Topic for Executive Committee meeting with the President Monday 10/17/22

How can Academic Affairs better support faculty?

1. **Faculty consultation as stakeholders in decision-making**
   1. Faculty input is sought *post hoc*and on a shorter deadline, rather than including Faculty in *initial* stages of decision-making. Communicating current issues with relevant committee Chairs immediately when issues arise can allow the committee Chair to propose a consultative process when the issue arises.
   2. Decisions seem to be made top-down, recent examples include the announcements to cancel sections and to nearly eliminate the Blended modality. Academic Affairs should take a more grassroots approach, and involve Chairs and Faculty directly decision-making and initial brainstorming processes, rather than issuing what are perceived as mandates. Suggestion to utilize Provost Council meetings to explain what issues Academic Affairs is currently facing and ask Chairs and Faculty directly for input about how to solve a problem rather than prescribing a solution a priori. Utilizing breakout rooms, quick survey collection, email feedback, or other methods of direct communication, can be a great way to involve folks and brainstorm solutions.
   3. When decision-making occurs, often incomplete or unclear information is provided or is given too late to be incorporated into the deliberations.
   4. When recommendations are made, there is a consistent lack of clarity about when decisions will be made, by whom, and the timeline for when feedback or resulting outcomes will be available.
2. **Understanding Academic Affairs**
   1. When issues arise, it is unclear to whom questions should be addressed. It is not clear what responsibilities various people in Academic Affairs hold. Suggestion to construct and disseminate an Organizational Chart for the Institution, particularly in Academic Affairs, that is user-friendly and meant to provide info for all those who interact with Academic Affairs.
3. **Improving protocols for Deans and VP Searches**
   1. There should be transparent and inclusive searches done for administrative positions, which include faculty representation and faculty input in hiring decisions, especially in the area of Academic Affairs. While the current process is different for each new search, there is currently no agreed-upon process. The institution should agree on a written *policy* for Deans and VP searches with a clear protocol for timelines and expected representation.
4. **Shared Governance Procedures**
   1. When resolutions and recommendations from the Senate and other committees are provided, Academic Affairs should have a reporting mechanism for a *written* reply especially in cases where recommendations or resolutions are not implemented. Perhaps a written report summarizing resolutions/recommendations received and resulting actions.
   2. Excerpt from SUNY Shared Governance website
   * <https://www.suny.edu/about/shared-governance/sunyvoices/cgl-toolkit/shared-governance/>
   * "Shared governance" in higher education refers to structures and processes through which faculty, professional staff, administration, governing boards and, sometimes, students and staff participate in the development of policies and in decision-making that affect the institution......While the administration and governing board of the institution are compelled to consider the campus governance body's resolutions and recommendations, they are not required to accept or implement them. After the submission of resolutions, the CGL should work with the administration to assure their acceptance. If conflict arises, ongoing negotiations should be conducted to arrive at the best possible result. Thus, rejection of resolutions or recommendations should occur rarely and then only for specific compelling reasons which should be communicated to the governance body. Rejection of resolutions, however, is NOT the best possible result and should be only a last resort.
5. **Assessment and review of administrators**
   1. There is an ongoing emphasis on curricular and programmatic assessments required by SUNY as well as MSCHE.  Faculty are required to do Program Evaluations; faculty undergo periodic evaluations through the ARPT process; faculty are evaluated by students on a semester-by-semester basis.  There should be an systematic, periodic, institutionalized 3600 periodic review of administrators as part of the assessment processes of the Institution.
   2. SUNY SAIL is a resource available <https://sunysail.org/suny360/>
   3. Excerpt from Making the Case for 360° Feedback Article
   * <https://sunysail.org/2019/07/05/making-the-case-for-360-feedback/>
   * Establishing a culture of authentic feedback within an organization can positively influence the overall culture in a number of ways. Positive derivatives include trust, open communications, transparency in decision making, effective teams, a culture of continuous improvement, and a fully engaged workforce. .... Because of the constant pressure of change, and in the absence of transparency and open communication, the organizational culture may become something very different from that intended by the leadership team. The open communication that occurs through authentic feedback can be one of the most effective ways a leader can strategically influence organizational culture. Of all the various forms of feedback, multi-rater or 360° feedback is a powerful developmental tool....The 360° assessment process solicits honest and authentic feedback from a variety of people who know the individual in numerous contexts. It is called a 360° evaluation because feedback is sought from a wide range of individuals with whom the leader interacts: staff, colleagues, supervisor(s) and others  ([Van Velsor et al., 1997](https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.amazon.com%2FChoosing-360-Multi-rater-Instruments-Development-ebook%2Fdp%2FB074QV66WB%2Fref%3Dsr_1_1%3Fkeywords%3DChoosing%2B360%253A%2BA%2Bguide%2Bto%2Bevaluating%2Bmulti-rater%2Bfeedback%2Binstruments%2Bfor%2Bmanagement%2Bdevelopment.%26qid%3D1562768561%26s%3Dbooks%26sr%3D1-1&data=05%7C01%7Cdambroisej%40oldwestbury.edu%7Cc003c4fa94154c5224fc08daa64cf984%7Cf5089034f2334f12a71638b7f4904370%7C0%7C0%7C638005146794117468%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=VDn2nb%2BJTwskbsyQm93cSHfUkuFia7TB7doZN%2Bi9FME%3D&reserved=0)).

Diagram

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