

EXCELLENCE

A pillar of the Brockport Strategic Plan 2017-2022

‘Building the best Brockport for a better Rochester and a better world’

Definition of Excellence:

Every member of the Brockport community uniquely achieving their maximum potential and contribution in everything they do.

Foundational Principles are modeled after Baldrige Excellence criteria of Higher Education.

1. Essential to the mission of The College at Brockport is to be the premier college education and experience for all members of the Brockport community, whether on or beyond the campus.
2. A Brockport culture which uniformly aspires all to excellence is core to achieving this mission.
3. Excellence is both expected and apparent in the ways Brockport students, faculty, staff, alumni, and leadership inclusively teach, learn, support, and care for and on behalf of the College.
4. A culture of excellence is realized by engaging The College at Brockport community in ways that recognize the critical nature of each member's unique contribution, and the critical importance of their commitment to continuous learning and improvement.
5. The success of each Brockport graduate and their long-term affinity with The College affirms that a culture of excellence is routinely achieved rather than solely aspired.

Goals	Strategies	Specific Examples	Measurement Examples
<i>Goal 1: Leadership</i> Create, improve, and sustain activities that purposefully engage senior leaders with all key stakeholders and organizational systems providing leadership the best opportunity to understand, mentor, communicate, and inform governance at The College at Brockport.	Cultivate, provide and reinforce clarity of College mission. Recognize and refine the delivery of clear and consistent communications relevant for each organizational stakeholder. Identify regular opportunities to deliberately engage the College's stakeholders in meaningful dialogue to gather information and feedback, support individual development, and provide on-going mentoring. Establish a shared decision-making structure inclusive of all campus stakeholders (faculty, staff, students, and alumni). Promote campus-wide understanding of current legal and risk management practices, innovative alignment of resources to mission and public cause, and local, national, and global civic/community principles and needs.	A. Develop and solicit community feedback regarding final College mission/vision. B. Create and distribute marketing campaign to promote college and community wide awareness of College mission/vision. C. Solicit feedback from College stakeholders to determine effectiveness of mission/vision promotion efforts and additional/alternative mechanisms. D. Identify, develop, and distribute communication plans and protocols relevant for employee, student, alumni, and College-wide contexts. E. Expand regular engagement pathways (formal, informal, on-line, in-person, hierarchical, and cross-divisional) to ensure all College stakeholders are provided opportunities to understand, question, and suggest strategies and practices for improving the College. F. Expand regular engagement pathways (formal, informal, on-line, in-person, structural and cross-divisional) to ensure all College stakeholders are provided opportunities for mentoring, evaluation, and guidance in creating their premiere workplace experience – inclusive of on-going development. G. Conduct an evaluation of College	1. Website soliciting feedback on mission/vision (site established and communication distributed? # of hits? # of comments?) 2. Feedback on promotion efforts solicited through “consumer” focus groups, campus email solicitations, on-line and in-person fora. 3. Specific communication plans and protocols identified, developed and published – on-line, via HR, through dept/div communication structures (Needs to be broken down in to a year 1, 3, 5 path) 4. Upward appraisal procedures for College leaders specific to availability, ability to listen, ability to develop and enact campus vision/mission/evolution, contribution/support of employee and student development, etc. (Could this be a year 1, 2 path?) 5. Report on college/university governance structures completed and distributed; inclusive of evaluation, revision, and

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		governance structure using national best-practices to assess adequacy of current campus structure, representation, and voting accountability. H. Determine and communicate timeline and process to ensure all primary stakeholders (students, faculty, staff, and alumni) appropriate representation and voting in campus governance structure. I. Designate appropriate teams/units to serve and provide as regular training design and delivery coordinators on the topics of: • Risk and Liability Management/Mitigation • Mandatory Reporting and Campus Security Authorities (Title IX and Clery Act compliance) • Assessing and aligning resources to mission and service • Identifying and meeting community principles and needs in a College acting locally and serving globally. J. Develop and implement formal support for chair/manager leadership certification series inclusive of above trainings as well as appropriate financial, budget, personnel, and cultural competency/skill development.	recommendations regarding representation and voting structure (Year 1 with approved plan to be implemented years 2-5) 6. Establish annual goals and accountability measures for : • Year1– Announce Chair/Manager certification requirements and schedule for all to complete • Year 2-4– Implement schedule for all Chairs/Managers to complete requirements • Year 5– Complete additional certifications and evaluate training effectiveness through appraisal and employee evaluation processes.

