STRATEGIC PLAN

“Year 2” Accomplishments
(Working Group or other unit indicated in parentheses)
May 29, 2013

Strategic Theme 1: Undergraduate Education

ACADEMICS

- Implemented the revised General Education program *(Undergraduate Academics)*
- Developed a new Writing and Critical Inquiry program, which was approved by Senate *(Undergraduate Academics)*
- Hired a new Director for the Writing and Critical Inquiry program *(Undergraduate Academics)*
- Began a search for 14-16 lecturers for the Writing and Critical Inquiry program *(Undergraduate Academics)*
- Reviewed the degree requirements for all majors to identify the capstone-like experiences that are required across the campus *(Undergraduate Academics)*

ACADEMIC SUPPORT

- Developing new “Engaged Learning” unit to coordinate and expand opportunities for undergraduates to participate in co-curricular activities—such as service learning, internships, coops, research, and so on—that provide career-enhancing exploration and experience. *(Undergraduate Academics)*
  - Laid the foundation for Advising PLUS to connect students with the variety of community-engaged opportunities that are currently available to UAlbany students. These are represented on each of the Major Academic Pathways (MAPs). *(Student Engagement/Advising)*
  - Advising PLUS is creating a website listed campus-wide opportunities for research opportunities, in conjunction with SPWG for Research. *(Student Engagement/Advising)*
- Broadened “Advising PLUS”
  - Advising PLUS offered a weekly student support group for all international students, to provide academic and social support. *(Student Engagement/Advising)*
  - Advising PLUS participated in several “The More You Know” events and has provided individual training for residential life staff. *(Student Engagement/Advising)*
  - Advising PLUS has created a website listed campus-wide opportunities for academic support, for use by faculty and students. *(Student Engagement/Advising)*
  - Began offering academic support in several formats: Individual assessment, support and follow-up, referrals to campus services; weekly discipline-based study groups, review sessions prior to midterms and finals for specific classes. Uni 100 is offered to struggling
second semester freshmen. Website development provides comprehensive listings of campus-wide available support. (Student Engagement/Advising)

- **Created peer educator class sequence.** Piloted with 10 different academic and academic support departments across campus. Beginning peer educator (3-credit) and advanced peer educator (3-credit) curriculum developed and piloted. Funded to expand to up to 9 sections per year. Institutionalized in EAPS department. (Student Engagement/Advising)

**FACULTY AND INSTRUCTIONAL DEVELOPMENT**

- **Developed standards and recognition strategies for teaching excellence**
  o Developed the “UAlbany 8”: principles for effective teaching in higher education represent our standards for excellence in teaching (Faculty and Instructional Development)
  o Drafted a set of recommendations on ways to recognize and incentivize teaching excellence in more ways than UAlbany currently does (Faculty and Instructional Development)

- **Enhanced the engagement of development of a variety of faculty career paths**
  o Developed a rationale and proposal for hiring a variety of “kinds” of faculty to better ensure our instructional needs without creating a ‘two-tiered’ system of faculty. (Faculty and Instructional Development)
  o Developed and submitted a document which describes a process where departments and individuals will have a structured opportunity to negotiate the balance between research, teaching and service with an eye toward providing flexibility for the individual while allowing the department to fulfill the requirements of its entire ‘portfolio’ of activities, and work to the department’s as well as the individual’s strengths and professional ‘seasons’ (Faculty and Instructional Development)

- **Developed tools for the engagement of part time faculty**
  o Developed and submitted a handbook for departments detailing best practices in orienting, evaluating and engaging part-time faculty (Faculty and Instructional Development)
  o Developed incentives for departments to orient, mentor and engage part-time faculty. (Faculty and Instructional Development)
  o Developed and submitted a proposal for stipends for selected part-time faculty to engage them in service activities, and to increase the likelihood of mentoring of new part-time faculty. (Faculty and Instructional Development)

- **Developed tools for faculty and staff orientation**
  o Created a checklist for supervisors to help identify the early needs of any new staff or faculty member and identify the resources and sources of information available for those needs. (Faculty and Instructional Development)
  o Created a new Orientation structure for newly hired and existing staff and faculty called “Discover UAlbany”. This is a series of informative sessions throughout the year that gives information about all the divisions, and aims to create a better understanding among faculty and staff of the resources and activities of all divisions at UAlbany. (Faculty and Instructional Development)

- **Developed faculty mentoring resources**
“Year 2” Accomplishments

- Developed ‘best practices’ document for chairs about faculty mentoring options and led 2 sessions with chairs on mentoring structures and practices they might use. (Faculty and Instructional Development)
- Developed a proposal for mentoring at the university-wide level to increase mentoring without supplanting good efforts at the local level. (Faculty and Instructional Development)
- Created plan to develop a “Buddy system” for staff that can help mentor and find relevant resources as needed for all new staff. (Faculty and Instructional Development)

