



Strategic Plan 2017 -2022, ***Building a Better Brockport***

Report of the Transformation Sub – Committee

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Garvey Gregory (Professor English)
Laurie Smith (Admin & Finance)
Devin Bonner (BSG, President)
Thomas Chew (EMSA)
James Cordeiro (Professor, Business)
Wendy Cranmer (Admin & Finance)

Anna Hintz (BASC)
Alisa James (Professor, KSSPE)
Jose Maliekal (Dean, Math and Sciences)
Gary Owens (EMSA)
Kim Piatt (EMSA)
Beau Willis (Admin & Finance)
Jie Zhang (Professor, Education)

TRANSFORMATION PILLAR CONCEPT PAPER

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INTRODUCTION/DEFINITION:

Transformation is a process signifying deep and meaningful change and growth – an ongoing journey rather than a destination to be reached in a prescribed timeframe. Collectively, the goals of the Transformation Pillar represent an arc in the direction of this journey to ***Building a Better Brockport***, with milestones over the five-year horizon of the 2017 – 2022 Strategic Plan.

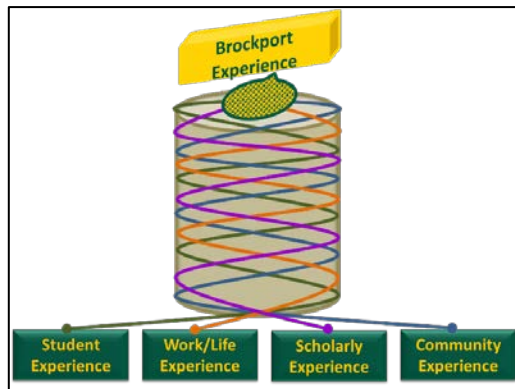
The object of transformation is **The Brockport Experience** – the aggregate day-to-day and ongoing experiences of the Brockport community: students, faculty, staff, alumni, visitors and the broader society (local, regional, national and global communities). This is an enterprise-wide concept, spanning the multiple entities comprising the College at Brockport (the Divisions and Schools of the College, the Rochester Educational Opportunity Center, the Brockport Auxiliary Corporation, the Brockport Foundation, and the Research Foundation).

Progressive 21st century institutions have adopted a Triple Bottom Line (TBL) framework to inform and evaluate their performance – **People, Planet and Progress** (or **Public Good**). A critical element of this framework is that advancement in one area at the expense of others will in the long-run compromise the success and sustainability of the institution. Accordingly, the goals of the Transformation Pillar are undergirded by the TBL framework.

CORE CONCEPTS / QUESTIONS

What is The Brockport Experience?

The Brockport Experience can be viewed as a tapestry woven by threads made up of the collective experiences (e.g. student, work / life, scholarly, community, etc.) of the Brockport community – our students, faculty, staff, alumni, visitors and the broader society (local, regional, national and global communities).



Today, *The Brockport Experience* means different things to people/groups. Many are enriched by their experiences at the College, but there are those for whom the Experience leaves a lot to be desired (administrivia, service and assessment creep, unmet student financial need, micro-aggressions and workplace bullying, decaying infrastructure, workload and compensation inequity, lack of institutional confidence and

trust, etc.).

Triple Bottom Line Framework:

Institutional activities and decision-making outcomes, along with the day-to-day operations, can be used to improve ***The Brockport Experience***, leave the natural environment intact as much as possible, and contribute positively to the economic environment of the communities near to the College and beyond.

People encompasses the trust that employees and students have with each other as well as with the leadership as it is related to the day-to-day functioning of the College and the community capital resulting from the College's ties with customers, peers, local governments and other external constituencies.

Planet pertains to sustainable environmental practices — do no harm, or least possible harm, to the environment — and leaving the natural order intact as much as possible.

Public good refers to the combination of the financial health of the College as an institute of higher education and the economic benefit enjoyed by the community in which it is situated — the real economic impact the College has on its economic environment.