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<u>Goal 2: Students and Alumni</u> Expand and develop academic, co-curricular, and operational activities proven to elevate the ability of each student to create their best Brockport experience and shape their future as an engaged citizen and alumnus.	Identify and communicate the standards established as best practices in their field and develop a plan to meet exemplary content delivery for student engagement that aligns with the best practices in their field. Evaluate current academic support needed for student success and propose, as needed, changes towards providing greater support for the retention and graduation of all students Develop and implement advising functions and personnel to prioritize both the delivery of on-going progress toward on-time degree attainment and meaningful field/discipline mentoring, preparation, and application/experience. Provide a complement of academic support programs and services comprehensive in addressing the complex nature of learning, development, and preparatory needs.	A. Cultivate and document existing and emerging alumni networks in innovative and personally meaningful ways to secure (among other benefits) opportunities for survey and assessment response rates useful for determining College success in preparing graduates to navigate career, community, and personal pathways in relevant and satisfying ways. B. Identify and expand a centralized alumni survey tool to provide data regarding alumni reflection on career satisfaction, community engagement, and personal fulfillment as a result of their Brockport experience. C. Conduct a review of best practices tool for teaching and instruction for each academic area. D. Provide infrastructure and budgetary support for faculty development to enhance teaching and instruction. E. Devise protocols and expectations for providing and evaluating quality advising. F. Provide academic support services through both a centralized academic success center	1. Growth of alumni participation – in events, donations, attendance/registration for homecoming, response rate of First Destination survey, and response rate of newly created survey. 2. Creation of alumni survey would need a year 1, 2, 4 implementation and review plan. 3. Academic Success Center to open as scheduled? 4. Evaluation of Academic Success Center should include: • NSSE relevant feedback • SUNY SOS relevant feedback • Customer service feedback • On-time graduation rates • Other measures 5. Standards and program reviews – year 1 to identify and map units with standards and publish a program review

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	Utilize co-curricular programs and services to foster applied learning, develop critical thinking, leadership, and employment skills; promote campus pride; and inspire College affinity. Expand and maintain the campus physical plant and administrative services in a manner which meticulously reflects the premiere and diverse nature of Brockport's academic and co-curricular environment. Develop, enhance, and promote broad alumni engagement – providing for social, entertainment, and networking activities, and inclusive of opportunities to meaningfully contribute time, talent, and funding to the College.	and individual department to achieve on-time degree completion. G. Conduct program and service reviews as guided by best practices and national standards (e.g. CAS, accreditation, CHIPS and HIPS). H. Utilize annual assessment report data and CAS program review recommendations to elevate campus program, service, and facilities in a manner reflecting best practice and outstanding stewardship of resources (people, funding, facilities).	schedule. Years 2 to 5 to execute the program review schedule. 5. Continue on-going assessment and program improvement efforts as provided through current annual review and reporting processes.
<i>Goal 3: Faculty and Staff</i> Identify, expand, and develop principles, skills, and operations which enhance performance and contributions to the	Identify key areas needed for improved student participation and learning towards retention and graduation and develop a plan for continual improvement.	A. Teaching performance strategies B. Advising quality, clarity, and consistency strategies C. Continue to identify and document	1. Percentage of faculty and teaching staff achieve earning very good to excellent on a best practice teaching effectiveness instrument.