STUDENT RECRUITMENT

- Began work to develop an honors program for junior transfers or a strategy to incorporate junior transfers into The Honors College. (Student Recruitment and Enrollment)
- Created the Honors College Ambassadors program, which involves students in The Honors College who return to their high schools during winter and spring breaks to talk about the University. The 2012-13 cohort of 15 students, who are in their sophomore year, visited their schools during the winter break and all reported a good experience. (Student Recruitment and Enrollment)
- Initiated a program through which Honors College students call accepted high-achieving students. The goal is to engage these accepted students with the University at Albany as they make the decision of which college to attend. Student callers asked if the prospective student would like to talk with a professor, as part of their process of their call, and referrals were made to departments by the Office of Undergraduate Admissions when a request to talk with a professor was made (Student Recruitment and Enrollment)

Strategic Theme 2: Student Experience

ADVISING AND MENTORING

- Enhanced resources for advising
  - Continued creating the “Major Videos” project with several more departments. There are a total of 8 completed (a 9th in progress). These on-line videos address the questions of how the major matches students’ interests, abilities and skills as well as the wide range of future opportunities available to graduates from these majors. (Student Engagement) (Student Engagement/Advising)
  - Increased communication between departments about approaches to advising. Continued convening Campus Advisor Meetings, to provide the opportunity for departmental advisors to share questions, concerns, difficulties and solutions. (Student Engagement/Advising)
  - Increased awareness of the effectiveness of departmental advising. Met with several departments about to undergo Self Study, to provide them with a variety of methods and tools to gather assessment data on departmental advising. (Student Engagement/Advising)
  - Designed of a template for advising training sessions to be offered to academic departments. (Redesigned after year one pilot.) Departments indicate they are most interested and open to this in the Fall semester. A letter from our group will go out at the beginning of the fall semester to schedule presentations. (Student Engagement/Advising)
"Year 2" Accomplishments

- Made a concerted effort to use data-driven decision models to plan for adequate course availability for incoming freshmen and transfer students, rising sophomores and majors/minors. *(Student Engagement/Advising)*
- Met with several departments about to undergo Self Study, to provide them with a variety of methods and tools to gather assessment data on departmental advising. *(Student Engagement/Advising)*
- Developed an online assessment for students on probation, to provide earlier intervention for students in academic trouble. Next steps include policy update and technology assistance. *(Student Engagement/Advising)*
- Started requiring all student clubs and organizations to have a faculty/staff advisor. Club advisor support and recognition developed and institutionalized. *(Student Engagement/Advising)*

**Enhanced programs for mentoring**

- Completed the inventory of the campus to highlight interesting and engaging spaces for mentoring. Added to Student Engagement/PALs web site. *(Student Engagement/Advising)*
- Created and piloted PALs – a Faculty/Staff to student mentoring program *(Student Engagement/Advising)*

**STUDENT ENGAGEMENT & CAMPUS COMMUNITY BUILDING**

**Expanded and Improved the “first year experience”**

- Improved and expanded Living-Learning Communities, Freshman Seminars, and Transfer Seminars which incorporate first year transition issues. These, along with our new Writing and Critical Inquiry classes, are targeted to provide all incoming freshmen with a small class environment in the fall of their first year at UAlbany. *(Student Engagement/Advising)*
- Created Living-Learning Communities that blend native undergraduates with international students around languages. These are being re-thought, re-tooled and strengthened. *(Student Engagement/Advising)*
- Increased the number of faculty involved with the Living-Learning Communities, which bring over 400 freshmen into residential learning communities with linked classes and strong interaction with professors. *(Student Engagement/Advising)*
- Developed the World of Sustainability, a living-learning community for incoming freshmen. This L-LC has lobbied Chartwells for more locally grown and organic foods. Ties into existing sustainability council keeping freshmen engaged throughout their 4 years at UAlbany. *(Student Engagement/Advising)*
- Worked to ensure that all Living-Learning Communities have a weekly lunch/dinner in the dining halls. *(Student Engagement/Advising)*
- Strengthened partnership with ResLife in modifying and improving Living Learning Communities for over 400 freshmen. When additional housing capacity is on line, upper-class options will be considered *(Student Engagement/Advising)*
- Added an additional orientation for Living-Learning Communities to bring faculty and new freshmen together at the start of the academic year. *(Student Engagement/Advising)*
• **New and renewed traditions**
  o Repositioned Explore UAlbany to make it stronger. It is now a key component of our orientation. *(Student Engagement/Advising)*
  o Expanded Food for Thought program to encourage faculty to have lunch with students. *(Student Engagement/Advising)*
  o Began holding Provost receptions prior to Candle Lighting and Torch Night. New and newly tenured and promoted faculty and campus leadership are invited to a pre-Candle Lighting reception. A new nomination and selection process for the Torch Night professor was developed and Provost’s reception prior to Torch Night includes that professor’s department as well as other faculty and senior leadership. *(Student Engagement/Advising)*
  o Created a new and distinctive UAlbany tradition, “Food for Finals” – faculty and staff serve a late night breakfast to undergraduate students on reading day. *(Student Engagement/Advising)*

**INTERNATIONALIZING THE STUDENT EXPERIENCE**

• Increased the diversity of our highly qualified undergraduate students, raising both the number of international students and students of color. *(Student Recruitment and Enrollment)*
• Interviewed department chairs and undergraduate directors about international components of undergraduate study in their units *(Undergraduate Academics)*
• Are identifying supports and barriers to studying abroad *(Undergraduate Academics)*
• Are identifying exemplars for internationalizing the curriculum *(Undergraduate Academics)*