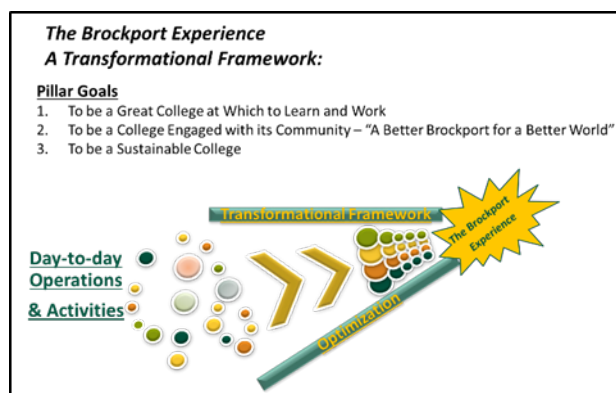
Transformation Pillar Goals:

The daily operations and activities of the College resulting from institutional as well as unit-level plans and processes (e.g. Academic and Facilities Master Plans, EDI Plan, Retention Plan, etc.) should contribute to the positive transformation of ***The Brockport Experience*** and result in the deep and meaningful growth and change for students, faculty, staff, alumni, visitors and broader society.

The goals of the Transformation Pillar are the framework by which the threads of ***The Brockport Experience*** come into alignment and reinforce one another so that the whole becomes greater than the sum of the parts giving clarity to ***The Brockport Experience***

Pillar Goals:

1. To be a Great College at which to Learn and Work
2. To be a College Engaged with its Community – “A better College for a better Village ... a better Village for a better World”
3. To be a Sustainable Institution for the 21st Century



Goal 1A: To be a Great College at Which to Learn

A Great College at which to learn is an institution that provides an excellent educational experience to students that is at once relevant and personalized, shaped by the evolving and emerging needs of students related to their backgrounds/experiences and amenable to innovation using evidence.

A Great College at which to learn has different locus of learning —classroom, laboratories, community, and remote — embraces different modes of instruction — book-based, applied, and field-based — and allows for different approaches to content creation — curation, co-creation, and creation.

A Great College at which to learn has professors, faculty and staff who act as role models, display positive attitudes, establish high expectations, and employ evidenced-based teaching practices.

A Great College at which to learn has a learning environment with structures, tools, and conditions that support the needs of every learner and foster collaborations as well as build relationships needed for teaching and learning.

MEASURE OF SUCCESS:

MEET AND EXCEED THE ACCESS, SUCCESS, COMPLETION, INQUIRY, AND ENGAGEMENT TARGETS OF THE CAMPUS
SUNY EXCELS PERFORMANCE IMPROVEMENT PLAN (APPENDIX A)

Goal 1B: To be a Great College at Which to Work

A Great College (at which to work) has a healthy campus climate and a culture of excellence where its employees have pride, enjoy working, and have trust in the institution.

A Great College (at which to work) has engaged employees (faculty and staff) who are fully invested in their jobs and have a commitment to the institution, resulting in stronger performance, reduced turnover, and higher customer satisfaction (e.g., students, internal clients, and the external public). Innovation, agility, resilience, and efficiency are the hallmarks of such a college.

A Great College (at which to work) acknowledges that its faculty and staff are its most important assets. In consequence:

1. Faculty and Staff are genuinely appreciated
2. Faculty and Staff are provided with opportunities for skills and knowledge development on an ongoing basis.
3. Leaders function as mentors rather than managers.

Trust is at the core of a Great College (at which to work), which is characterized by:

1. Credibility
2. Respect
3. Fairness
4. Pride
5. Camaraderie

MEASURE OF SUCCESS:

ACHIEVE CHRONICLE OF HIGHER EDUCATION RECOGNITION AS A GREAT COLLEGE TO WORK FOR (APPENDIX B)

Goal 2: To be a College Engaged with its Community “A better College for a better Village ... a better Village for a better World”

The long-term vitality of the College is intrinsically linked to the health of its surrounding community. The campus is compelled to find new and effective vehicles for engagement.

Today, many of the College's host communities have the highest (and growing) poverty rates in Monroe County, indeed the City of Rochester has one of the highest poverty rates in the nation.

In keeping with the public mission of higher education, the priorities of the State University of New York -- The Power of SUNY (SUNY and the Vibrant Community), StartUP-NY, SUNY Excels, etc. -- all point to an intrinsic link between SUNY Campuses and sustainability of their local communities,

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

MEASURE OF SUCCESS:

ACHIEVE CARNEGIE FOUNDATION ELECTIVE COMMUNITY ENGAGEMENT CLASSIFICATION (APPENDIX C)

Goal 3: To be a Sustainable Institution

Technological and economic progress lifted millions of people out of abject poverty, expanded access to education for millions more, eradicated several diseases, and created disease prevention and treatment programs. But progress also produced environmental degradation, resource depletion, inequity, and inequality.

