move assessment of student of learning outcomes beyond compliance to a culture of data-driven decision making and evidence-based curricular improvement. Focus the college-wide assessment
of general education and programmatic discipline on the common learning outcomes of every Brockport undergraduate student. The division added a series of Fall Deans’ Assessment Forums to the college-wide assessment timeline. These were successful at taking the assessment work out of the files and off the page and into the dialogue of the academic schools. The identification of the general education program student learning outcomes as Institutional Learning Outcomes has set the stage for a campus discussion of how divisional and department student learning outcomes link to those of the Institution.

Enroll programs at capacity, through increased enrollment or strategic scheduling of courses in under-enrolled programs. Using data such as percent of enrolled seats, graduate admissions and enrollments, and Delaware Study results on cost per SCH the division focused on improving the use of resources by strategic scheduling and/or increased enrollments. New programs, revised programs, broader use of more accessible modes of delivery (technology enabled, online or hybrid), the opening of MSW extension sites in Watertown and Auburn, new 4+1 programs, formal recruitment relationships with Cobleskill and the Peace Corp, as well as generally stepped up graduate recruitment have led to improved graduate admissions numbers for Fall 2014.

Operate in a fiscally responsible manner. Careful study of the various accounts and budgets, and related policies, practices and procedures, has resulted in a comprehensive report to the Budget & Resource Committee, and shared with the new Provost, identifying a $1.1m surplus in 2013-2014, and proposing a balanced budget for the division in subsequent years, designed to develop a surplus and planning flexibility in the Faculty Salary Pool and Staff Salary Pool. The Temp Service Instructional account returned to within allocation and left an approximately $40k surplus at the end of 2013-2014.

Enhance scholarly/creative productivity and grants submissions/awards. As of May 14, 2014, there had been 117 grant submissions, with 90 successfully funded. The total requested was $9,036,122, with $5,036,732 of that being for year one. Of the 90 actual awards, the award total for year one funding was $5,127,099. The strategic plan goal was to move from a $5m history of awards to a goal of $10m by 2016.

Focus on diversity among our faculty hiring, student recruitment/retention, and curricula, using data from the campus climate survey being conducted in 2013-2014. The campus climate survey was completed and a process to devise an action plan has been defined for 14-15.

Participate fully in the comprehensive Campaign for Brockport. The Campaign for Brockport has progressed ahead of expectations, exceeding $20m of the overall goal of $25m.

B. Please report your unit's support for and/or contributions to the strategic priorities listed below. Where applicable, please explicitly note where actions/activities/decisions were related to your goals noted in last year's report. Please address all items.

1. High quality, rigorous undergraduate and/or graduate academic programs

Periodic Program Review Self Studies were completed in the following departments, with external reviewer visits completed, and Joint Action Plans anticipated in Fall 2014: KSSPE Sport Management, KSSPE Exercise Science, KSSPE Kinesiology, Interdisciplinary Arts for Children, English, Sociology, Modern Languages & Cultures, Business (final approval from AACSB).

The assessment of student learning outcomes was completely redesigned across all academic departments during the previous two years. The process included identification of
programmatic student learning outcomes, curriculum mapping of the teaching and assessment of those student learning outcomes, identifying key assignments and scoring instruments, creation of a schedule of student learning outcomes such that each program will have assessed all of its outcomes during the each three year cycle, the implementation of the first semester of assessment data collection and analysis. Action plans (closing the loop) were due to the respective deans in September 2013, with school forums to discuss assessment data and action plans held during October 2013, with dean comment on action plans submitted by November 1, 2013.

Business Administration & Economics received their final approval from AACSB and the KSSPE Exercise Science received initial accreditation from CAAHEP and Commission of Accreditation for Exercise Science (CoAES).

2. Active faculty/staff-student engagement in student learning/development

Following the Academic Advisement and Mentoring Task Force and Road Map Committees’ recommendations, Transfer SOAR advisement was redesigned to improve the student experience and improve the time to degree by creating an efficient process of placement.

3. Robust faculty and staff development program

Faculty made a total of 403 presentations at conferences (175 international, 97 national, 81 regional and 50 state), funded by the Faculty Scholarship Account and additional departmental and school funding, in some cases. Of note, 68 (16.9%) were in collaboration with a student, a high-impact, faculty-student engagement practice.

Leadership development included funding of the two faculty-members to attend the HERS Institute.

4. Faculty scholarship

Faculty were active in scholarship, publishing 8 scholarly books, 111 journal articles (10 [9.0%] co-authored with students), 22 chapters in scholarly books (2 co-authored with students, 1 monograph, and 11 conference proceedings (2 co-authored with students). Faculty also produced 29 art works, 35 dance performances (3 in collaboration with students), 7 pieces of non-fiction and 4 pieces of fiction writing, and 3 theater performances.

Faculty also submitted 117 grant proposals, totaling $9,036,122 ($5,036,732 first year) and received 90 awards, totaling $5,127,099 in awards in year one.

5. Enrollment at the programmatic level

The graduate school continued to suffer a decline in enrollments. A total of 6,939.0 SCH were enrolled during Fall 2013, down 11.0% from the previous year (7,794 SCH in Fall 2012), down 14.2% from Fall 2011 (8084.0 SCH) and down 18.7% from Fall 2010 (8533.0 SCH). This represents a Fall 2013 headcount of 1038 graduate students (318 FT & 720 PT), which is a shortfall of the SUNY approved plan of 1315 graduate students, and a decrease from previous plans of 1,500 and enrollments of 1,305 in Fall 2008.

Across undergraduate departments, there continue to be disparities between over-enrolled departments and under-enrolled departments.
Although disciplinary methods do affect SCH per faculty FTE, in comparison with peer institution data provided by the Delaware Study, there remain some disparities. On average, each of the 394.1 Faculty FTE produced 268.8 SCH, for a total of 105,910.5 SCH attempted in Fall 2013. Across the college, for both Fall 2013 and Spring 2014, 75% of the seats scheduled were enrolled.

6. Vibrant and engaged community, within and/or outside The College

A wide variety of events and activities were reported by faculty-members, departments and schools. Several college-wide events are noted below:

Scholars Day 2014 will have a very impressive 305 presentations/poster sessions/performances by 730 student and faculty presenters.

The Master’s Level Graduate Research Conference was held in April 2014 with 200 graduate student presenters from Brockport and 28 other universities.

7. Diversity of our college community, including promoting an understanding and appreciation of its importance and a sense of inclusion

College-wide, 16.5% of the student enrollment in Fall 2013 were non-white. Of the undergraduate students, 17.0% were non-white. Of graduate students, 14.0% were non-white.

On-going efforts to diversify the faculty included sending a team of administrators and faculty the Compact for Faculty Diversity in order to invite applications of recent graduates of doctoral programs from under-represented groups.

Beginning in 2012-2013, and continuing through Spring 2014, the campus has engaged a consulting firm to assist with a comprehensive campus climate survey to identify strengths and weaknesses with regard to the experiences we provide to members of our campus community from under-represented groups. Resultant action planning will continue in 2014-2015.

8. Alumni engagement and friends- and fund-raising

With the launch of the comprehensive Campaign for Brockport, the Division of Academic Affairs has stepped up its collaboration with advancement, largely with the involvement of the academic deans. Gifts received totaled $719,296.39 among 4327 gifts (average gift = $166) from 1613 donors (approximately 2.3% participation from 70,000 alumni).