**Strategic Theme 3: Graduate Education**

• **Improved doctoral program evaluation infrastructure**
  o Designed procedures for collecting and disseminating doctoral program evaluation data in concert with campus-wide stakeholders. *(Graduate Education)*
  o Made recommendations regarding the use of doctoral program evaluation data *(Graduate Education)*

• **Expanded the support infrastructure for graduate students** by designing and offering a series of workshops addressing professional needs and goals of students *(Graduate Education)*
  o Presented workshop for graduate students on grant writing *(Graduate Education)*
  o Presented workshop for graduate students on preparing a NSF Graduate Research Fellowship Program application *(Graduate Education)*
  o Presented workshop for graduate students on preparing a teaching philosophy statement *(Graduate Education)*
  o Presented workshop for graduate students on entrepreneurship and commercialization of intellectual property *(Graduate Education)*
  o Presented workshop for graduate students on financial management and graduate student debt management *(Graduate Education)*
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- Presented workshop for graduate students on building a non-academic career (*Graduate Education*)
- Presented workshop for graduate students on conflict resolution and establishing good mentor-mentee relationships (*Graduate Education*)

**Strategic Theme 4: Research**

- **Enhanced undergraduate engagement with the research enterprise**
  - Hired a part-time employee to create a publication that showcases paths to undergraduate research in the majors (*Research*)
  - Composed a team of faculty and staff from each school to work with the Undergraduate Research Committee on identifying the opportunities available for undergrad research at each school. (*Research*)
  - Held a colloquium on undergraduate research (*Research*)
  - Provided 12 fellowships ($2,500 each) for a summer STEM Undergraduate Research experience (*Research*)
- **Developed enhanced research mentoring for faculty**
  - Began work to create a model for tenure track faculty mentoring (*Research*)
  - Developed a draft set of mentoring guidelines (*Research*)
  - Created a survey to conduct of all schools and departments regarding current approaches to mentoring junior faculty. (*Research*)
  - Reviewed mentoring systems at other research universities. (*Research*)
- Are creating a pre-tenure leave program dedicated to enhancing time for faculty research. (*Research*)

**Strategic Theme 5: Infrastructure**

**TECHNOLOGY**

- Expanded technical infrastructure support for Blackboard (*ITS*)
- Provided new **high-performance computing** cluster for DAES faculty (*ITS*)
- Upgraded Blackboard and provided new **mobile access**. (*ITS*)
- **Integrated E-Reserve into Blackboard** (*ITS*)
- Enabled **online appointment scheduling** for Student Health Services (*ITS*)
- Completed a new “**Business Intelligence**” system linking program, enrollment, HR, and state resources; will expand to include all-funds, RF activity, faculty activity. Now in beta testing use and under consideration by SUNY as exemplar for other campuses. (*ITS*)

**FACILITIES**

- Developed a **prioritized plan for changing physical structures** on campus to allow for better interaction. (*Faculty and Instructional Development*)
- Developed **plan for adding round tables outside the library** to take advantage of foot traffic at library and the new café. Intent is to build a vibrant conversation area at the intellectual hub of the campus.
“Year 2” Accomplishments

• Have begun discussion with UAS and Space Management and Campus Preservation (Faculty and Instructional Development)
• Added 3 new outdoor recreation fields dedicated exclusively to our intramural and club sports programs. (Facilities)
• Are on track for two LEED Gold certifications (Liberty Terrace and the new building to house the School of Business). (Facilities)
• Are constructing the new athletic stadium facility. (Facilities)
• Are acquiring the Schuyler building, downtown campus. (Facilities)

Strategic Theme 6: Alumni and Community Engagement

CAMPUS-CAREER CONNECTIONS

• UCAN, created and managed by Alumni Affairs, allows for undergraduates to access willing alumni for informational interviewing and career guidance. Information about this shared with faculty through newly-developed Career advising presentation available to academic departments. (Student Engagement/Advising)
• Developing new “Engaged Learning” unit to coordinate and expand opportunities for undergraduates to participate in co-curricular activities—such as service learning, internships, coops, research, and so on—that provide career-enhancing exploration and experience. (Undergraduate Academics; Student Engagement/Advising)

COMMUNITY PARTNERSHIPS

• Achieved designation on the 2013 President’s Higher Education Community Service Honor Roll. (CCUCE)
• Recognized University-Community partnerships in the President’s Award for Community Engagement. (CCUCE)
• Held campus forum on community-engaged scholarship models and methods, completed a white paper on how to incorporate these ideas for UAlbany researchers, and reviewed the white paper with faculty groups. (CCUCE)
• Held campus forum on public engagement across areas of scholarship, teaching, service. (CCUCE)

EXTENDING ACCESS TO UALBANY EDUCATION

• Undertaking market analysis for the Professional, Adult, and Continuing Education initiative (Student Recruitment and Enrollment)
• Completed analysis, plan, and campus forums for growing online teaching and learning (Online Teaching/Learning)