This situation calls for the creation of conditions and invention of techniques and approaches to allow nature and humans to survive and thrive – known collectively as sustainability. Four principles are of significance in this context:

- limiting the use of Earth's inherent resources
- minimizing waste
- cultivating land and other resources wisely
- providing quality work environments, including the sustainability and viability of the operations (academic as well as academic support) of the College

MEASURE OF SUCCESS:

1. ACHIEVE PROGRESSIVELY HIGHER STARS (SUSTAINABILITY TRACKING, ASSESSMENT & RATING SYSTEM RATINGS (APPENDIX D)
 2. ACHIEVE MIDDLE STATES CRITERIA ACCREDITATION WITH COMMENDATION (APPENDIX E)¹
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Strategy / Activity Development and Monitoring

The strategies and activities to transform *The Brockport Experience* are derived largely from campus (unit) plans and activities, as well as the strategies embedded in the *Excellence, Community and Engagement*

¹ [Monroe Community College received Middle States Reaccreditation with Distinction](#) in June 2016

Pillars of Building a Better Brockport.

To map these efforts to the specific goals of the transformation pillar, identify gaps requiring the development of additional strategies, and provide ongoing monitoring of goal progress it is proposed that a Steering Committee be established for each *Transformation Pillar* goal to:

1. Refine cross-walk of the *Excellence, Engagement, and Community Pillar* goals/strategies to the specific *Transformation Pillar Goal*.
2. Cross-walk the strategies embedded in existing campus plans and initiatives (Diversity, FAMP, Retention, and Academic Master Plans, Academic Performance Solutions, Retention Plan, Faculty Roles and Rewards Committee, etc.) to specific *Transformation Pillar* goals (e.g. Accessibility is a both a FAMP and Diversity Plan objective that would directly feed into Great Place to Work and measures of student satisfaction).
3. Perform gap-analysis to identify areas key areas lacking plans/strategies (e.g. Economic Development Plan / Strategy for *A Better Brockport for a Better...* and Carnegie Engaged College designation) and develop recommendations for addressing gaps.
4. Ongoing monitoring of the *Transformation* goal and bi-annual reporting to assessment governance structure.

APPENDIX A: SUNY Excels Performance Improvement Plan

Recognizing the State University of New York’s statutory mission and longstanding commitment to quality and accountability, SUNY has established a performance system to drive continuous improvement toward excellence at all levels—system, sector, campus, faculty, student, and staff.

SUNY Excels represents the University’s commitment to continuous improvement, to excellence, in five key areas: access, completion, success, inquiry and engagement.

Each SUNY campus (State –operated campuses, community colleges, and statutory colleges) has implemented SUNY Excels through the development of a Performance Improvement Plan that sets campus-level metrics within the context of campus mission across each of the five priority area:

- Access – NYS Citizens Served by SUNY; Full Student Enrollment Picture; Diversity; Capacity
- Completion – Completions; Student Achievement/Success; Graduation Rates; Time to Degree
- Success – SUNY Advantage (student access to and satisfaction with opportunities that promote post-completion success, such as applied learning and hands-on research, multicultural experiences, academic advisement, and career counseling); Financial Literacy; High Impact Practices, Co-curricular High Impact Practice; etc.
- Inquiry – Total Sponsored Activity; Faculty and Student Scholarship, Discovery and Innovation; Inquiry embedded curricula/courses
- Engagement – START-UP New York and beyond jobs and businesses; Alumni/Philanthropic Support; Civic Engagement; Economic Impact.

The College at Brockport’s SUNY Excels Performance Improvement Plan lays out a five-year trajectory of continuous improvement against these metrics. Progress towards these targets provides a proxy for *Creating a Great College at Which to Learn*.

