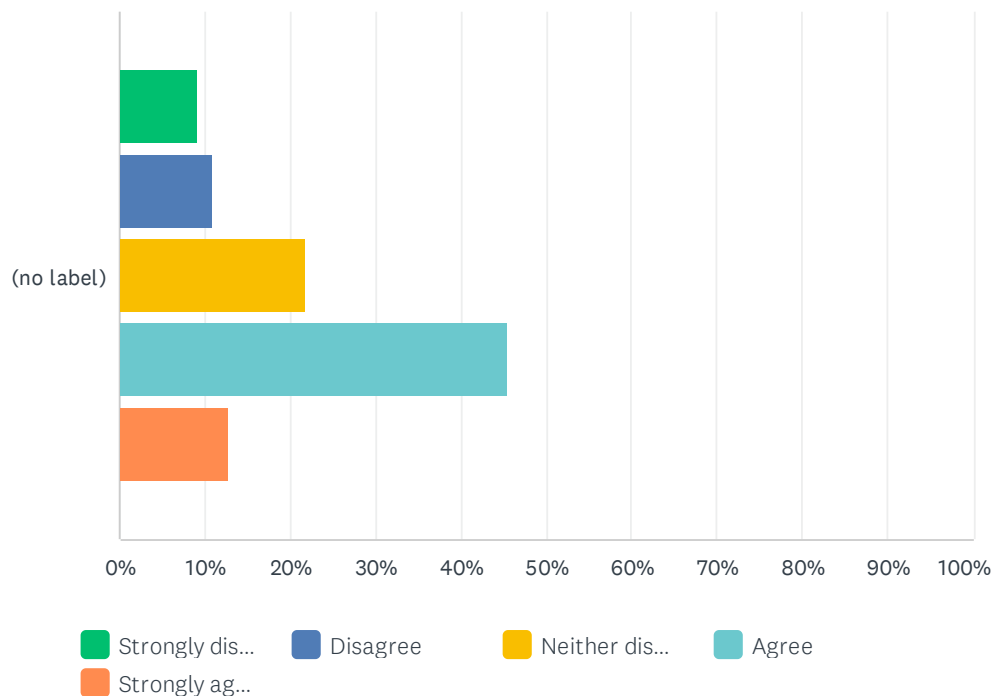


Q1 From your perspective, do these S.M.A.R.T. goals provide appropriate measurements for Student Success objective 1? Please your rate level of agreement on the scale below.

Answered: 55 Skipped: 3



	STRONGLY DISAGREE	DISAGREE	NEITHER DISAGREE OR AGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	9.09%	10.91%	21.82%	45.45%	12.73%	55	3.42
	5	6	12	25	7		

Q2 If you have suggestions for improving these S.M.A.R.T. goals as written or ideas for alternative S.M.A.R.T. goals, please share them.

Answered: 29 Skipped: 29

#	RESPONSES	DATE
1	Many reasons for student enrollment and persistence patterns are beyond the control of the university. These goals don't address how barriers will be reduced or eliminated.	6/21/2023 4:57 PM
2	Was 5% reached by some study or research, or is this a dartboard number? If we are going to target 5%, we need to show why this number is realistic and supportable.	6/21/2023 3:26 PM
3	b - Decreasing time to completion does not fit the rest of the goals for this category. The portion within parentheses should be removed.	6/21/2023 12:07 PM
4	What is missing in your SMART, is how you're going to achieve them. There is a wrong use of the word goals. Goals are open ended statements while objectives are SMART.	6/21/2023 10:45 AM
5	The goal seems too minimal but I do support the concept.	6/20/2023 7:42 PM
6	If the objective is focused on reducing barriers - should also attempt to measure and benchmark -directly- the identification and reduction of barriers.	6/20/2023 7:02 PM
7	I can't really say without knowing what SMART goals are. Be sure to define all terms. There might be a lemonade	6/20/2023 6:18 PM
8	It is not clear to me why the goal is 5% in 5 years. What is this based on? Is this a standard across higher ed, or was there another reason? This looks random.	6/20/2023 4:51 PM
9	These metrics do not measure the reduction or elimination of actual barriers to enrollment, retention, and completion. Barriers would need to identified and targeted - perhaps that happens at the initiative stage. Nevertheless, the change the wording of the objectives or the goals to align more closely.	6/20/2023 4:50 PM
10	How realistic are the 5% increases? For instance, our adult students tend to stop out due to various life circumstances, over which we have no control. How would we accomplish (c)?	6/20/2023 3:46 PM
11	none speak to how barriers would actually be reduced	6/20/2023 3:27 PM
12	Clarify policy and procedures for students, simplify processes and platforms for enrollment/procedures for DP, PLA, registration, focus on supporting faculty/examine practices for being more equitable and to retain/reward long-term untenured faculty.	6/20/2023 3:17 PM
13	It is unclear what "5%" means in actual work-- I cannot say if this is realistic.	6/20/2023 3:06 PM
14	For A and B, is this going to be 5% by level? By school? I would suggest level. I would say an increase of 5 percentage points instead of increase by 5%. I think 5 is a good number. Is first to second term retention just fall to spring? Is it spring to summer or spring to fall? Is summer to fall included? For six-year graduation, is it just fall cohorts or all cohorts within 18 terms. For C, let's build in some intelligence and do it in a responsible way. Let's offer an incentive (ESU Scholarship) for students who are close to graduating. Let's not reach out to students with decent GPAs but low course pass rates (i.e., ZWs in multiple terms), especially those who are taking loans or burning through financial aid. Decision Support can identify students who are likely to be successful if they re-enroll. Let's limit our efforts and goals to that population.	6/16/2023 4:17 PM
15	The goals as written here are not goals - they are the measurable targets or the "M" of SMART. The goal is student success, and the theory of change for this objective 1 (enrollment) is that students will be "successful" if Empire: 1) helps new first term students re-enroll in their next term, 2) help students graduate within 5 years from first enrollment 3) reach out to past students to see if we can get them back and re-enroll them. The third one does not seem related to student success - it seems more linked to increasing Empire's enrollment numbers probably for budget reasons. I would suggest changing it to say "reach out to and re-enroll students who fail to enroll for two consecutive terms." That would seem to be closer to	6/15/2023 2:24 PM

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the goal of student success and would contribute to the targets for graduation and re-enrollment rates. Right now the targets are measuring the definition of objective 1 which has been defined in these three specific ways. 1. Reduce or eliminate barriers to enrollment 2. Reduce or eliminate barriers to retention 3. Reduce or eliminate barriers to completion The theory of change is that by "eliminating barriers" (undefined), we will improve student success. However, there is a larger problem. If you take this first target for Objective 1, and apply the SMART guidelines, you can see that something is missing: Specific: barriers to enrollment (undefined - need specifics) Measurable: Increase the 3-year average of first to second term re-enrollment rates by 5% Achievable? 5% seems low and easy Relevant? unsure what barriers will be eliminated? Time-based: in five years - seems reasonable My larger question is why do we think that re-enrollment and graduation rates equal "student success"? Of the three Objectives in the Student Success Goal (enrollment, student experience, and equity gaps) only objective 2 student experience seems to match the goal of Student Success. The goal is defined as: 1. STUDENT SUCCESS Empire State University provides a positive student experience (what is a positive student experience? -- need specifics) by valuing our students' diverse perspectives (how does this work and how is it related to student success?), respecting their goals and priorities (how does this work and how is it related to student success?), and connecting them to the institution and each other (OBJ 2 - student experience) MISSING - objective 1 enrollment and objective 3 equity gaps Our high-quality academic programs, mentoring, and support services enable learners to meet their academic, professional, and personal goals. (ADD AN OBJECTIVE) How exactly do: high quality academic programs, mentoring, support services, help students to reach their goals for: academic professional personal Supporting Themes Every member of the university community is invested in student success (DELETE - not a student success goal -- or, if this is important to student success - ADD an objective). We share responsibility with our students for their success, (What will students be asked to do? -- delete or ADD objective) proactively removing barriers (WHAT BARRIERS? - need specifics) and helping students build connections to the institution and to each other. (OBJECTIVE 2 STUDENT EXPERIENCE) We value students' knowledge and experience (HOW IS THIS RELATED?), deliver outstanding academic programs (MISSING -- , ADD objective that defines "outstanding" academic programs and how it is connected to student success) and provide comprehensive mentoring (what is comprehensive mentoring? add as a tactic/activity), provide advising (how is advising different from mentoring? add as tactic/activity), and provide other support (add tactic/activities - such as??) to increase retention (how do these activities (deliver programs, provide mentoring, advising and student support) listed here contribute to degree completion? Need to ADD to a new Objective and/or list them as tactics/activities and develop targets) and ensure timely degree completion (is this everything that goes into timely degree completion?). In conclusion, the goal of student success is well represented by objective 2 student experience, but is NOT well represented by objective 1 enrollment or objective 3 equity gaps. These two objectives do not match the goal as written. I have provided some suggestions for adding objectives that match the goal. Perhaps the targets that are mentioned in objective 1 enrollment and objective 3 equity gaps can be reworked or better connected to the overarching goal. I am sure they are useful in some way. It might be easier to take the Student Success goal and develop the tactics/activities and then go back and improve the objectives and their measures. The goal mentions several "deliverables/activities/tactics" that need to be connected to an objective that in turn is connected to student success.

16	These are hard to determine because I have no idea how many 5% is. Are there actual numbers we can use? Like by 2026 have 1st to 2nd term enrollments be 542? Just threw about an number, because I have no idea what the numbers are. Actual numbers mean more than % in my opinion. Also keep in mind many of the reasons students do not re-enroll or stop out, have nothing to do with the college--there is a lot about these goals we cannot control. Finding out WHY students don't re-enroll would be crucial before trying to bump the numbers up.	6/14/2023 3:25 PM
17	- I would use course completion rates as well. you have them for objective 3. In the first term they are one of the strongest predictors of success and there are opportunities to move that number. - The definition of inactive in c. needs to be clear, I think you mean student within the three-year student enrollment window. Think about ROI on this one.	6/14/2023 11:50 AM
18	A goal should be to create an easy environment to enroll, register, get support and all of those other things will fall into place. Only the courses should be tough.	6/13/2023 10:41 AM
19	In order for the above goals to happen, we need to work harder at welcoming our students, having them connect t the University. This is not all on the Recruit and Student Service Teams. It is imperative that faculty mentors and instructors respond to their students rather than the student getting frustrated with the lack of response. Mentor Services needs to have	6/13/2023 6:50 AM

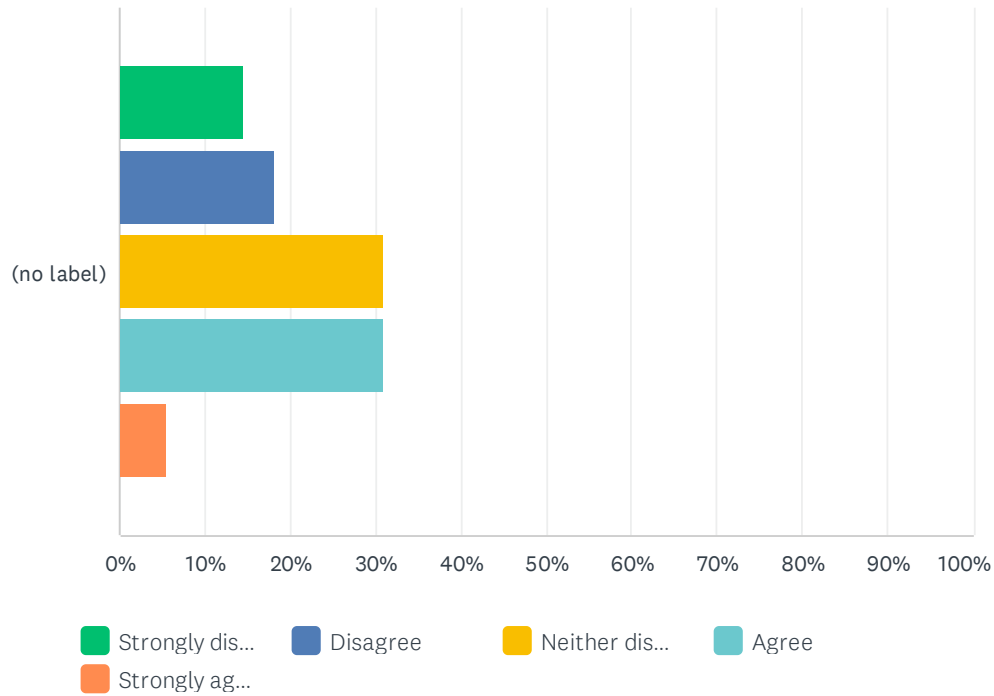
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the student reach out to the faculty member. The email sent by Mentor Services leads to expectations not being met for the student. This happens prior to enrollment and gives the student a bad taste and already a negative perception prior to the term even starting. Accountability needs to be put in place.

