

Response	Student Success
1	simplify what and how we do what we do
2	Embed developmental education/broadly transferrable skills into the courses that students typically take in their first 4 terms with the college.
3	To better organize the onboarding process and deliver students registration ready to mentors/advisors
4	Ensure digital equity and affordable connectivity for all students.
5	Eliminate non-faculty academic advisement to improve the quality and accuracy of student advisement.
6	Defined roles and responsibilities of LMS management
7	Develop alumni speaker series to offer insight into potential academic and professional trajectories and facilitate engagement across programs and schools
8	Race, ethnicity, income and first generation status are no longer predictors of success.
9	Improve orientation so student have a better understanding of the University and resources available
10	Increase graduation rates.
11	Create and fund more experiences outside the classroom for informal active learning.
12	Allow mentors to become more supportive instead of just course pickers, replace planning & finalizing with career courses
13	Offer professional development funds for our staff to pay for their coursework. Most of our staff pursue and get their degrees at our university.
14	Coordination across student support functions, such as library, learning support, ITS, onestop, and accessibility services - and quick interaction between each of those functional areas and the faculty teaching a particular student. It should not be hard or slow to get student, faculty, and staff into a group chat to solve a problem.
15	To investigate ways to bring back/retain and nurture in person mentoring and study groups, fostering inclusion, cohorts, and support networks for our diverse student body
16	Increase capacity to serve students who require additional supports (i.e. particularly mental health, anxiety, depression, temporary/situational needs, etc.).
17	Develop new metrics and tools to improve student-mentor engagement/relationship management.
18	Mentor/Advisor accountability
19	Student success is defined clearly and comprehensively and is based on student input as to what success means.
20	More structured programs. In many cases these are extremely helpful for students. In my opinion, every major should have a structured program, but also offer the option to do individualized instead
21	Increase retention rates.
22	Invest in more reliable infrastructure and digital technologies to make learning accessible and flexible.
23	Get the degree plan done right away. Having a plan beats scrambling to find a course that works every term until ed planning is done.
24	Rethink the requirement for textbooks. Make all study materials/readings, etc. available to students online, if possible all through the LMS..
25	More (Community of Inquiry framework) social presence both inside of and outside of courses. This means opportunities for spontaneous, informal interactions among students and between students and their faculty, students and their tutor/librarian/ITS technician, whomever. Social presence is a strong predictor of satisfaction, course and degree completion and other measures of success.
26	To make sure that any on-line study group not yet at level-C status, be addressed and upgraded asap
27	Convert to 100% OER course materials to lower the cost of study.
28	The student experiences the university in terms of their own needs and not in terms of the colleges organizational structure and departmental silos.
29	Better advertisement for offices like career services. These topics don't need to be covered in Ed Planning (a course students have to pay for) when they can use the career services center for free
30	Increase online course pass rates.
31	Expand our repertoire of pathways that lead students to timely completion, including prioritizing prior learning recognition.
32	It is important to recognize that not every staff member here really cares about doing their job. There are even those that do as little as possible. Changes we make must ensure the student is not impacted if they end up dealing with a no-show mentor or staff member.
33	Explore what can be improved in terms of customer service when students seek assistance.
34	Shorten time to degree
35	Incorporating tutoring within the Brightspace platform for easy student access
36	streamline student services offered
37	improve undergraduate retention rates and persistence to graduation by strengthening student success strategies.
38	Give students an up front idea of what faculty actually do so they don't treat us like customer service workers.
39	Point to the variety of students (variety defined in the broadest of ways) who have been served by our institution
40	Change pedagogical practices to reflect student needs & new ways of learning
41	Develop student programming for graduate students.
42	Increase student-to-student connections
43	Recruit students who will be successful (everyone is responsible for student success)
44	Improve term to term retention
45	Required course(s) in college reading and writing for first year students
46	support and strengthen student governance
47	Restore the essay or at least some other way to let mentors know what students want to do.
48	Point to different understandings of "success"--yes, graduate school; yes, new professional opportunities; yes in business, in the community, etc.
49	Find ways to humanize the student experience
50	Increase student-to-alumni connections
51	Improve the student experience
52	Realistic mentor/advising workload to most effectively help students
53	abolish educational planning and make it easier for students to complete
54	Hire more PEs who have experience working with students with Autism and other mental health issues. Frankly, I just don't have time to spend on that.
55	Hearing the voices of students and making sure their ideas, questions, concerns, perspectives are taken seriously
56	Find ways that students can fraternize & make friendships
57	Help students complete their degrees with scholarships and/or awarding associate degrees once proper credit has been earned (completion projects)

Response	Academic and Inclusive Excellence
1	Encourage collaboration among faculty to foster an environment of shared knowledge and expertise. Provide opportunities for faculty to be unburdened from administrivia
2	Heavy, skillful, and public emphasis on accessibility; we should be THE UNIVERSITY for disabled students of every age, type of disability, and walk of life
3	Conduct a review of the curriculum with a lens on updating it into the twenty-first century, including a comparative analysis of similar programs throughout SUNY and specialized programs
4	Develop a robust onboarding process and curriculum for employees in OAA - beyond the online orientation through the HR portal.
5	Enhance instructional development resources to improve the currency of existing degree programs while increasing the development of new high-demand programs to improve institutional competitiveness.