APPENDIX B: Chronicle of Higher Education Evaluation Framework

The Chronicle of Higher Education's Great Colleges to Work For program provides vital data about employee engagement at colleges and universities across the United States providing important insights into fundamental workplace qualities since 2008. In 2016, 281 institutions took part in the program which surveys faculty and staff to determine the key factors that distinguish great colleges. Of those participants, 93 achieved acknowledgment in one or more of 12 recognition categories, reflecting essential themes of great workplaces such as Shared Governance and Senior Leadership.

EVALUATION FRAMEWORK

Collaborative Governance

Faculty members play significant roles in decisions on academic programs. Employees agree with statements like "Faculty, administration, and staff are meaningfully involved in institutional planning."

Compensation & Benefits

Pay is fair, and benefits are satisfactory. Sample statement: "This institution's benefits meet my needs."

Confidence in Senior Leadership

Leaders have the knowledge, skills, and experience necessary for the success of the college. Sample statement: "Senior leadership provides a clear direction for this institution's future."

Diversity

The college makes a concerted effort to create a welcoming and fair environment for all employees. Sample statement: "This institution has clear and effective procedures for dealing with discrimination."

Facilities, Workspace, & Security

Facilities meet employees' needs, and the campus looks good. Sample statement: "The institution takes reasonable steps to provide a safe and secure environment for the campus."

Job Satisfaction

There is an overall sense that the job is meaningful to the employee and to the college. Sample statement: "All things considered, this is a great place to work."

Professional/Career- Development Programs

Employees get chances to develop skills and understand requirements for career advancement. Sample statement: "Our orientation program prepares new faculty, administration, and staff to be effective."

Respect & Appreciation

Employees are regularly recognized for their contributions. Sample statement: "Our recognition-and-awards programs are meaningful to me."

Supervisor or Department-Chair Relationship

Supervisors or chairs solicit ideas and make expectations clear. Sample statement: "I believe what I am told by my supervisor/department chair."

Teaching Environment

Faculty members say the institution recognizes innovative and high-quality teaching. Sample statement: "Teaching is appropriately recognized in the evaluation-and-promotion process." (Faculty only.)

Tenure Clarity & Process

Requirements for tenure are clear. Sample statement: "Promotions in my department are based on a person's ability." (Faculty at four-year institutions only.)

Work/Life Balance

Policies give employees flexibility to manage their lives on the job and at home. Sample statement: "My supervisor/department chair supports my efforts to balance my work and personal life."

APPENDIX C: Carnegie Foundation Community Engaged College Framework

Community Engagement Definition:

Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

The Carnegie Foundation's Evaluation Framework consists of Foundational Indicators (Institutional Identity and Culture, Institutional Commitment, and Supplemental Documentation) and Categories of Community Engagement:

Curricular Engagement: The teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.

Outreach and Partnerships: Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.). The distinction between these two centers on the concepts of reciprocity and mutual benefit which are explicitly explored and addressed in partnership activities.

Evaluation Framework for Community Engagement:

I. FOUNDATIONAL INDICATORS

A. Institutional Identity and Culture

1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?
2. Does the institution formally recognize community engagement through campus- wide awards and celebrations?
3. Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?
4. Does the institution aggregate and use all of its assessment data related to community engagement?
5. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution?
6. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

B. Institutional Commitment

1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement?
2. Are internal budgetary allocations dedicated to supporting institutional engagement with community?
3. Is external funding dedicated to supporting institutional engagement with the community?
4. Is fundraising directed to community engagement?
5. Does the institution invest its financial resources in the community for purposes of community engagement and community development?
6. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?
7. If yes, does the institution use the data from those mechanisms?
8. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?
9. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for **Impact on Students**, the **Impact on Faculty**, and **Impact on Community**.
10. Is community engagement defined and planned for in the strategic plans of the institution?
11. Does the institution provide professional development support for faculty and/or staff who engage with community?
12. Does the community have a “voice” or role for input into institutional or departmental planning for community engagement?
13. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement?
14. Are there **institutional level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?
15. Is community engagement rewarded as one form of **teaching and learning?**, **scholarship?**, **service** ?
16. Are there **college/school and/or department level policies** for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?
17. If current policies do not specifically reward community engagement, is there **work in progress** to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?

C. Supplemental Documentation

1. Is community engagement noted on student transcripts?
2. Is community engagement connected with diversity and inclusion work (for students and

faculty) on your campus?

