

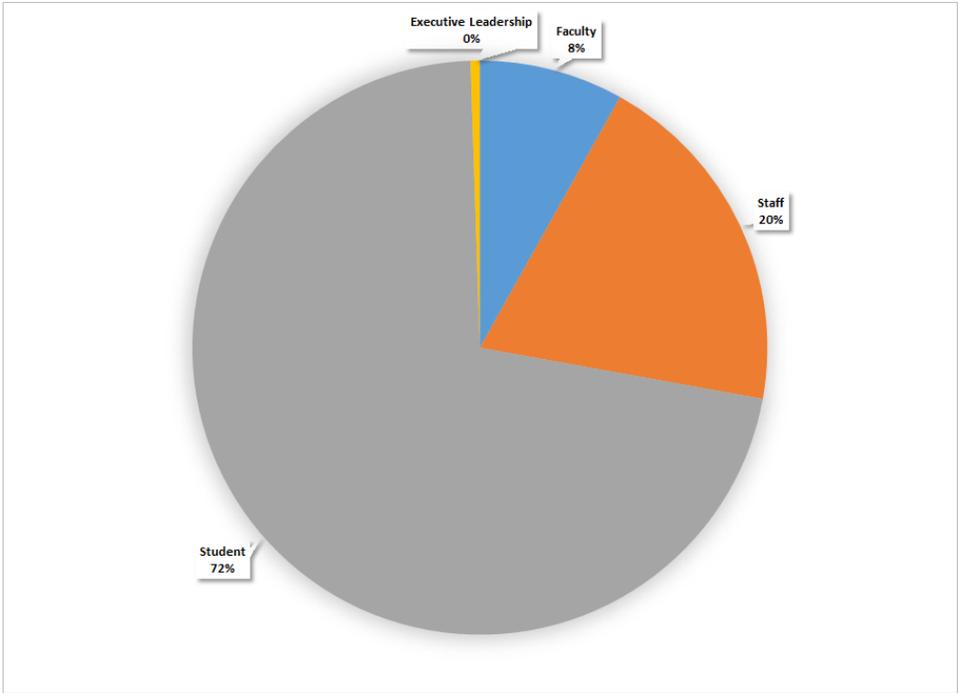
I. Institutional Priorities to be Addressed in the Self-Study

Provide a brief narrative about processes the institution employed to identify three to four specific institutional priorities. This section should include information about:

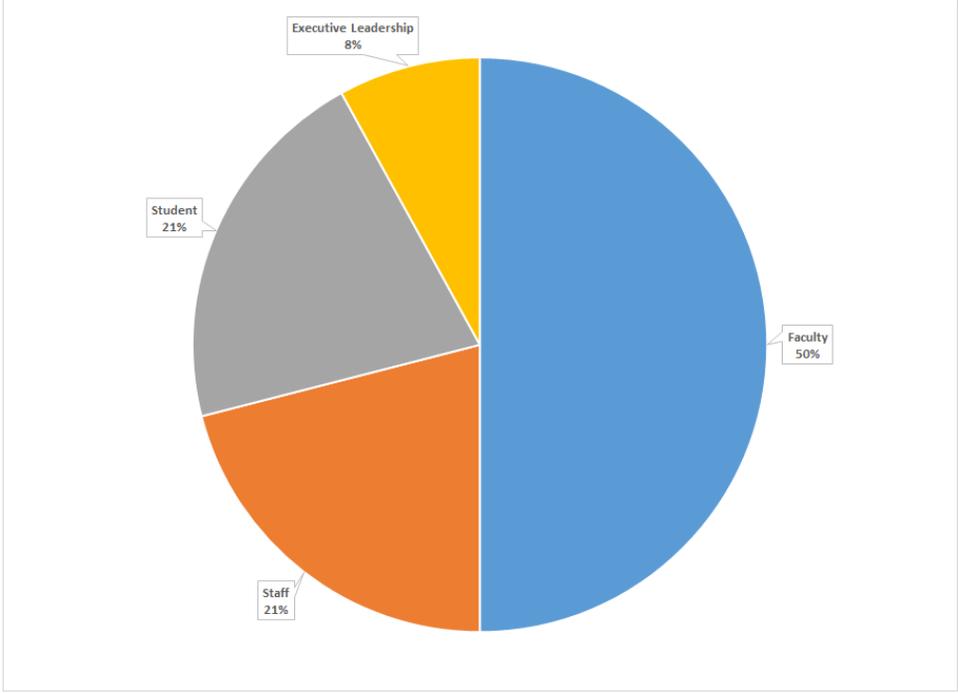
- How institutional stakeholders were consulted in identifying the priorities
- Alignment of the selected institutional priorities with the institution's mission and goals
- Alignment of the selected institutional priorities to the Standards for Accreditation.

In early Self-Study Steering Committee meetings, we began by examining the existing documentation of SUNY College of Environmental Science and Forestry's institutional mission and strategic planning documents that had been made available since the previous self-study process in 2011-12. In addition to the institutional mission (<https://www.esf.edu/welcome/mission.htm>), we also consulted the *Vision 2020* strategic plan as well as the *Vision 2020 Update: Bridging Document*, in order to identify our current institutional priorities.