20	B. may not always align w student goals, may only be here for certif, etc. So not sure if FAST completion is student's objective. So are we imposing this unrealistic goal on them?	6/13/2023 3:59 AM
21	Need early intervention for students who fall behind the first 4 weeks of the course. A great example is our Disability Services who are very proactive with their students. Wish I can say that for mentors.	6/12/2023 8:38 PM
22	Empire State University provides a positive learning experience by valuing our students' diverse perspectives, respecting their educational and growth goals and priorities, and connecting them to the institution and each other. Our high-quality academic programs, mentoring, and support services enable learners to meet their academic, professional, and personal goals.	6/12/2023 7:28 PM
23	I don't understand how we can have goals without defining what the barriers are and how effectively they can be reduced or eliminated. I think we're putting the cart before the horse.	6/12/2023 4:26 PM
24	The only question I have is how we define these goals in terms of microcredentials, which will also have re-enrollment and completion rates. Do we need a goal for continuing to the next credential and/or employment? How successful are our graduates?	6/12/2023 3:41 PM
25	If there are no/minimal standards of acceptance, what student academic supports are going to be provided (and used!) to improve retention? Or is it that faculty are expected to pass everyone (even those who don't turn in work)?	6/12/2023 3:24 PM
26	Time to completion measurement is extremely difficult for our student population. The fact that our course are 4-credits and therefore include extra time spent within and outside of the classroom affects the overall number of credits a student may feel comfortable taking. Since the majority of our students also work full-time, I wouldn't feel comfortable encouraging more than 2 courses per term. I think we should focus more on course completion rates rather than graduation rates.	6/12/2023 3:17 PM
27	We need to find out what the underlying issues are that prevent students from reaching these milestones in the first place. Once we are aware of the "why," then we can fix any issues over which we have control.	6/12/2023 2:37 PM
28	b. Pick one goal, as these two are not the same measure. I think it should be to increase graduation rates. c. Create goal based on data, not university policy. We know that most students will not return after being stopped out for three terms (only 15% do and they are not as successful when returning), so it would be better for this goal to be focused and meaningful based on the data.	6/12/2023 2:09 PM
29	This is Lisa - it looks great!!!	6/9/2023 4:18 PM

Q3 From your perspective, do these S.M.A.R.T. goals provide appropriate measurements for Student Success objective 2? Please your rate level of agreement on the scale below.

Answered: 55 Skipped: 3



	STRONGLY DISAGREE	DISAGREE	NEITHER DISAGREE OR AGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	14.55% 8	18.18% 10	30.91% 17	30.91% 17	5.45% 3	55	2.95

Q4 If you have suggestions for improving these S.M.A.R.T. goals as written or ideas for alternative S.M.A.R.T. goals, please share them.

Answered: 31 Skipped: 27

#	RESPONSES	DATE
1	What feedback have students provided to the university? What do students perceive as an "improved student experience"? Students' reasons for not participating in co-curricular engagement may be beyond the control of the university.	6/21/2023 5:00 PM
2	What do we have that shows that increasing participation in co-curricular activities will improve the student experience? What IS the "student experience?" It seems like we need a definition.	6/21/2023 3:29 PM
3	Co-curricular activities have not been adequately articulated. And they vary greatly by region.	6/20/2023 7:43 PM
4	I can't really say without knowing what SMART goals are. Be sure to define all terms.	6/20/2023 6:18 PM
5	How are we going to measure increased satisfaction? Why is increasing co-curricular engagement important for adult students?	6/20/2023 4:53 PM
6	I cannot evaluate the feasibility of the goals without knowing the expected change within five years.	6/20/2023 4:51 PM
7	2a: I'm not sure that we need to increase the NUMBER of students participating in these opportunities but perhaps we should be looking more closely at quality. 2b. These need to be broken out into separate goals.	6/20/2023 4:09 PM
8	What is "co-curricular engagement?" And what % is being proposed in (a) and (b)? I'm not sure that engagement in activities is a valid measure of the student experience for a mostly online university or for busy adult students. Also, what is the baseline measure for (b)?	6/20/2023 3:49 PM
9	neither speak to particular content and programming that would generate increases	6/20/2023 3:27 PM
10	Don't abandon independent study/F2F modes/study groups and recognize value of tangible learning methods for students to utilize locations and gain community presence.	6/20/2023 3:19 PM
11	While these are great goals, adult students rarely want to interact or have time for "extras."	6/20/2023 1:34 PM
12	see notes in objective 1	6/15/2023 2:24 PM
13	Goal a. -Some students at Empire are just here to finish school, and they don't have time or want to be involved socially. Can we measure this accurately if this is only SOME of our students intentions?	6/15/2023 2:16 PM
14	I'm curious whether the majority of our students are interested in or would get value out of co-curricular engagement and networking. Many are very task-oriented and busy. I think student satisfaction is KEY and will depend on engagement with their faculty, their classmates, and support professionals such as tutors, writing coaches, and librarians. Community of Inquiry model.	6/15/2023 2:13 PM
15	It is a challenge to have students participate in co-curricular engagement, but it could definitely increase student success if successful.	6/14/2023 5:37 PM
16	I think the co-curricular engagement is a little daunting. Our students are barely keeping their heads above water with their regular lives + school. For those that WANT to do networking and other events, those students love them. But I'm not sure if looking for big numbers is realistic.	6/14/2023 3:27 PM
17	Increase student satisfaction across the timeline of the student experience from application, to orientation, to actively participating in courses, to completing their academic goals of course completion, certification, and/or graduation.	6/14/2023 2:21 PM
18	The participation in co-curricular activities is a very narrow and perhaps inappropriate measure for an institution that is predominantly adult serving and online. The population should be measured on perceptions of academic engagement and university affiliation/belonging. While	6/14/2023 12:03 PM

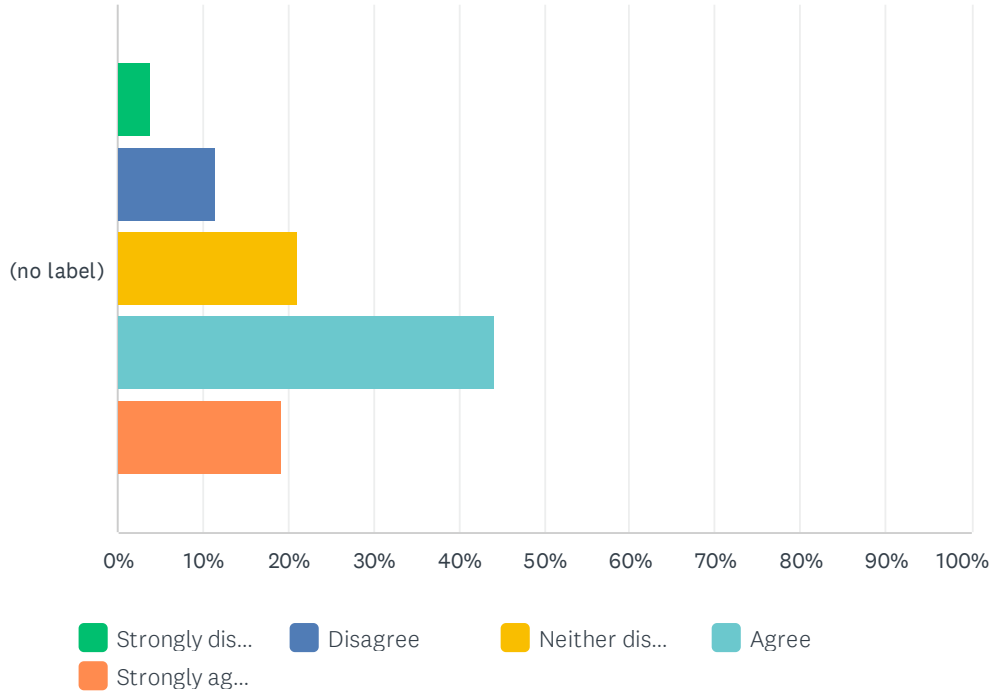
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there is some value in cocurricular programming and it serves a certain subset of the population well, it is a small subset. Faculty-student engagement and engaging academics are still the strongest correlates to student success. It would be appropriate to include these elements in satisfaction measures. With the investments in coaching and advising, I would want to see if these services are worth the investment. It may be hard to tease out with these measures.

19	Satisfaction with academic offerings is different from the other elements - shouldn't it have its own goal? Engagement in co-curricular opportunities may or may not be useful - it should be separated out.	6/13/2023 10:46 AM
20	The budget should allow for incentives to promote engagement. We need to keep in mind that our students are full time employees, many have children, and life responsibilities. We need to provide incentives for engagement. We need to have the ability to give out swag . . .	6/13/2023 6:52 AM
21	a. not sure students are interested in co-curricular engagement. we have non-trad students, they are not here for the clubs. Many well placed in careers already - so A does not seem to fit our populations needs or interests. b. what is baseline here? how are we judging their satisfaction -- this seems unmeasurable, and also too many thing to lump together to track an increase for. Maybe break this down into separate measurable items,. Now too vague and too broad	6/13/2023 4:02 AM
22	For me - the definition of "student experience" should reflect improvements in pedagogy, currency, relevance, and quality of traching.	6/12/2023 7:37 PM
23	There need to be structures and supports in place to support networking and co-curricular engagement. We need an assigned person to be able to reach out to for one to one scaffolding to build these opportunities in courses.	6/12/2023 4:31 PM
24	What does co-curricular engagement mean and what are school-based networking opportunities? Is there data to support that students aren't already satisfied with our offerings and student services? Aren't student services offices already maxed out?	6/12/2023 4:30 PM
25	I think these are important goals, but I do not think that engagement with networking is an accurate measure of the goal. Some students are very happy and successful being engaged only in their classes and have chosen us BECAUSE of our distance learning-engagement opportunities.	6/12/2023 3:34 PM
26	can't agree or disagree as it is listed as TBD	6/12/2023 3:24 PM
27	Internships should be incorporated into a.	6/12/2023 3:18 PM
28	What does TBD mean?	6/12/2023 3:07 PM
29	We have little to no co-curricular engagement at the moment, so by doing ANYTHING, and improvement from zero to anything positive is an infinite improvement - so these goals seem a little easy, "throw-away".	6/12/2023 3:04 PM
30	Our students are busy people. Maybe school is the only "extra" that they have time for. Many of them carefully calculate how many hours they have to devote to school/homework/studying in addition to their other responsibilities. And that's it. It's not necessarily that they don't want to connect more with ESU and other students; it's that they simply don't have to the time to devote to anything else.	6/12/2023 2:39 PM
31	I think it is overwhelming and possibly unrealistic to track something like (a) for an overall measure. Who will do this and how will it be done? I don't think we need 2 or 3 goals for each objective just to fulfill some arbitrary criteria - let's have one solid goal that we can put all of our focus into. If the bulk of the work will go into figuring out how to measure it, then I think it's a distraction from actual prioritizing.	6/12/2023 2:29 PM

Q5 From your perspective, do these S.M.A.R.T. goals provide appropriate measurements for Student Success objective 3? Please rate level of agreement on the scale below.

