

## **AMP Common Themes (DRAFT 12/6/10)**

Feedback on the academic master plan was received during the 2009-2010 academic year through a variety of venues including focus groups, open forums, various university committee meetings, and the AMP email inbox. An analysis of the feedback indicated that the comments, suggestions, and concerns fall into one of twelve thematic areas below.

1. (IMPROVEMENT OF ASSESSMENT, PLANNING, AND REPORTING PROCESSES) Integrate processes and data for AMP, Middle States, Assessment, Program Reviews, external accreditation, and SU Planning and Budgeting.
2. (FOCUSED STUDENT RECRUITMENT EFFORTS) Create a focused public relations / marketing plan and a committee to oversee implementation of the plan and coordination with the campus. A committee should assess the current admissions recruiting plan and how it is supported by the foundation and the financial aid office, and make recommendations as to how to increase our enrollment yield among highly qualified applicants. Diversify student recruiting efforts at the departmental, college, and admissions levels, including targeted recruiting activities and marketing pieces, post-admit communications and outreach activities. Develop targeted summer programming opportunities designed to recruit students including academic camps, college prep courses, and courses for honors students.
3. (FACULTY RECRUITMENT AND RETENTION) Improve transparency of the faculty evaluation, promotion, and tenure processes, clarifying expectations, providing a mechanism for feedback, and ensuring that practices important to the mission of the institution are tied explicitly to the assessment of faculty. Improve funding of faculty professional development activities and broaden the scope of qualifying activities for CFEST support. Provide dedicated administrative support for the pursuit, acquisition and management of grant activities.
4. (DEVELOPMENT OF CORE PROGRAM) Establish a periodic process for the periodic review and mechanisms for and revision of for the general education curriculum to ensure it meets the needs of 21st century students. Develop a process/mechanism to develop and implement core experiences and cross-curricular initiatives. Develop strategies for continual emphasis of core competencies (writing, oral communication, quantitative reasoning, and global understanding) throughout the curriculum. Develop and implement initiatives to promote information literacy in a rapidly changing technological environment that will engage students in learning how to acquire, use, evaluate, and disseminate information appropriately.
5. (DEVELOPMENT OF DISCIPLINARY AND PROFESSIONAL PROGRAMS) Develop a shared governance mechanism to identify continually new program opportunities, investigate the feasibility and resource implications of such programs, and provide administrative support for periodic environmental scanning activities. This process should pay special attention to reducing institutional barriers to academic innovation and interdisciplinary initiatives. Provide opportunities for faculty to design a variety of course delivery systems to meet academic needs through the use of technology {classroom technology upgrades, hybrid courses, distance education courses, cohorts, etc.}.
6. (STUDENT RETENTION) Develop and implement a first year/entry year experience for all incoming students to anchor them in the disciplines and introduce them to the intellectual excitement of a university. Investigate advising models that promote consistent quality in advising activities and equity in faculty advising workload. Investigate the causes of low retention and persistence rates of SU's under-represented groups, and develop measurable strategies to improve these rates.

7. (EXPERIENTIAL LEARNING) Perform a needs assessment for the support and expansion of the various types of experiential learning activities, including the supporting academic and administrative infrastructure, resources, and transportation needs. Explore the faculty work load issues in courses involving field work and supervision. Develop a centralized communication structure for experiential learning opportunities (internships, field work, undergraduate research, service learning, short term study abroad, collaborative assignments and projects, capstone projects, etc.) for students and faculty. Prioritize recommendations from the external Council on Undergraduate Research consultants for implementation.
8. (ACADEMIC SUPPORT SERVICES) Develop differentiated support services and orientation programs to prepare first-time college students for the rigors of academic life, to facilitate transfer students' connection to their discipline and faculty, and meet the unique needs of off-campus and non-traditional students. Place an increased emphasis on assessing entering students' knowledge, skills, and abilities, and prescribe appropriate initial curriculum and advising to better ensure success in degree programs. Fund the Learning Center, Office of Disability Services, Counseling Center, and other student support services at a level that is proportional to the needs of existing and incoming students.
9. (STUDENT FRIENDLY SERVICES) Investigate and adopt transparent and consistent processes for academic administrative procedures, such as changing majors, opening seats during scheduling, wait list management, course withdrawals, advising, and career development and exploration. Develop and implement plans and training programs designed to increase awareness of the importance of diversity and customer service in enhancing the quality of employee and student interactions. Explore opportunities to enhance the infrastructure of student support services to expand programs and improve timely responses and transactions. Establish a website & coordinator to support student applications for national fellowships (e.g., Fulbright).
10. (ACADEMIC CLIMATE) Promote the formation of student-faculty-staff discussion groups focused on academic, pedagogical, professional topics. Support the role of advising by maintaining low student to faculty advising loads and continue to provide professional development opportunities to improve advising methods. Maintain a low percentage of adjunct faculty and provide support for faculty contributions to the academic climate. Provide a structure for the improved communication and coordination of lectures, speakers, and performances across the university. Provide a structure for the regular planning, coordination and communication between student affairs and academic affairs at all levels. Provide a structure for the regular planning, coordination and communication between the student activities board and academic programs. Implement the Living/Learning Community model using the Honors program as a pilot, and make recommendations on the expansion of the model based on an assessment of the Honors program pilot. Explore the development of innovative and informal teaching and learning spaces located throughout campus or facilitated with technology. Provide opportunities for faculty to design a variety of course delivery systems to meet academic needs through the use of technology {classroom technology upgrades, hybrid courses, distance education courses, cohorts, etc.}.
11. (COMMUNITY RELATIONS) Develop a coordinated approach to community outreach and engagement that brings together representatives from academic affairs, student government, and university-community relations groups. Create incentives that encourage a commitment to community outreach and engagement. Encourage faculty and staff to take on community leadership roles as a means to provide models and opportunities for students. Identify and expand experiences within academic programs that provide students with opportunities to engage in leadership and civic engagement.

12. (GLOBAL UNDERSTANDING) Identify and expand experiences within academic programs that provide students with opportunities to increase their appreciation for differences, including political, economic, cultural, physical, social, intellectual or generational differences. Examine the feasibility of expanding language offering or language-based certificate programs for professional programs. Develop strategies for the repeated emphasis on global understanding throughout the curriculum.

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