6	Thoughtful and targeted program development and evaluation
7	Increase visibility of student professional objectives throughout their Empire State University study to facilitate engagement with and support of those goals by all university community members
8	Diversify types of performance assessments aligned with UDL Principles (e.g. supporting shifts from papers and written discussions to multimodal responses and projects)
9	Faculty play an important role at the college and in student success, the college will support faculty to do their best work across all five SUNY criteria.
10	Anti racist syllabi training
11	Close the equity gap in graduation rates between white students and students of color.
12	Equip instructors and faculty with inclusive teaching skills (e.g., social justice pedagogy) to promote diversity, equity, inclusion and justice in their curriculum, scholarship and service.
13	Retain students by helping them understand their path to degree completion clearly and timely with specific courses and semester plans.
14	Create programs that attract diverse students. Start with interesting courses and certificates and build from there.
15	Review (and revise) content and curricula to ensure that we offer high quality/state of the art programs, and that they promote inclusiveness and are relevant to all our constituencies.
16	Affordability as a priority for decision making - no matter what sort of marginalization a person deals with, it is likely to make them more economically strapped, and we will serve them by keeping costs down - for example, by avoiding bells and whistles that require a great computer and internet connection, and by finding free/affordable alternatives to textbooks
17	When using terms like "decolonize", be sure to include an explanation of what that means, as it is off putting to some sectors and leads to defensiveness that hinders the process
18	Develop a plan for intentional and systematic professional development to meet the needs of colleagues who are new, mid-career, and beyond mid-career; to contribute in ways unique and important to their career goals and trajectory.
19	Identify new quality of pedagogy metrics and align those to annual faculty development plans to enhance student learning.
20	Consistently fresh, innovative course content
21	Increase professional developments for faculty to unlink informal assessments from White Mainstream English (academic language) to allow for learning through diverse linguistic repertoires
22	Academic or
23	be more accepting of "traditional" students. If 18 year olds want to attend SUNY Empire we should welcome them with open arms
24	Close the equity gap in online course pass rates between white students and students of color in high enrollment courses.
25	Employ recruiting and hiring practices that ensure the diversity of the applicant pool and minimize the impact of explicit and implicit biases on hiring decisions.
26	Create more equity between the types of services mentors offer and student experience through required mentor trainings.
27	Open positions that allow remote work, which will widen our search area to include more diverse sections of the country.
28	Ensure that the faculty of each of the schools is diverse and inclusive.
29	We need a coherent, university-wide developmental education program for our students for whom high school was a long time ago, or not a particularly successful experience
30	To develop a working definition of what Inclusive Excellence is to ESU, so that there can be buy in from all corners of the institution
31	Increase the number of faculty with terminal degrees to strengthen academic rigor and delivery.
32	Develop new programs based on the future needs of the workforce of New York State.
33	Cultivate an anti-racist culture across the University.
34	Simplifying student resources including streamlining the website, portal, orientation, etc. to give students the right information at the right time instead of too much information all of the time.
35	Professional Certs that help students get relevant, high paying employment.
36	Conduct a pay equity study to correct for any pay disparities that might be affecting certain ethnic/race, gender, age, religious, or other groups.
37	Grow enrollments
38	Creating welcoming and self-validating learning environments
39	decolonize ESU curriculum
40	Increase number and proportion of minoritized faculty and staff across schools.
41	Ensure that all courses in all modes have the same level of excellence.
42	Help us understand the word "excellence" so it becomes a meaningful one to which we can refer and use as a touchstone for our work
43	Increase all types of diversity including neurodiversity without compromising faculty/staff anonymity
44	Begin to model out current high-quality academic programs to other lesser-performing programs
45	Do something to respond to the larger unresolved issues from the Climate Survey, etc.
46	Welcoming diverse perspectives and lived experiences
47	integrate critical thinking and information literacy into key classes that are assessed
48	Increase opportunities for undergraduate and graduate students to participate in intercultural/intracultural learning.
49	Develop real standards for what counts as scholarly publication.
50	Also help us understand the word "inclusive;" what does it mean? How are we using it? How can it be a working term to help us think about and evaluate our work
51	Align program offerings with market research
52	Multimodal assessments
53	map the college learning goals to program curricula
54	Explore new academic programs that broaden existing portfolio and meet emerging markets and societal needs.
55	Find ways for faculty to focus on faculty work, not PE or support staff work.
56	Build culture of assessment at the institution