Answered: 52 Skipped: 6



	STRONGLY DISAGREE	DISAGREE	NEITHER DISAGREE OR AGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	3.85% 2	11.54% 6	21.15% 11	44.23% 23	19.23% 10	52	3.63

Q6 If you have suggestions for improving these S.M.A.R.T. goals as written or ideas for alternative S.M.A.R.T. goals, please share them.

Answered: 24 Skipped: 34

#	RESPONSES	DATE
1	Again, a noble goal but way too marginal in scope.	6/20/2023 7:44 PM
2	Do not know how 5% in five years compares to benchmarks and achievements of other universities.	6/20/2023 7:07 PM
3	I can't really say without knowing what SMART goals are. Be sure to define all terms.	6/20/2023 6:19 PM
4	Where did we get the 5% in 5 years? That seems random and also unambitious.	6/20/2023 4:53 PM
5	Are these 5% increases reasonable?	6/20/2023 3:49 PM
6	How will gaps be reduced? The "SMART" goals simple re-state the objective	6/20/2023 3:27 PM
7	Without knowing how we will be doing this, it is hard to say whether or not I agree.	6/20/2023 3:07 PM
8	I'm not sure how we are to go about this? How are you going to determine who is underrepresented and or underserved? Will instructors know this beforehand? Are they to be targeted for extra help or ??	6/20/2023 1:37 PM
9	I love that course pass rates are in here. Again, I would say 5 percentage points and just make sure we know what first to second term means (i.e., fall to spring, spring to summer/fall, summer to fall), and whether we want to count fall, spring, and summer cohorts in our six-year graduation rates.	6/16/2023 4:19 PM
10	see notes in objective 1	6/15/2023 2:24 PM
11	I have no idea what number is associated with 5%. Also, how is equity gap defined? I don't know what exactly that is either. I'd say the real equity issue with our students is level of basic skill preparedness for college (reading, writing, skills to understand). Another equity issue which we cannot control is money available to each student to attend. There is also equity gap in resources students have in terms of help with children, flexible jobs. These inequities are across the board, not necessarily tied to race.	6/14/2023 3:30 PM
12	The only thing I would note here is that these measures should be disaggregated as much a possible and that clear definitions of terminology and the limits of who they represent should be clear.	6/14/2023 12:07 PM
13	I'd be more interested in the ideas for how than more goals.	6/13/2023 10:55 AM
14	If everyone at the University understands that they play a role in student success and there is a consistent and accountable effort to work together . . . then this is possible.	6/13/2023 6:53 AM
15	all very important goals, but not sure if ESU has resources to do this. also what is baseline here? how will rates be measured. Again, is graduation student's goal?	6/13/2023 4:03 AM
16	This should be done on a case by case basis and not a broad application that smacks of paternalism.	6/12/2023 8:40 PM
17	Reduce or eliminate equity gaps for underrepresented and/or historically underserved students - This is too generic - please specify - equity gaps in enrollment? retention? graduation rates? Please clarify.	6/12/2023 7:40 PM
18	We are in the midst of a writing crisis. Graduate students are struggling with writing either b/c they missed a lot of feedback in college during COVID or they have been out of school and are out of practice. We lose a lot of grad students due to the intensity of writing. we have been trying to build some relationships with academic support to help with grad. But there are limits on how many times students can access---this is a long term process for many that would be better integrated into programs. We should be able to see reach out to "person x" and they	6/12/2023 4:34 PM

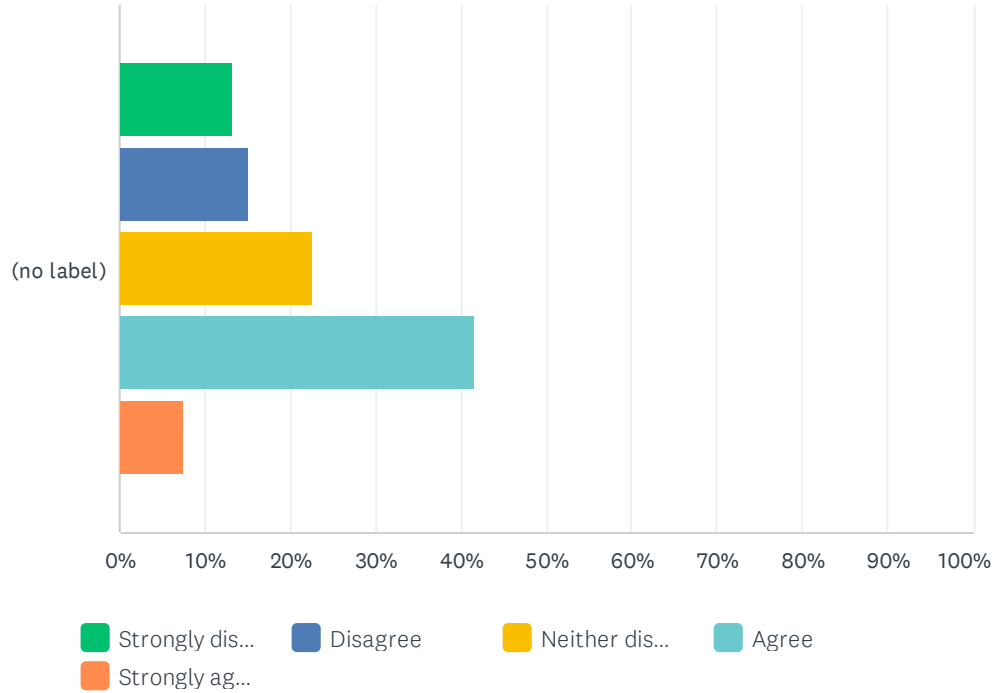
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should be available to grad students for writing assistance. Like a writing center in a regular college---there are not limits on assistance.

19	I think a 1% increase per year is reasonable.	6/12/2023 4:30 PM
20	How will these goals translate to microcredentials? To PLA? How do these happen?	6/12/2023 3:42 PM
21	If we're going to talk about equity gap for students, then we also need to talk about equity gap in our employees, particularly since studies have shown that seeing people who look or sound the same or who come from the same background (e.g. first-generation college) are more successful in their own studies.	6/12/2023 3:36 PM
22	Measurement is fine - how it is going to happen is the question. For this, are we going to fund and support BMI activities and expand them to additional groups and locations?	6/12/2023 3:25 PM
23	I think much of this is related to finances. Now that everyone knows what a mess the feds have made of the student loan program and how ridiculously hard it is to pay off those loans, people are much less willing to invest.	6/12/2023 2:43 PM
24	Just need to define which groups demonstrate the "equity gap."	6/12/2023 2:31 PM

Q7 From your perspective, do these S.M.A.R.T. goals provide appropriate measurements for Academic and Inclusive Excellence objective 1? Please your rate level of agreement on the scale below.

Answered: 53 Skipped: 5



	STRONGLY DISAGREE	DISAGREE	NEITHER DISAGREE OR AGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	13.21% 7	15.09% 8	22.64% 12	41.51% 22	7.55% 4	53	3.15

Q8 If you have suggestions for improving these S.M.A.R.T. goals as written or ideas for alternative S.M.A.R.T. goals, please share them.

Answered: 29 Skipped: 29

#	RESPONSES	DATE
1	b) This is not clear. Do all programs have external standards/requirements/expectations? If so 100% of our programs should align. Or is this more of a goal for deciding which programs to create? In several ways this goal seems dependent on external factors that we cannot control. c) reviewing every program every year seems too frequent.	6/21/2023 12:13 PM
2	The M in SART stands for measuring these objectives, what is needed is to provide the how and the programs to achieve	6/21/2023 10:51 AM
3	The university could well begin to address gaps in faculty diversity by offering a bridge to full - time faculty appointments for part-time BIPOC and female mentors. Just do it!	6/20/2023 7:47 PM
4	c. Needs further development of this expectation - how will program review be considered sufficient/ serving the objective ..	6/20/2023 7:09 PM
5	I can't really say without knowing what SMART goals are. Be sure to define all terms.	6/20/2023 6:19 PM
6	These numbers are not feasible given the current workload of faculty, who would carry the brunt of the burden. What happen to 'increase by 5% over five years'? Let's keep that same expectation here.	6/20/2023 5:00 PM
7	We cannot assess and review 100% of academic programs annually.	6/20/2023 4:54 PM
8	The numbers in this goal are all unrealistic. 15 programs? What external standards/requirements/expectations are you referring to? 100% of academic programs being assessed every year would require a few full time jobs dedicated to this work in each school. There is no way it can happen on the backs of faculty, PEs, and Support Staff.	6/20/2023 4:11 PM
9	How is "high needs areas" being defined? Who defines that? Why 15 more programs? Is that an arbitrary number? Why 15% in (b)? How many of our programs do not currently align with external standards but could? How many of our programs do already align with external standards? How is "c" feasible when we have been on a 6-7 year cycle of program assessment at Empire for decades? That needs to be stated more clearly, too - 100% of the programs or 100% of everything in each program - the latter of which is not possible on an annual basis.	6/20/2023 3:53 PM
10	What are "external" interests? Employers/corporations? How does aligning with them contributes to academic excellence? What does inclusive excellence look like? Annual assessment of all programs is not necessary given all the assessment that already happens.	6/20/2023 3:30 PM
11	Continue to support faculty and ensure support/appreciation for faculty at all levels to provide greater opportunities for students.	6/20/2023 3:27 PM
12	targets and objective 1 are not related to goal	6/15/2023 2:29 PM
13	This is going to take a lot of resources and is totally worth it.	6/15/2023 2:14 PM
14	Doing an entire program review for every academic program every year may not be realistic. As soon as you get done, you'd have to start again, and maybe not even have opportunity to implement any changes from the last round. Plus, we'd have 15 more. Are outsiders coming in to review the programs? And what are the "high needs" areas? I don't know what those are. Also, how are we measuring "academic and inclusive excellence"?	6/14/2023 5:08 PM
15	Objective 1 should say something about quality. c. seems like an unattainable goal in terms of timeline and is not clear about the kind of review. Is it outcomes assessment, a full program review or simply just reviewing what we publish? For b. I'm not sure what is meant or how we would know.	6/14/2023 12:13 PM