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College and greater community.	Evaluate lines, QAR positions, adjuncts, and tenure track and professional positions towards meeting expectations in the professional field and the college concerning class sizes and courses taught by full time faculty. Present a plan for advising to provide the best support for students success and balance of faculty load. Support continuous improvement in faculty scholarship and creative activity. Create a culture and system of work and equitable responsibilities among faculty and staff. Establish and sustain certification, training, and development opportunities for staff at all levels which provide for continued enhancement of proven skills and talents Identify and provide additional certification, training, and development opportunities which introduce new and additional knowledge and skills for	relevant accreditation, regulatory, and compliance knowledge and certifications, with each impacted unit indicating appropriate adherence to timelines, standards, and professional education. D. Prioritize and align professional development and training funds to support meaningful acquisition of new knowledge, skills and standards for best practice in co-/extra-curricular programs, capital/asset management, and facilities oversight. E. Utilize chair/manager leadership certification series (Goal 1, Strat. J) or other means to standardize personnel appraisal and evaluation strategies inclusive of current leadership, management, and cultural competency practices. F. Collect and/or implement appropriate division and campus wide rewards structures, inclusive of but not limited to the salary review/benchmarking project.	2. Continuous improvement in students' response to advisement on NSSE, SUNY SOS, and other surveys. 3. Faculty to attain certification as appropriate. 4. Percentage of faculty attending development and training opportunities. 5. Number/percentage of faculty publishing in national and international journals 6. Critique a cross-section of personnel evaluation. 7. Raise salaries to 75% of CUPA data. 8. Reinstate DSI for faculty and staff. 9. Evaluate number of national best practices for workforce development available within and to the College workforce community. 10. Count and report number of employees receiving funding to support maintenance of

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	advancing staff contributions in the areas of student development, capital/asset management, regulation and compliance, and facilities care and oversight. Implement assessment and evaluation practices which accurately identify staff practice and contributions of excellence, and which provide clear outlines for areas of growth and improvement. Provide mechanisms for appropriate public and private rewards structures promoting excellent performance in all relevant workplace contexts.		appropriate certifications and accreditations. 11. Count and report number of employees receiving funding to support acquisition of additional certifications and degrees. 12. 100% of staff to receive (in a timely manner) a written annual appraisal documenting both nature of their current performance and specific areas for on-going growth or improvement

Goals	Objectives	Strategies	Metrics
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<i>Goal 4: Instructional, Programmatic, and Administrative Systems</i> Enact processes which will identify, review, and modify or establish key systems ensuring degree value and long term College survival and success.	Investigate ways that other medium sized state universities evaluate teaching effectiveness. Maintain and attain program and department accreditation as appropriate. Develop and implement college policy that communicates and recognizes the advising functions and personnel to prioritize both the delivery of on-going progress toward on-time degree attainment and meaningful field/discipline mentoring, preparation, and integration. Conduct regular and robust evaluation of co/extra-curricular programs and services inclusive of external best practice and audit reviews as well as internal quality and customer assessments. Develop and establish appropriate emergency preparedness, business continuity, record management, and information recovery plans for each department and campus operation.	A. Strategy(ies) regarding on-going review of current academic programs and relevancy, graduation, etc. B. Strategy(ies) regarding new academic program development and review processes C. Conduct program and service reviews as guided by best practice standards and program review practices. (Same as Goal 2, Strat F) D. Utilize annual assessment report data and program review recommendations to elevate campus program, service, and facilities in a manner reflecting best practice and outstanding stewardship of resources (people, funding, facilities). (Same as Goal 2, Strat G) E. Assistant Director for Emergency Management to coordinate with key campus partners for the development/revision/implementation of: • Emergency Response/Preparedness • Business Continuity Planning • Information Access and Protection Planning	1. Continue assessment plan. 2. Develop at least one new program per year. 3. Maintain and attain accreditation as appropriate. 4. Evaluate “Close the Loop” documents for program changes based on assessment and evaluation. 5.Amount of money given for stewardship 6.Implementation of Emergency Response/Preparedness 7.Business Continuity Planning 8.Information Access and Protection Planning
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