Response	Organizational Effectiveness
1	Encourage innovation by creating a culture that supports experimentation and risk-taking. Romantic notions of SUNY Empire are oppressive and unrealistic.
2	Focus on RETAINING talented and capable people in key positions
3	To organize a work flow for students so that they and their mentors, as well as those who need to know from the staff perspective, can have a consistent document/checklist to review progress and next steps.
4	Develop a budget that is transparent and accurate for the needs of Schools, Departments, and accounts for individualization of needs for academic disciplines.
5	Decrease the number of non-instructional, non-revenue generating staff to improve efficiency and operating costs.
6	Streamlined hiring process for adjuncts each term
7	Concretize stakeholder engagement with DEI in annual review process
8	Facilitate internal transitions between undergraduate and graduate programs
9	Create more connections between Grad & Undergrad. With the Grad Deans leaving I think we should reconsider restructuring and not have grad & undergrad be separate. Students are very interested in combined programs which will be easier with better communication

10	Establish pipelines or joint programs with SUNY and CUNY Community Colleges to increase enrollment.
11	Enhance family-friendly policies and supports for faculty and staff across the university.
12	Increase climate by valuing the work of PEs and SS through promotion, filling vacancies, and public recognition
13	Keep track of the people you appoint to task forces and planning groups. REDACTED is known for wanting no changes to anything! REDACTED openly admitted to putting a plant on the REDACTED to ensure there were no changes made. We need open minds willing to listen.
14	Empower all levels of leadership, faculty, and staff to do their work.
15	clarify communication and workflow
16	Hire additional qualified people in critical functional areas where work is slipping due to overload
17	To clarify the new role of deans, department chairs
18	Develop an organizational structure at the leadership level that is inclusive of different roles and levels for input from those on the ground.
19	Leverage the recent changes in the academic dean/department chair/academic coordinator roles by consolidating the number of schools.
20	Definition and equitable distribution of support staff responsibility
21	Develop structures to represent professional mentors in governance
22	There is a unnecessary divide between faculty and professional mentors. Everyone should acknowledge that the roles are in many ways identical and give professional mentors the respect they deserve
23	Provide true informed advising to students where mentors/advisors are using data to provide recommendations to students to increase their chances of success (e.g., recommended credits per term based on remaining financial aid).
24	Create and maintain robust accountability and self-assessment systems and techniques for conflict identification and resolution (including discrimination, bias, harassment, inequity)
25	Requiring mentors to attend trainings about basic systems, policy, and processes so that student questions can be answered without reliance on PEs and SS
26	It's key to get the right people into important roles. Leadership in the past here has been lacking. Poor leaders promote poor subordinates and cost the college quality workers. Word of mouth is great for student recruitment, but hinders getting good candidates.
27	Streamline processes for all aspects of the operations and programs of the university.
28	debulk upper level administration
29	To review any gaps in personnel, organize priorities, and write job descriptions that align with institutional goals
30	Promote more cross-collaboration of offices and functions (i.e. marketing, OEM, communication, budget, OAA - everyone working together on a team to promote a project and moving in the same direction with shared vision and goals).
31	Eliminate the current All College conference and further rationalize locations to the minimum number necessary for effective institutional administration to reduce operating costs.
32	Streamline travel form authorizations
33	Travel forms are unnecessarily complicated
34	Engage in targeted recruiting where we increase recruitment efforts for prospects who are likely to persist at the institution.
35	Quantify and communicate the return on investment achieved through various marketing decisions and their associated expenses.
36	Work on supporting the college from the bottom up rather than the top down. Hearing voices through individuals rather than senate.
37	Communication is important. Now there are rumors going around and the play dumbers and the no changers are leading the discussions. If you don't realize what they are doing it will cause stress to other employees.
38	Provide school leaders with the authority they need to administer their budget and run their schools.
39	Support growing enrollments
40	Transparency
41	identify key areas (personnel, or processes) and create redundancies to support personnel changes - nothing gets dropped
42	Enhance opportunities and incentives for faculty engagement in scholarship.
43	Develop systems that support mentors and consider the unusual nature of this institution.
44	Create a humane environment in which people are listened and responded to in clear and thoughtful ways
45	Do a full program review of new programs before making any major changes.
46	Increase transparency of ongoing assessments
47	Identify and resolve barriers to enrollment
48	Participation of faculty and staff in decision-making that impacts job responsibilities and workload
49	create a climate of inclusivity and respect
50	Technology should be like air--we should almost never have to think about it.
51	Create clear systems and processes and that are effectively communicated to all (i.e who does what?)
52	Provide promotions for good work.
53	Increase transparency of deeper budget data
54	Leverage technology to free up our most important asset, people (automation does not mean jobs will go away)
55	Survey of faculty and staff prior to making impactful organizational/role changes.
56	consolidate areas to streamline efficiencies - hire people who are experts in their fields
57	Administrators should be helping faculty fulfill the 5 criteria for promotion, not getting in our way the way many are now..
58	Create plans that provide achievable timeframes for actions to be taken