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16	Goal create certificate programs for every degree we offer and then some.	6/13/2023 11:01 AM
17	This set of goals implies a huge reallocation of resources to program development and review. From where will these resources come? How will this work be "counted" in faculty reviews? How will pre-tenure faculty balance their worklife between these goals and increased scholarly activities?	6/13/2023 10:49 AM
18	Commitment to excellence means accountability	6/13/2023 6:54 AM
19	a. setting a number (15) seems random. Is this needed? how is high needs being defined? by whole b. not relevant for all programs - why is this important? vague c. this is absurd, the process of assessing guidelines for example is a year-long process, any changes need to be approved by senate committees, then need policies for 'grandfathering' current students who are under 'old' guidelines. Revising guidelines/programs annually would create total chaos for dots, governance, registrar, etc. And how would we even get these changes on the website/catalog which can only be edited once per year -- it would be in a constant state of inaccuracy. OAA needs to think through what it actually means to assess programs/guidelines/content and how changes can be implemented for improvements to close the loop after assessments. If assessment is to really be meaningful and include reviewing student work, it needs to be done with SUPPORT from OAA and on a schedule that allows for substantive assessment and closing the loop adjustments to programs/guidelines. Currently there is no one in charge of assessment -- so it seems like OAA might want to first prioritize hiring someone and then work with that person on a meaningful schedule. Courses (online) are already on a 3 year review/revision cycle - is there a problem with this? Why fix what is not broken, and is there enough instructional design support to revise them more frequently? If by 'assessment and review', you mean something less ambitious than the substantive work we currently do, then it needs to be specified. If you want a cursory review annually, just to say 'we did it', sure, that's possible, but ultimately useless. OAA needs to rethink the what actual outcome is desired, and if it has the structures and supports in place to implement it.	6/13/2023 4:17 AM
20	...we recruit and develop employees... - Please change "employees" to "faculty" who are in charge of curriculum and student learning! Bullet "c" above is not clear at all - Do you mean faculty are expected to keep their courses current through timely revisions and updates? If so, state it.	6/12/2023 7:48 PM
21	These are not realistic goals of 15% and 100%. I think we should put a range in instead. I also think that these goals will not be achievable unless there is release time for faculty to make these changes. "External" needs to be defined.	6/12/2023 4:34 PM
22	Are microcredentials considered an academic program? Could the Objective specify, other than "other learning opportunities?"	6/12/2023 3:45 PM
23	I firmly believe that we need to add a caveat here. Continuous development, with its assessment arm, is absolutely important. But we need to be clear about our student audience when considering questions of programs and we need to guard against the tendency to become "just another SUNY" by duplicating potentially high-enrollment programs that are popular at those campuses BECAUSE they attract on-campus students.	6/12/2023 3:37 PM
24	C. is critical. There are (many) courses that are woefully out of date.	6/12/2023 3:26 PM
25	These are lofty goals and I would encourage OAA to consider current workload of faculty prior to assigning these duties to individuals.	6/12/2023 3:21 PM
26	a. cannot be accomplished without evaluating what should NOT be done anymore. We can't add and add without taking away and re-prioritizing - we have finite resources. We should be assessing existing programs anyway! b. is this like aligning to specialized accreditation standards even though we aren't pursuing program-level specialized accreditation? This seems a bit vague. c. It doesn't seem fair or possible for all of these things to be done 100% every year. The School of Human Services was highlighted for Middle States for their pilot assessment program in which they reviewed two guidelines in one year. Perhaps it would make sense to accomplish all these things on a 3 year cycle.	6/12/2023 3:13 PM
27	I liked the idea of achievable or sustainable academic programs. Do you mean structured programs - and if so is the assumption then that an individualized program cannot? I think C can happen, and does so now - does Human Services do this already?	6/12/2023 3:08 PM
28	It doesn't hurt to have these goals. Faculty stated that C is not feasible. Also, if new programs	6/12/2023 2:46 PM

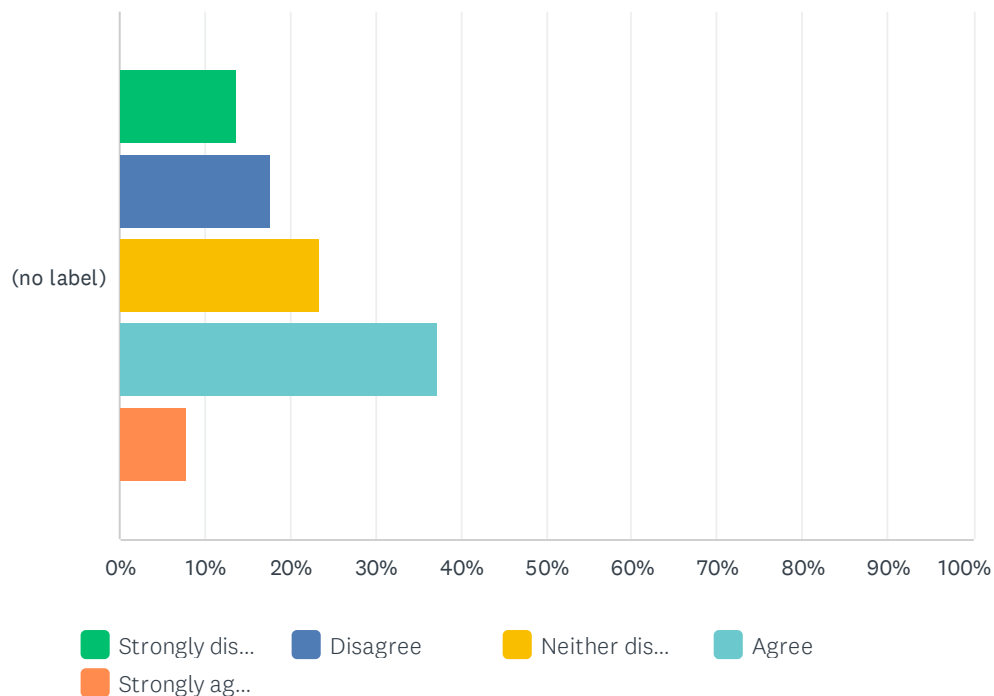
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are going to be created that will necessitate creating new courses, administration needs to be willing to tighten their squeeze on the purse strings and hire enough faculty to make it happen. We used to offer so many summer courses for our students. Not so much anymore. It's frustrating.

29	Should read "increase by fifteen the number of..."--clearer	6/12/2023 2:01 PM
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Q9 From your perspective, do these S.M.A.R.T. goals provide appropriate measurements for Academic and Inclusive Excellence objective 2? Please your rate level of agreement on the scale below.

Answered: 51 Skipped: 7



	STRONGLY DISAGREE	DISAGREE	NEITHER DISAGREE OR AGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	13.73% 7	17.65% 9	23.53% 12	37.25% 19	7.84% 4	51	3.08

Q10 If you have suggestions for improving these S.M.A.R.T. goals as written or ideas for alternative S.M.A.R.T. goals, please share them.

Answered: 29 Skipped: 29

#	RESPONSES	DATE
1	b) this goal is not clear. Based on point a, shouldn't all courses be receiving 100% anyway?	6/21/2023 12:14 PM
2	Please provide adequate release time for faculty to upgrade courses to do so. In fact this is a no brainer that time on task needs to be factored in to faculty workload.	6/20/2023 7:48 PM
3	Is there room for difference/innovation/creative teaching approaches here?	6/20/2023 7:11 PM
4	Need to fill in TBD	6/20/2023 6:19 PM
5	What are cumulative teaching and learning professional development goals? How will these goals be supported by administration? How will they be funded? Where are other stakeholders in creating this model for effective....?	6/20/2023 5:00 PM
6	I don't know what "cumulative teaching and learning professional development goals" are. This seems like a way of punishing people for not behaving in the ways the institution wants.	6/20/2023 4:56 PM
7	100% is unrealistic. Would need to hire an entire team of full time people to do this work.	6/20/2023 4:12 PM
8	What design standards in what rubric? In (a), does this refer to fully online courses or also hybrid modes of delivery? Again what score on what measure in (b). What specific "annual and cumulative teaching and learning professional development goals" are we referring to in (c)? Part-time and full-time faculty would have the same expectations? Part-time faculty often have other professional commitments and we would need to pay them for some aspects of this professional development that could take more of their time.	6/20/2023 3:56 PM
9	Faculty obligations established by SUNY already have professional development components. Line C. appears to move well beyond this.	6/20/2023 3:30 PM
10	I hope we are going to hire faculty.	6/20/2023 2:03 PM
11	For A and B, I would put something in there about all of those courses being reviewed from an equity perspective. That's never happened in the past and students of color are at a distinct disadvantage in certain courses.	6/16/2023 4:23 PM
12	targets and objective 2 are not related to goal. how are these related to creating a NATIONAL model?	6/15/2023 2:30 PM
13	We need more faculty so they have time to do this.	6/15/2023 2:15 PM
14	I don't know what b even means. I think we should stay away from C. This is so personal and worked out between the Dean/ chair and the faculty member. Departments measure differently too, or have different things important to them. It could also shift what is important at the college, which is a wider discussion. Part c mentions teaching and learning goals. What about service or scholarly pursuits? Should I switch all my energy to teaching goals and drop my numerous service positions. Because if you're asking could I be a better teacher if I did no service, the answer is Yes.	6/14/2023 5:13 PM
15	Whose rubric and who has vetted it? How would it be communicated and how are faculty to be trained. If design is as currently done, with faculty doing all the development, then the ID team are our minders and do not work with us. We are on our own and you want standards that haven't been shared. You can't have c. without having the instructional design team willing to provide more than technical support. Just try asking for support beyond what setting to use. There must be support and opportunities for such development before academic staff can be held accountable.	6/14/2023 12:20 PM
16	Focus on improving every year, not being a national model. We're very far behind.	6/13/2023 11:05 AM
17	What in the world are you talking about? What professional development goals? Is this	6/13/2023 10:51 AM

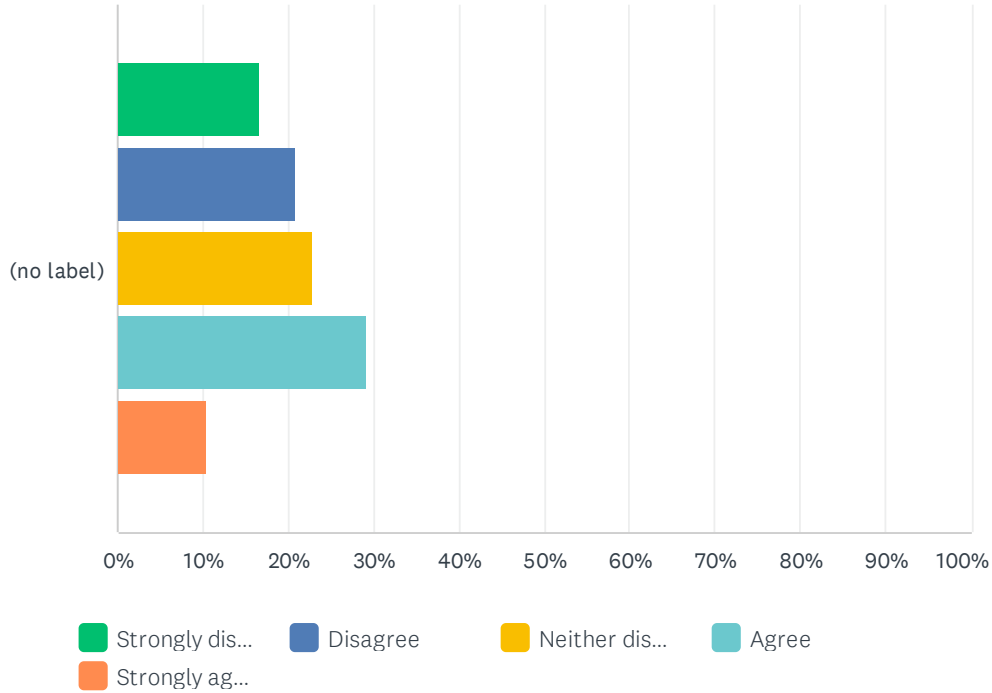
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scholarly activity? Mentoring webinars? Workplace safety trainings? Way too vague to be goals. Note: the union should be consulted on "c" - I think this needs to be negotiated!