3. Is community engagement connected to efforts aimed at student retention and success?

II. CATEGORIES OF COMMUNITY ENGAGEMENT

A. Curricular Engagement

1. Does the institution have a definition, standard components, and a process for identifying service learning courses?
2. If you do have a process for designating service learning courses, how many designated, for-credit service learning courses were offered in the most recent academic year?
3. What percentage of total courses offered at the institution?
4. How many departments are represented by those courses?
5. What percentage of total departments at the institution?
6. How many faculty taught service learning courses in the most recent academic year?
7. What percentage of faculty at the institution?
8. How many students participated in service learning courses in the most recent academic year?
9. What percentage of students at the institution?
10. Are there **institutional (campus-wide)** learning outcomes for students' curricular engagement with community? Are outcomes assessed?
11. Are there **departmental or disciplinary** learning outcomes for students' curricular engagement with community? Are outcome assessed?
12. Is community engagement integrated into the following curricular (for-credit) activities Student Research, Student Leadership Internships/Co-ops Study Abroad?
13. Has community engagement been integrated with curriculum on an institution- wide level in any of the following structures: Graduate Studies Core Courses, Capstone (Senior level project) First Year Sequence, General Education, In the Majors, In Minors?
14. Are there examples of faculty scholarship associated with their curricular engagement achievements (research studies, conference presentations, pedagogy workshops, publications, etc.)?

B. Outreach and Partnerships

1. Indicate which outreach programs are developed for community: learning centers, tutoring, extension programs, non-credit courses, evaluation, support training programs, professional development centers, other (please specify)
2. Which institutional resources are provided as outreach to the community: co-curricular student service work/study student placements cultural offerings, athletic offerings, library services technology, faculty consultation? Please select all that apply:
3. Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year
4. Do the institution or departments promote attention to the mutuality and reciprocity of the partnerships?

5. Are there mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity and mutual benefit, both from community partners to the institution and from the institution to the community?
6. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)?

APPENDIX D: The Sustainability Tracking, Assessment & Rating System (STARS) is a self-reporting framework for colleges and universities to measure their sustainability performance.

STARS is designed to:

- Provide a framework for understanding sustainability in all sectors of higher education.
- Enable meaningful comparisons over time and across institutions using a common set of measurements developed with broad participation from the international campus sustainability community.
- Create incentives for continual improvement toward sustainability.
- Facilitate information sharing about higher education sustainability practices and performance.
- Build a stronger, more diverse campus sustainability community.

An institution may pursue credits that are applicable to its particular context and earn points toward a STARS Bronze, Silver, Gold or Platinum rating. An institution's score is based on the **percentage of points** it earns by pursuing credits across four categories: Academics (AC), Engagement (EN), Operations (OP), and Planning & Administration (PA).

As a STARS participant, the College can use the online Reporting Tool and Data Displays to:

- Measure its current sustainability performance, create a baseline for continuous improvement, and integrate sustainability into planning and development efforts.
- Engage students, staff, and faculty in the reporting process and build a culture of sustainability on campus.
- Communicate the College's sustainability achievements to campus and community stakeholders and share data with other organizations.
- Compare and learn from peer institutions and identify new ideas and best practices to implement locally.

APPENDIX E: Achieve Middle States Criteria Reaccreditation with Commendation

Middle State reaccreditation is an expression of confidence in an institution's mission and goals, its performance and its resources. The extent to which an educational institution accepts and fulfills the responsibilities inherent in the process of accreditation is a measure of its commitment to striving for and achieving excellence in fulfilling its mission.

The outcome of the reaccreditation process is a measure of the fragility or strength of the institution. Accreditation with Commendation across all Standards (I – VII) validates the sustainability of the College:

- Middle States Standard I: Mission and Goals - The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.
- Middle States Standard II: Ethics and Integrity - Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.
- Middle States Standard III: Design and Delivery of the Student Learning Experience - An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.
- Middle States Standard IV: Support of the Student Experience - Across all educational experiences, settings, levels, and instruction modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.
- Middle States Standard V: Educational Effectiveness Assessment - Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.
- Middle States Standard VI: Planning, Resources, and Institutional Improvement - The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.
- Middle States Standard VII: Governance, Leadership, and Administration - The administration is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.