Response	Raising our Public Profile
1	Encouraging employees to participate in significant research and publish and present it in national- and world-class venues
2	To create a consistent access point for faculty to share their and their students' work, including visual images, for internal and external posting
3	Identify communities and leaders in those communities to promote particular degree programs/disciplines that are needed for workforce development.
4	Increase the number of program/degree accreditations to enhance school and institutional competitiveness.
5	Establish a research center that facilitates multimodal research and consultation around prior learning assessment
6	Increase scholarship requirements. Publishing in internal outlets (i.e., all about mentoring) does not raise our public profile
7	Serve as the degree completion arm for students who have stopped out of other 4-year SUNY institutions.
8	Communicate our past, present and future commitment to serving the global public good.
9	Create (which is hard) a climate where people want to work. The happier the employees are, the more we will discuss the university in a positive way..
10	Start a radio station, traditional or online version. Let students, staff, and alumnus, share their music. Advertise Empire, and sell time to advertisers.
11	Hold public events (virtual or in-person) such as panels, conferences, or forums on current ("hot") topics.
12	Increase our presence in the NY community colleges, so that students finishing up their associates are aware of the affordable and flexible way to complete their four years and potentially their graduate degree, that we offer.
13	To create public events that don't just feature horse races, elite members of the community, and so forth, along the lines of the Black Male Initiative
14	Identify leaders, legislators, grant funders, etc. to sponsor particular disciplines, certificates, degree programs, etc. to build capacity in an area of their interest that is mutually beneficial for all.
15	Elevate the SUNY brand in all external communication to enhance our public profile.

16	Improve our job ads to increase the quality of faculty applicants
17	Serve as a model for other institutions by creating a systematic process for awarding associate degrees to bachelor's-seeking students who have stopped out of the institution but have enough credits to earn an associate degree and do not have an associate degree from a prior institution.
18	Cultivate reciprocal relationships with industry partners and deliver high-quality programs aligned to regional needs
19	Have dynamic press. For example: Instead of inviting press to hear president speak in 111, have a community tree planting day to celebrate the launch of xxx.
20	Open ESU space to external events. During track season rent out the lawn at 2 Union for charity or track related events. Allow local ASPCA's and shelters to host adoption events on site added benefit of employee stress reduction
21	Build a list of subject matter experts who can talk to the media.
22	To create a more robust presence of art and cultural events featuring, students, faculty, and alum, to replace and or update our earlier Student Activities events that have been diminished, for whatever reason
23	Identify strong leadership in our alumni that have made important contributions in their communities, workplace, etc., and build upon that to raise the profile of the university more broadly.
24	Focus 100% of marketing budget on digital channels to improve advertising return on investment.
25	More involvement with community colleges. Joint e-sports with the campuses we are on or near. Joint volunteer days in those communities.
26	Jim Malatras did this almost single handedly when he was here. Lisa V has the personality for it. Start developing more partnerships and programs that can be announced to the press.
27	Promote public engagement of the university in issues relevant to NYS communities. This can be through research, technical assistance, forum organizing.
28	Market and recruit to help grow enrollments.
29	Creating a balanced workload that includes ample time for faculty scholarship
30	Faculty should be freed from doing support staff and PE work so we can get our research out there without working 24/7.
31	Determine together what are distinctiveness really is; how do we stand out? what can we offer that other institutions might not be able to offer
32	Participate in community events, especially those with media coverage
33	Increase alumni workplace pipeline (alumni become mini-recruiters)
34	Improve retention and graduation
35	Valuing and recognizing faculty scholarship
36	There should be a portal where we can all find each other online. I only found out how many of my colleagues were active on Twitter when it became untenable to keep posting there.
37	Accent our history of providing accessible, academically strong and flexible degree options for working adults
38	Create internship programs in state companies (for school credit)
39	Increase local awareness (we should not be seen as a Saratoga institution)
40	Creating a website that highlights faculty scholarship in real time.
41	More advertising of what we can actually offer.
42	Focus on the kind of individual attention that an institution-of-mentoring can offer; students can become the agents of their own learning