18	Commitment to excellence means accountability	6/13/2023 6:54 AM
19	a. really????!!! is there ID support to make this happen? totally unrealistic. b. too vague, how is this defined? by what standards? again is there support to revise and review all these courses? c. too vague. what does this mean? are faculty not already meeting goals? is there funds to support more faculty prof development?	6/13/2023 4:20 AM
20	Some programs (like the MBA) are already in compliance with the above through the IACBE outcome assessments	6/12/2023 7:50 PM
21	b and c are not achievable at all. It is unreasonable to expect a 100% passing rate in any course. It is inappropriate to impose prof dev as a strategic goal. Instead, perhaps it can be, faculty set annual prof dev goals with their supervisors.	6/12/2023 4:40 PM
22	I agree there needs to be oversight. There also needs to be a spotlight shined on the fact that many people work to improve courses and then other people teach them. There is no ownership of courses--people teach what is in them. This sets up faculty for failure if they have colleagues who are not holding high standards in courses. These faculty are doing twice as much work by maintaining PMs they are responsible for and then making other courses that are not their responsibility acceptable for students. This is a very unequal process where some faculty are doing MUCH more work than others. Students complain about courses that are out of date and there are a lot of these.	6/12/2023 4:37 PM
23	There needs to be goals for professional development of faculty and staff to meet these objectives.	6/12/2023 3:46 PM
24	If we're going to look for 100% of line-based faculty and teaching professionals to meet annual and cumulative teaching and learning professional development in five years, then that should ALSO mean reducing the loads that are currently above 100% TO 100%. Simply asking people to work more doesn't actually solve all of our problems.	6/12/2023 3:39 PM
25	Who is making these professional development goals? That would help determine if 100% is even possible.	6/12/2023 3:27 PM
26	Again, these seem lofty. I worry about faculty and teaching professionals being able to achieve their professional development goals with the potential for more work to be assigned based on other OAA strategic goals.	6/12/2023 3:22 PM
27	These goals do not demonstrate that we are a national model for XYZ. I think they could be good goals, but I see disconnect with the objective. Being a national model implies a benchmark or a comparison to something else. Should we refocus this objective to reflect the second half of the priority area, "inclusive excellence?" Creating a supportive and diverse learning environment, etc. - the national model piece doesn't really fit here. b. Is this goal be about improved course completion rates, or is this a quality measure? If the TBD can't be resolved by the time this is due, then I don't think it should be a goal. Again, why do we have to have three?	6/12/2023 3:16 PM
28	Having "TBD" and then asking "is this measurement appropriate" automatically means the answer will be No. Is C something handled by an academic plan and/or a Union issue? I thought part-time line faculty weren't evaluated on professional development.	6/12/2023 3:09 PM
29	hire more designers who can actually make the LMS work for us instead of us having to work harder to get our courses where we feel they need to be. It's very frustrating.	6/12/2023 2:52 PM

**Q11 From your perspective, do these S.M.A.R.T. goals provide appropriate measurements for Organizational Effectiveness objective 1?
Please your rate level of agreement on the scale below.**

Answered: 48 Skipped: 10



	STRONGLY DISAGREE	DISAGREE	NEITHER DISAGREE OR AGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	16.67% 8	20.83% 10	22.92% 11	29.17% 14	10.42% 5	48	2.96

Q12 If you have suggestions for improving these S.M.A.R.T. goals as written or ideas for alternative S.M.A.R.T. goals, please share them.

Answered: 29 Skipped: 29

#	RESPONSES	DATE
1	a) 3% seems like an extremely small increase over 5 years. What are the starting satisfaction rates? That would have an impact on how much room for improvement there is.	6/21/2023 12:16 PM
2	The processes by which faculty are reimbursed for professional development is abysmal. The accounting department needs to be held to a standard of service delivery. Emails about end of fiscal year requirements being sent out on a Friday before a holiday weekend does not provide adequate notice to close accounts. Especially when some reimbursements are lingering for 2-3 months. Totally unacceptable!	6/20/2023 7:52 PM
3	Dismayed that we anticipate climate to improve by only 3% over 5 years given the expectations in other objectives. I don't understand C at all. Possibly reword?	6/20/2023 5:01 PM
4	This draft is asking for a 5% improvement in student satisfaction but only a 3% improvement in employee satisfaction. There's a blind spot here thinking that unhappy employees are going to do more and better work. Climate and civility at the college is at an all time low. OAA and the president's office need to turn that around. How will "Establish baseline metrics to assess employee engagement" be used in promotion procedures? Is OAA suggesting that there will be a number or quality of employment engagement required (couched with the 5 SUNY criteria)? Attending a workshop or doing an online training does not in any way mean that someone has actually learned something. The way this is written, it sounds like the university wants to look good on paper without caring about the people who create it.	6/20/2023 4:18 PM
5	I think that the goal should be higher than 3% improvement in OAA climate surveys in (a). However, I don't see how that is achievable given ongoing actions by OAA administration. For instance, how can morale improve as some part-time faculty are suddenly losing their jobs? OAA's timing and process for cutting part-timers will only serve to further damage morale and trust levels (timing - faculty already had their annual planning meetings with their deans and the Fall courses have been scheduled and many students have already enrolled in them). No rhyme or reason . . . no security. The ongoing "creep in workload" is also working against the accomplishment of these objectives/goals. The average faculty member's workload in terms of teaching and mentoring in some undergrad schools is now over 110%, not 100%. The expectations keep increasing and OAA tries to couch the shift in terms of "acceptable ranges" of numbers, but in what world is 100% of one's workload not considered "full," but only as "median?" Climate will continue to suffer, plus the achievement of other OAA objectives related to faculty achievements (such as scholarship) will also suffer in light of distrust and overwhelming workloads of teaching and mentoring. Even part-timers who have been working at 120% or more of their workload can suddenly lose their jobs . . . what is the incentive here to work to the maximum if it does not insure job security?	6/20/2023 4:10 PM
6	a. 3% percent increase in satisfaction over 5 years will not mean much given how low morale is already. Item c. suggests increased surveillance--not sure how that will improve the climate.	6/20/2023 3:30 PM
7	I think the satisfaction of the faculty and staff needs to be higher in order to retain talent.	6/20/2023 2:58 PM
8	For A, I would say 10% if you're going to break down OAA by position classification. You'll need to see differences that large to achieve statistically significant gains.	6/16/2023 4:28 PM
9	goals are actually targets, and lack specifics on how they are related to the goal of organizational effectiveness.	6/15/2023 2:31 PM
10	Fill the DEI coordinator position!	6/15/2023 2:15 PM
11	Agree, but it would be great to see the improvement by more than the 3% listed.	6/14/2023 5:39 PM
12	I'd be really curious to know why employee satisfaction differs by location. I think it is also great to stive for more engagements in professional development and governance. What	6/14/2023 5:18 PM

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exactly will allow people to do this? The teaching and mentoring load is so high. There is an emotional capacity and mental capacity that is a reality. I also know I'm already deciding not to do a conference in the fall because the travel forms are a nightmare and so time consuming. And receiving reimbursement takes months. And months. And months.

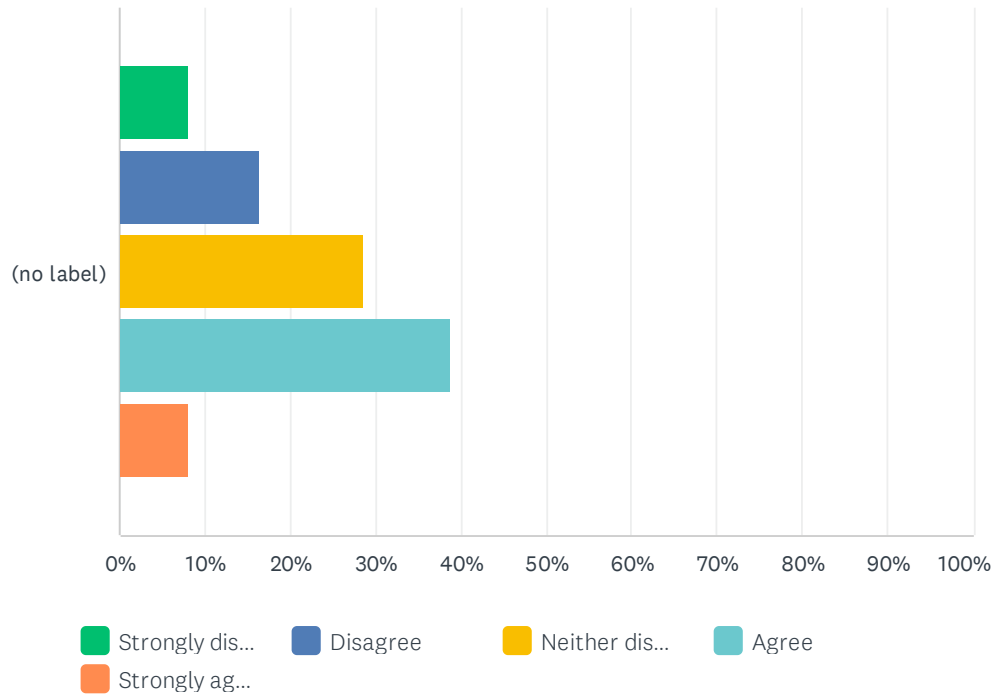
13	I love the objective, but the goals really don't line up, especially c. a. is reasonable but too modest. b. has no target and to the extent possible disaggregate c. is not engagement it is compliance.	6/14/2023 12:31 PM
14	Don't make these goals or at least don't put timelines on them. One person, one policy, one incident can throw everything off. Could be for a short period or for an entire career.	6/13/2023 11:11 AM
15	Does this mean that the climate survey will be annual? Will PEs and support staff and MC be separated? Is 3% really sufficient when some of the measures show 50% dissatisfaction?	6/13/2023 10:54 AM
16	Commitment to Excellence means Accountability to each other and most importantly to our students. Only then can the above goals be achieved.	6/13/2023 6:55 AM
17	a. why is the climate survey the standard? who has validated that data? b. ditto - the climate survey is meaningless c. vague	6/13/2023 4:22 AM
18	Not once did you mention part time adjuncts who make up over 50% of the teaching staff.	6/12/2023 8:43 PM
19	Why OAA faculty? I know of ESC faculty or now Empire faculty. Why OAA??	6/12/2023 7:52 PM
20	Increasing employee satisfaction by only 3% is very disappointing. Why so low? Shouldn't we strive to increase it by at least 50%? (10% per year) Item c makes absolutely no sense. I read it to say that our climate will improve if employees are forced to engage in trainings and governance stuff? Are you out of your mind? Our culture will never improve without setting goals for our Administration to further the objective.	6/12/2023 4:46 PM
21	There really needs to be consideration given to low salaries for a 12 month academic year. If you want engaged faculty who aren't exhausted there should be more flexibility about when people want to teach their credits (maybe some people would teach all of their credits in the FA and SP and use the SU term to catch up on research). If you want people to do meaningful work the money available for travel has to be increased significantly. The climate has been nasty ever since I got here. People are promoted due to popularity, not meaningful work or good teaching evaluations. If you want to have good teachers then people shouldn't be promoted who have sub-par teaching evaluations. But they are.	6/12/2023 4:40 PM
22	There needs to be goals around the professional development of faculty and staff. The university must show commitment to advancing a teaching and learning environment through ensuring all members are well informed and have the skills needed to move the plan forward.	6/12/2023 3:48 PM
23	I believe that an addition to point c is making clear, at the beginning of each academic year, which professional development experiences are required of employees AND when those programs are due by. Currently, we receive notifications throughout the year, and that drives a lot of faculty frustration and certainly diminishes participation in the programs.	6/12/2023 3:40 PM
24	I am very concerned about goals (a) and (b) because we don't collect office/department data on the climate survey. People have made it pretty clear that they don't want to answer questions that are that specific on the survey. So I don't even know how to ensure trust in the climate survey process while also collecting actionable data. These should really be university-wide goals - some things can't be at the department level and this makes it more difficult to think about the university strategy as a whole.	6/12/2023 3:33 PM
25	Unclear why this is 3% rather than 5% improvement in retention and 20% increase in external awards. The idea that it is 3% assumes that the OAA personnel are the same (and they will improve performance) or that they will change (and be an improvement over previous employees)?	6/12/2023 3:30 PM
26	A piece of C seems throw-away - we can measure [evaluations] by saying look, everyone is using the new electronic system for programs and evaluations, so we start at 100% and we maintain at 100%	6/12/2023 3:11 PM
27	I have yet to see any civility increases, only great decreases. Therefore, I think this is not an attainable theme. It has to be role modeled and is not/ will not be with the current admin or this community.	6/12/2023 3:09 PM

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28	Faculty are not obliged to engage in professional development programs.	6/12/2023 3:08 PM
29	This page has the number issue in two ways. b. says "reduce by half" but a. asks for an increase of 3% (this is what the rest of the document does on percentages). Need consistency	6/12/2023 2:03 PM

**Q13 From your perspective, do these S.M.A.R.T. goals provide appropriate measurements for Organizational Effectiveness objective 2?
Please your rate level of agreement on the scale below.**

Answered: 49 Skipped: 9



	STRONGLY DISAGREE	DISAGREE	NEITHER DISAGREE OR AGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	8.16% 4	16.33% 8	28.57% 14	38.78% 19	8.16% 4	49	3.22

Q14 If you have suggestions for improving these S.M.A.R.T. goals as written or ideas for alternative S.M.A.R.T. goals, please share them.

Answered: 19 Skipped: 39

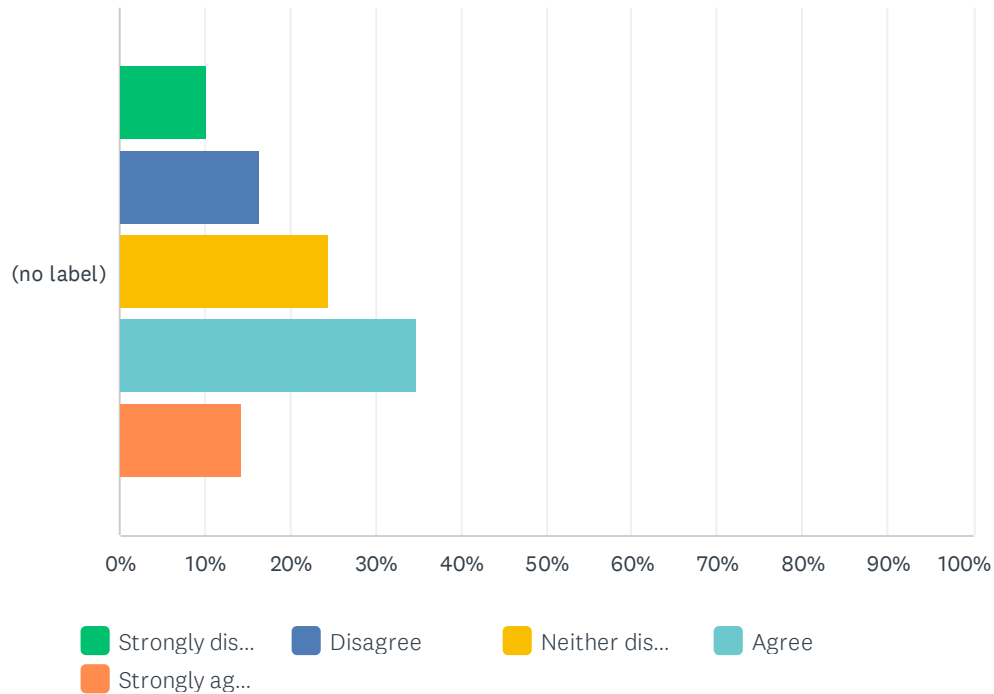
#	RESPONSES	DATE
1	I am not sure of what these goals are but yes!	6/20/2023 7:53 PM
2	Would like to see goal related to support for removing/overcoming identified barriers (a)	6/20/2023 7:16 PM
3	I cannot speak to the feasibility of these goals.	6/20/2023 5:01 PM
4	I don't have enough information to know if these goals are ridiculous at 100% or not.	6/20/2023 4:19 PM
5	How feasible is 100% completion of these endeavors? Are those priorities still the top priorities?	6/20/2023 4:12 PM
6	item a. should include an analysis of the top-heaviness of this institution.	6/20/2023 3:30 PM
7	I would get rid of B. Just b/c something is on the list now doesn't mean it's going to be a top priority or the best option 3-4 years from now, especially with regard to technology.	6/16/2023 4:30 PM
8	how do audits contribute to improvements? an audit does not mean that it will be listened to. I would suggest the target say that OAA will implement the findings of the audit. Also, just completing projects does not prove anything. What projects are related specifically to organizational effectiveness? Is there a plan?	6/15/2023 2:33 PM
9	a. is an initiative -- how will we know we have improved? There is no mention of supports and services that meet student needs. operational improvement to benefit students either indirectly or directly. Will we also review policies.	6/14/2023 12:31 PM
10	A reasonable goal would to be complete the top 25% of OAA IT priorities per year. Needs change to fast.	6/13/2023 11:15 AM
11	"b" is outrageous unless the OAA IT list of priorities is carefully pruned! New priorities will emerge during those 4 years - will they automatically go to the end of the list? Perhaps they need to go to the top of the list! And where will the IT resources come from? OAA's budget?	6/13/2023 10:56 AM
12	We need to not only look at the external barriers our student faces but also the institutional barriers that impact out students' ability to succeed. We need to identify, own, and strategically address and eliminate the institutional barriers . . . Once this is done, we can achieve this goal.	6/13/2023 6:58 AM
13	a. in the past year OAA has only made common processes MORE complicated and bureaucratic. Spending time doing needs analysis will only result in more unnecessary complications and paperwork. Most processes are only getting worse, more barriers being erected not removed. b. that would be nice, but experience shows that IT changes are very slow to happen and also often result in more complications and platforms that do now help the work of the faculty, students or staff.	6/13/2023 4:26 AM
14	There should be a needs analysis for all jobs, not just AA.	6/12/2023 4:48 PM
15	What happens to the comprehensive needs analysis? There needs to be a goal that implements improvements based on findings.	6/12/2023 3:50 PM
16	(b) so the next 4 years of projects have to be identified in the next month? That doesn't leave any flexibility. Does this list already exist? Time frame seems off.	6/12/2023 3:36 PM
17	100% is a very high bar. It usually either is an unachievable goal or the goals are so minimal that they are easy to achieve.	6/12/2023 3:31 PM
18	100% when needs and systems are constantly in flux? 100% of a snapshot between X and Y maybe.	6/12/2023 3:12 PM

19 We need someone to figure out WHY our systems are not compatible with each other. Get to the root of why systems are crashing so often and why certain parts of the system are off line regularly. There is absolutely a reason this is happening. It needs to be fixed. Include the people who actually do the work in identifying what the needs are and what the barriers are. Don't just ask the people at the supervisory level. They aren't doing the same work as the people who report to them and they don't necessarily know what the barriers are.

6/12/2023 2:59 PM

**Q15 From your perspective, do these S.M.A.R.T. goals provide appropriate measurements for Organizational Effectiveness objective 3?
Please your rate level of agreement on the scale below.**

Answered: 49 Skipped: 9



	STRONGLY DISAGREE	DISAGREE	NEITHER DISAGREE OR AGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	10.20%	16.33%	24.49%	34.69%	14.29%	49	3.27
	5	8	12	17	7		

Q16 If you have suggestions for improving these S.M.A.R.T. goals as written or ideas for alternative S.M.A.R.T. goals, please share them.

Answered: 17 Skipped: 41

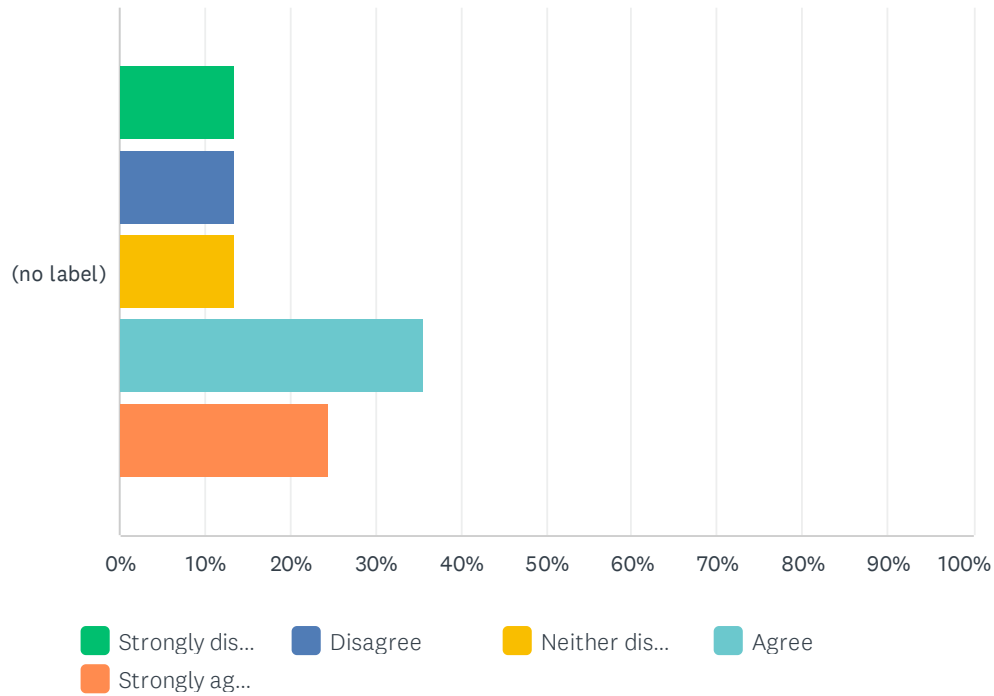
#	RESPONSES	DATE
1	I think there is too much focus on "using data" without a robust discussion of what this data is and how it will be used. You have faculty with statistics and measurement expertise, you should bring them into these discussions.	6/21/2023 12:19 PM
2	The process improvement process is lame.	6/20/2023 7:54 PM
3	Aligning annual planning with strategic planning is SMART!	6/20/2023 5:02 PM
4	Again, I find the 100% goals to be insane. Who is going to do the annual continuous improvement in each department? Even the annual assessment work in Human Services focuses on one or two guidelines a year -- not an entire program. Who would do this work? What are the quality measures for this work? Putting 100% everywhere in this document seems to value numbers over quality.	6/20/2023 4:22 PM
5	What does (a) mean?	6/20/2023 4:13 PM
6	All this suggests a massive increase of administrative work across the institution that will detract from the work of meeting its academic mission.	6/20/2023 3:31 PM
7	the targets do not relate to the objective. for example, in target 1 how do improvement processes contribute specifically to organizational effectiveness? How does this objective relate to the goal? What is the definition of "effectiveness?" 3. ORGANIZATIONAL EFFECTIVENESS All members of the Empire State University community help improve our organization, climate, and programs so we can best serve our students and each other. We engage in ongoing assessment to improve academically, operationally, fiscally, and organizationally. (engaging in assessment doesn't mean that anything will change. The OAA should ensure that assessments produce specific activities that improve the goal of organizational effectiveness (however it is eventually defined) Supporting Themes Hallmarks of our organizational effectiveness include fiscal responsibility, continuous improvement, and an inclusive campus climate. All of us contribute to the strength and effectiveness of the university by fostering a culture of inclusion, civility, communication, and support. We work together to ensure that our academic offerings, student services, operational infrastructure, financial resourcing, and campus climate align with our mission, vision, and values.	6/15/2023 2:39 PM
8	Is part C saying that my performance plan has to be tied to SMART goals? Or is it saying if my goal is to offer a new course, that does reach a SMART goal in a round about way?	6/14/2023 5:21 PM
9	b. dashboard development must be supported as some dashboard requests are deemed unimportant.	6/14/2023 12:31 PM
10	Goal Improve the administration processes so the reporting offices don't have to fudge their reports to match the robust goals.	6/13/2023 11:24 AM
11	"c" needs to be negotiated with UUP. Again - how much of our work is administrative vs working with students or scholarly pursuits? Who is going to do this work? What kinds of measurable goals might be included in performance programs or annual plans? Conflict between what is measurable vs what is "quality".	6/13/2023 10:59 AM
12	The key word here is accountability . . .	6/13/2023 6:58 AM
13	a. what are Academic Affairs units? departments? schools? OAA offices? sounds like filling out more reports that no one reads b. why? vague c. is this not already the case?	6/13/2023 4:28 AM
14	These seem like initiatives to me. Do we really need to have an entire objective centered around measuring our strategic plan, which we should just be doing as a part of strategic planning?	6/12/2023 3:39 PM

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15	C sounds good in theory but all it does is give the institution an opportunity to say "hey look we did this". If achievement of strategic plan goals is supposed to direct funding and resources then there are people who have had this clear in annual planning already who have not seen funding and resourcing.	6/12/2023 3:14 PM
16	This is unrealistic for this university to accomplish. I recommend more realistic goals, such 100% of departments will engage in assessment professional development. Let's first educate, then assess.	6/12/2023 3:10 PM
17	I'm not quite sure what is meant by Goal A. Goal B--the way this college reports out data is the most bizarre thing I've ever seen. The reports that come out don't really mean anything. Let us create a report in the dashboards of our choice (the ones that contain the date we each need) that actually gives us the details/data that we want to see and that will help us do our daily work.	6/12/2023 3:02 PM

Q17 From your perspective, do these S.M.A.R.T. goals provide appropriate measurements for Raising Our Public Profile objective 1? Please your rate level of agreement on the scale below.

Answered: 45 Skipped: 13



	STRONGLY DISAGREE	DISAGREE	NEITHER DISAGREE OR AGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	13.33% 6	13.33% 6	13.33% 6	35.56% 16	24.44% 11	45	3.44

Q18 If you have suggestions for improving these S.M.A.R.T. goals as written or ideas for alternative S.M.A.R.T. goals, please share them.

Answered: 27 Skipped: 31

#	RESPONSES	DATE
1	B - why only "applied"? This greatly limits the opportunities. I think the University should be thrilled for any grants, not only applied grants. Additionally, if you want faculty to apply for grants, there need to be larger incentives. Because faculty are 100% FTE, there is not much they can personally receive from getting a grant. We should consider moving to a more traditional model where faculty are 9.5 months and grant money is used to support summer work. If you want faculty to increase conference presentations by 30% you need to also increase conference funding by 30%	6/21/2023 12:24 PM
2	Yes, but putting up barriers for distinguished faculty to conduct research and attend conferences undermines this goal. The lack of faculty profiles of all ranks is inexcusable and lacking in marketing foresight of why students want to attend the university. Adjunct faculty at most other SUNY schools have way more presence than any SUNY Empire State faculty. Fix this!	6/20/2023 7:57 PM
3	Partnerships are primarily initiated and supported by faculty and chairs. The expected increase in these are unrealistic given issues mentioned in my prior comments - unfunded and not feasible ghost work.	6/20/2023 5:04 PM
4	1a. What are the partnerships out there that would meet this requirement? It seems very specific. What support are we giving faculty and PE's to develop such specific partnerships? Release time? Extra service? 1b. Would need release time and extra service to make this happen. Is OAA willing to provide that kind of support? 1c. Externally facing -- should also include creative works (i.e. art shows, plays, films, etc.) And again, OAA will need to change the way release time is given or reduce the annual teaching load. We are a teaching institution and our teaching/mentoring load reflects that.	6/20/2023 4:25 PM
5	Why the continued reference to "applied learning?" We had an initiative about applied learning and it didn't go anywhere. Are the 20% and 30% increases reasonable or are they arbitrary? How can externally facing publications and presentations increase that much while workload in other areas is increasing so much (for example for faculty with increasing mentoring and teaching expectations and fewer part -time colleagues)?	6/20/2023 4:15 PM
6	Recognize opportunities in locations to become cultural "hubs" for communities, encourage/recognize faculty and staff connections to external institutions and programs for potential partnerships/collaborative events.	6/20/2023 3:35 PM
7	Will there be adequate support for the increase of presentations and publications by faculty?	6/20/2023 3:31 PM
8	Agree with the spirit of this-- unclear what the plan is...	6/20/2023 3:09 PM
9	I think the 30% publications is a stretch. 15-20% would be more accurate, with incentivization.	6/20/2023 3:00 PM
10	I don't think this should be a goal. And the target measures don't seem to be connected to the goal: GOAL: SUNY leader (how would you measure this? ADD objective that is SUNY related) in effective and innovative applied teaching and learning (ADD objective that measures how we are recognized for effective and innovating teaching in learning -- how would we see that?) and student success activities that directly impact communities. (ADD objectives and activities with measures that show how our student success activities impact communities -- and be specific -- what communities? are these local? issue based? what?)	6/15/2023 2:44 PM
11	In the summary posted: Through high-impact teaching, research, scholarship, creative activity, and public engagement, we support our access-driven mission and differentiate ourselves in an increasingly crowded field. I think we should leave the description as "scholarship" and not specify "research and scholarship". Research can be scholarship, but not all scholarship is research. And with the summary it does make it sound like you must be doing all. I don't know what 20% more means in these. Are we increasing partnerships by 5? Or by 100? If Empire is	6/14/2023 5:26 PM

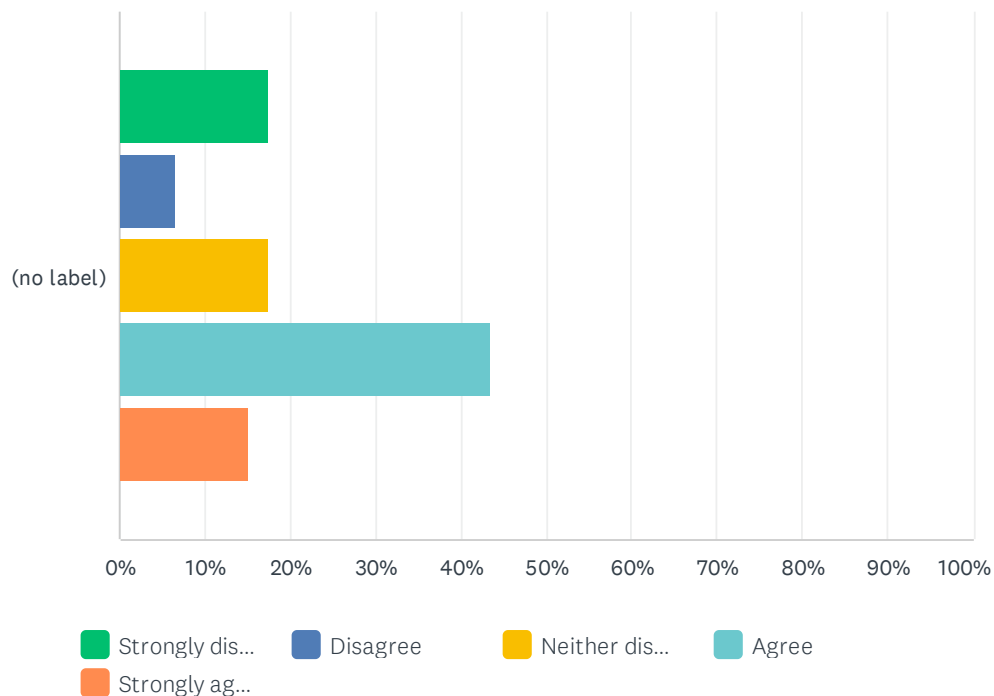
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increasing it's externally facing presentation, I think it should be a consistent message. All the advertisements are about online learning; yet we still do independent study. Let's decide who we are first and then present that.

12	This can only happen with increased and continued support for professional development.	6/14/2023 12:34 PM
13	Without the current numbers, it's not easy to make a +20-30% assessment.	6/13/2023 11:28 AM
14	These are not realistic goals! Again - where will the resources come from? The partners? How will these initiatives help program development? Again - resource allocation across goals. What are the priorities?	6/13/2023 11:01 AM
15	a. great idea, but we currently have ONE person overseeing internshipsfor 20000+ students. Do we have resources to make this happen? seems unrealistic. b. who will support all this grant writing? c. faculty are invisible at ESU -- no where to be found on the website, little support for research and publishing given teaching loads.	6/13/2023 4:31 AM
16	"...externally facing publications..." - not sure if I understand. Do you mean peer-review journals? Many of us publish in top peer-reviewed journals or author books but OAA does not seem to prioritize these accomplishments - Point c needs to be more explicit and clear!	6/12/2023 7:58 PM
17	I don't think any of this is realistic without figuring the costs and trade-offs.	6/12/2023 4:51 PM
18	Again, if you want faculty to be pursuing and making meaningful contributions to the community they need time and they need financial support. I can't go to a conference in CA with the increase in airfare and hotel on what we offer. We also have to value publications and presentations as a community and celebrate these in a meaningful way as an institution. This involves better communication about what faculty and staff at ESU are doing.	6/12/2023 4:42 PM
19	I have a problem with the wording of the objective - it implies we are benchmarking or comparing against other SUNYs, but the goals have nothing to do with that. So how do these goals reflect that we are a SUNY leader? I think the objective and goals are disconnected. I don't see anything connected to the "directly impacting communities" part of the objective - I don't think this is needed in the objective. I think this was tacked on to appease folks from OAA, but it's not measurable. It's not adding anything. (b) increase number BY 20%? Further position the university as a leader in online teaching and learning, individualized instruction, and prior learning assessment.	6/12/2023 4:00 PM
20	there needs to be a goal that findings from the grants are incorporated within academic processes and practices. There are no mechanisms in place to bring the knowledge back into the institution, which only helps us get even better.	6/12/2023 3:52 PM
21	We always should have been celebrating our faculty, professional, and staff contributions to the academic world as part of C. If we don't include that as part of this plan to increase our externally-facing publications and presentations, we will have failed here, I think.	6/12/2023 3:42 PM
22	This is measurable, but I don't know if it is achievable.	6/12/2023 3:32 PM
23	I believe these percentages are too high. I'd like to see 10, 10 and 20%	6/12/2023 3:25 PM
24	A - it might take 5 years just to develop a good working partnership, let alone find ways for students to pull learning - we have lots of partnerships already that don't have PLEs attached. C - will publications be interested in our practical use of the Boyer model?	6/12/2023 3:17 PM
25	The publication and presentation goals are interesting, but there needs to be institutional support for them.	6/12/2023 3:09 PM
26	These are all great ideas. C can and should be done more quickly. Our website is awful. And the search function is HORRIBLE. It doesn't bring up anything related to what you type in. and most of the time it brings up items only related to the grad school. Guess what? The grad programs don't pay the bills, the undergrad programs do. So get someone to fix it, ASAP. Students should be able to find out what faculty research areas are. It might help a student decide to enroll if they find someone here whose research interests are similar to theirs. We want to be a relevant university--then we need to start thinking and acting like one. and a big step in that direction is to spend some money to get this website on track.	6/12/2023 3:07 PM
27	How to measure publications? A book doesn't equal an article, and some fields don't publish books. This may not be truly quantifiable. Also, not just quantity but quality. Book published by X press can reflect much stronger public recognition than one published by Y press.	6/12/2023 2:09 PM

**Q19 From your perspective, do these S.M.A.R.T. goals provide appropriate measurements for Raising Our Public Profile objective 2?
Please your rate level of agreement on the scale below.**

Answered: 46 Skipped: 12



	STRONGLY DISAGREE	DISAGREE	NEITHER DISAGREE OR AGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	17.39% 8	6.52% 3	17.39% 8	43.48% 20	15.22% 7	46	3.33

Q20 If you have suggestions for improving these S.M.A.R.T. goals as written or ideas for alternative S.M.A.R.T. goals, please share them.

Answered: 23 Skipped: 35

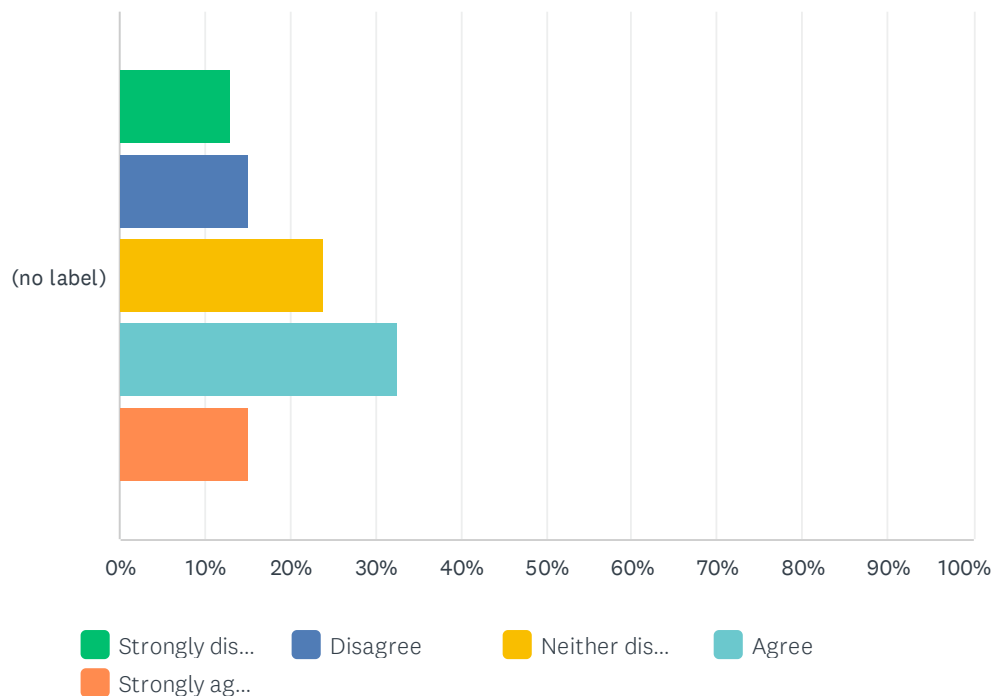
#	RESPONSES	DATE
1	I strongly disagree with language that only supports applied work. What about all of the faculty who engage in basic research? This is where many faculty will have expertise, as basic research is what most graduate programs train people to do. The goals to increase research are great, but the focus should not be ONLY on applied.	6/21/2023 12:24 PM
2	Again, give faculty the recognition an financial support to make this happen!	6/20/2023 7:58 PM
3	Would like to see goals include supports for faculty scholarship	6/20/2023 7:21 PM
4	Again, much of these expectations fall on faculty. Initiatives will need to be developed to support these goals - grant support, professional development, sabbaticals, reassignments, etc.	6/20/2023 5:06 PM
5	Again, why qualify the type of scholarship publications and presentations and grant funding as "applied?" Are the 20%, 15% and 20% increases reasonable or arbitrary? Will OAA take the initiative to support faculty's scholarship with funding - for instance with data collection, storage, and analysis (software), etc? And will OAA take steps to increase the recognition of scholarship and creative activities of faculty (and others)? We have individuals who are internationally recognized as experts in their fields, yet you can't find their names on Empire's website! What happened to the more visible news announcements about publications and presentations? Where is the expertise list? Where is the "credit" for excellence in scholarship and service during annual planning, when only teaching and mentoring numbers are counted? If it is a range, then those who are active in other aspects of their roles should have lower teaching and mentoring expectations. More and more is being expected as part of each person's position, without anything being taken off our plates - this leads to stress. low morale, low productivity, low satisfaction, less commitment to the university, etc.	6/20/2023 4:22 PM
6	Give greater recognition, reward, and support for creative scholarship among faculty and staff and provide revenue/opportunity for collaborative programs and projects with students/community members to engage public.	6/20/2023 3:39 PM
7	We will need structured incentivization for faculty to go after additional grants and contracts.	6/20/2023 3:01 PM
8	I suggest changing the wording to "research" and not qualifying it by "applied research"	6/20/2023 12:25 PM
9	these targets measure things and not the impact of what we are doing to "Become a SUNY leader in scholarship and creative activities that directly impact people's lives and their communities." How will we know that we are a SUNY leader in scholarship that impact lives and communities? How will we know that we are a SUNY leader in creative activities that impact lives and communities?	6/15/2023 2:46 PM
10	20% sounds like a lot. It also puts a different focus on this not being a teaching university. I disagree with A that success in this category can only be measured by publications and presentations. That is pretty narrow and limits creativity. Also, if this is the goal, what will faculty and staff have taken off their plates to have time for this? I think some focus on emotional wellness should also be in there. That is how creativity and projects emerge--when there is wellness. It has been for so long, scholarship at any cost, even if it is your health or sanity.	6/14/2023 5:30 PM
11	This can only happen with increased and continued support for professional development.	6/14/2023 12:34 PM
12	Wildly optimistic! Do we have current data? What would an increase of 20% mean given current data?	6/13/2023 11:02 AM
13	no support of faculty research -- too much teaching and admin work, and strategic plan now wants to add continuous improvement and assessment to faculty workload. when will research and writing and grant applications happen?	6/13/2023 4:32 AM

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14	Please re-articulate point a above	6/12/2023 7:58 PM
15	As long as faculty are expected to work at 120%, this will never happen.	6/12/2023 4:52 PM
16	This should be reflected in release time and more money to pursue these activities. Grants are great but we are on a 12 month contract so it is almost impossible to do this. We (As faculty) are given so many administrative tasks it is almost impossible to do meaningful research or scholarship without working way over 40 hours a week.	6/12/2023 4:44 PM
17	The wording of the objective implies we are benchmarking or comparing against other SUNYs, but the goals have nothing to do with that - they are disconnected. 1c. from the prior objective is a more vague version of (a) from this objective and I just don't see how we're going to count up everything that is done, divide it all into very specific classifications like "scholarship" or "creative activities" in order to separate it and count it appropriately between the objectives' two different goals. "Creative activities" and again "directly impacting lives and communities" seems like phrasing and wordsmithing that was put in to appease people. But it does not seem meaningful, nor is it being measured in a meaningful way. I really think only one objective is needed for this priority area. There is too much overlap - it can be combined. Further position the university as a leader in online teaching and learning, individualized instruction, and prior learning assessment.	6/12/2023 4:00 PM
18	First two goals need to include staff. I suggest repeating "faculty, staff, and students" in all three goals.	6/12/2023 3:53 PM
19	This is measurable, but I don't know if it is achievable. Particularly for "awards" as that does not only depend on production but quality of that production and on competition.	6/12/2023 3:33 PM
20	a. will only happen if the university re-evaluates their method for applying and receiving travel funds which is currently too convoluted and disorganized to properly follow. I also worry that an increase in c. will result in more faculty taking sabbaticals which affects the level and satisfaction of mentoring and student satisfaction.	6/12/2023 3:28 PM
21	Maybe B should be A because without B there's no way to fund A or C. Then, increase funding by only 15% but increase two other areas by 20% each? Aren't we still financially strapped? Accounting like this might explain why.	6/12/2023 3:19 PM
22	This is completely oppositional to ESU's mission as an innovative place.	6/12/2023 3:11 PM
23	All of these goals are good ones to aspire to. I don't know if the percentages and the timeline make sense or not, but they are definitely strong goals to work toward.	6/12/2023 3:09 PM

Q21 From your perspective, do these S.M.A.R.T. goals provide appropriate measurements for Raising Our Public Profile objective 3? Please your rate level of agreement on the scale below.

Answered: 46 Skipped: 12



	STRONGLY DISAGREE	DISAGREE	NEITHER DISAGREE OR AGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	13.04% 6	15.22% 7	23.91% 11	32.61% 15	15.22% 7	46	3.22

Q22 If you have suggestions for improving these S.M.A.R.T. goals as written or ideas for alternative S.M.A.R.T. goals, please share them.

Answered: 25 Skipped: 33

#	RESPONSES	DATE
1	Truly off the wall here in the University's fudgy or non existent support of faculty agency and projects. Shameful.	6/20/2023 7:59 PM
2	need further explanation of this vision	6/20/2023 7:21 PM
3	What is a center for excellence?	6/20/2023 5:07 PM
4	I don't know what our "centers of excellence" are.	6/20/2023 4:58 PM
5	Quadruple? We need real data to know if these numbers are reasonable. What are centers for excellence? OAA has killed almost every location we've had. What would a center for excellence look like?	6/20/2023 4:30 PM
6	What are our "centers of excellence?" How many grants and contracts do we have? What "training and consulting engagements through centers of excellence?" Is it reasonable to quadruple these things that we don't even know that we have?	6/20/2023 4:24 PM
7	Consider what "excellence" can mean in various contexts and potential.	6/20/2023 3:41 PM
8	Although a lot depends on what "center of excellence" actually means.	6/20/2023 3:33 PM
9	This section begins stating "share our story." I am not seeing how we are sharing our story and how our story is to drive the outcomes. I think we have an amazing story-- how does it drive the services we are providing to the populations we are targeting.	6/20/2023 3:12 PM
10	I think this will be a challenging goal since we are primarily a teaching institution rather than research-based.	6/20/2023 3:02 PM
11	I am unclear how quadrupling grants and contracts to "centers of excellence" (what is that?) or training and consulting will get us to "Establish and grow centers for excellence of SUNY, state, and national renown." Which centers of excellence? how is that connected to raising our public profile? What if we can't get any centers of excellence? What is needed for us to receive centers of excellence in the first place? What if we don't have the resources to quadruple these things that we haven't done historically? Does not seem achievable or reasonable.	6/15/2023 2:50 PM
12	Is quadruple realistic? I'm also not sure what the plan is to reach these goals. Like if you asked me to help or contribute on this, I would have no idea what I could do to help achieve this goal. Just a comment about the goals in general: These are alot all at once or to do at one time. Should we be focusing on many goals and doing most of them mediocre, or should be focus on fewer and do them really well?	6/14/2023 5:33 PM
13	While this is measurable, it is very vague	6/14/2023 12:35 PM
14	seriously?	6/13/2023 11:03 AM
15	no support for this	6/13/2023 4:32 AM
16	I like these ideas/plans a lot!	6/12/2023 7:59 PM
17	Define "centers of excellence"	6/12/2023 4:53 PM
18	Very ambitious without financial support and release time.	6/12/2023 4:45 PM
19	I don't know what this is. Like the Center for Autism Advocacy? So the goal is to have 4. This is a bit too specific. If this is our focus and priority, then this should be the only objective for this priority.	6/12/2023 4:07 PM
20	Quadruple is a large number. Both the goals are dependent on outside funders and events, which we do not have control over no matter how good our proposals are. Maybe applications	6/12/2023 3:55 PM

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	to grants?	
21	"centers of excellence"?	6/12/2023 3:48 PM
22	NYS is defining COEs as being primarily technologically-based - I'm not sure we have the faculty or the student base to support this, and I don't think we have the capacity currently to even imagine what a non-tech CoE would be. 5 years to develop a potential model maybe, 5 years to hire faculty and develop programming in areas to support NYS's current tech-heave understanding of COEs, sure.	6/12/2023 3:23 PM
23	Completely unobtainable. We are not a traditional institution.	6/12/2023 3:12 PM
24	How is "center of excellence" defined?	6/12/2023 3:10 PM
25	What will the Centers of Excellence be/center around? We need to figure that out first.	6/12/2023 3:10 PM