The steering committee engaged in a process of summarizing the institutional goals and targets contained within those documents in order to create a survey to distribute to all campus stakeholders via the Qualtrics online survey platform. We collected responses beginning November 8, 2019 and the survey closed on December 31, 2019. In this survey, we asked students, faculty and staff colleague, and the President's Executive Cabinet to rank the eight institutional goals in order from most important to least important, and to identify the three most important "targets" associated with each goal, as expressed in the existing strategic planning documents. The survey resulted in 187 full and partial responses, with 89 participants identifying their role at ESF (student, faculty, department chair, executive leadership, staff, etc.). In order to better understand the campus representation reflected by this survey effort, we also examined the distribution of faculty, staff, students, and Executive leadership by percentage: Executive Leadership comprises the smallest campus constituency group we included at less than 1%, next Faculty represents 8% of the campus population, Staff 20%, and students comprise 72% of the campus population.



In this survey effort, Students are somewhat underrepresented, at 21% of the survey respondents, and Faculty make up 50% of the survey respondents who self-identified their role at ESF. Staff representation (21%) nearly matched the overall campus representation, and Executive Cabinet comprised the remaining 8% of survey responses.



Finally, 45% of the survey responses were either partial completions, or the participant chose not to self-identify their role at the College.

The steering committee met with Executive Cabinet to present the preliminary survey results and to propose a plan for using these findings to inform Standard I as well as to guide our approach to Standards II – VII, with an emphasis on connecting these institutional priorities not only to the ESF mission, but also to the MSCHE Requirements for Affiliation. Since there are eight institutional goals detailed in the strategic planning documents, through negotiation with Executive Cabinet we were able to determine three major institutional priorities to focus on with three principles to infuse throughout our discussion of each priority, both in terms of institutional mission as well as MSCHE Standards for Accreditation.

Goal 1: Enrich academic excellence in both undergraduate and graduate education

Goal 2: Provide an outstanding student experience

Goal 7: Invest in ESF's human resources and physical infrastructure

Infused throughout these three institutional priorities will be our institutional commitment to diversity, financial responsibility, and our role as a premier environmental college to engage in collaboration with external stakeholders and to enhance our visibility as an authoritative source on environmental stewardship and sustainability efforts nationally and internationally. Using the survey data, input from Executive Cabinet, and reflecting on the text of the strategic planning documents, it became clear to us that our most important institutional priorities cannot be realized without a commitment to diversity, financial responsibility, and visibility.

In our examination of the three above-mentioned institutional priorities and the supporting principles infused throughout, we also recognize that:

1. Enriching academic excellence directly supports the institutional mission through advancing knowledge and skills
2. Providing an outstanding student experience supports the institutional mission through developing new environmental leaders for the future
7. Investment in human resources and physical infrastructure at ESF will ensure that the College is able to deliver on institutional priorities 1 and 2 through effective program delivery and efficient use of institutional resources

ESF's institutional priorities to enrich academic excellence, provide an outstanding student experience, and invest in human resources and physical infrastructure each play a role in supporting Middle States' Standards for Accreditation, in part because of the tight alignment between these priorities with the College's institutional mission.

Beyond the evidence of academic excellence, outstanding student experience, and investment in human resources and physical infrastructure directly supporting ESF's institutional mission, we will also demonstrate that these institutional priorities support the ethical operation of the College, rigorous and coherent student learning experiences, effective support for student achievement, ongoing assessment of student learning for continuous improvement, responsible planning to deploy institutional resources, and effective governance and administration. Each of our identified institutional priorities supports all seven Standards for Accreditation, as demonstrated in the following crosswalk:

<i>Diversity and Equity</i>	Goal 1: Academic Excellence	Goal 2: Outstanding Student Experience	Goal 7: Invest in human resources & physical infrastructure
<i>Standard 1: Mission & Goals</i>	Through its mission, ESF is committed to developing knowledge and skills to support responsible environmental stewardship so that members of all communities can feel welcome in the diverse natural and designed environments that surround us.	An outstanding student experience is vital to developing future leaders who will promote effective stewardship in natural and designed environments ensuring that those from diverse backgrounds and experiences experience welcoming and equitable treatment in our community	It is important to have the proper people and facilities in order to effectively deliver excellent academic programs and to support students who are pursuing them; part of this commitment is to ensure broad and equitable representation of optic and invisible diversity
<i>Standard 2: Ethics & Integrity</i>	Academic freedom is vital to a STEM research institution, and part of that is encouraging inquiry into a variety of fields with integrity and ethical instruction and assessment of those fields of study in a way that welcomes all	An outstanding student experience is characterized by a deeply engrained ethical commitment to inclusion, diversity, and equity	Human resource functions and the improvement of physical infrastructure rely on ethical deployment of institutional resources and inclusive engagement with employees and candidates throughout

	identities and lived experiences		the process of hiring and employment
<i>Standard 3: Student learning</i>	In order to fulfill our institutional priority of Academic Excellence, rigorous and coherent student learning experiences must reflect an overall institutional commitment to diversity and inclusion.	In order to fulfill our institutional priority of Outstanding Student Experience, it is vital to commit to rigorous and coherent co-curricular learning experiences, which reflect an overall institutional commitment to diversity and inclusion.	In order to attract and retain a high caliber of professional educators and staff who can support academic excellence and deliver an outstanding student experience, it is vital to support this standard with an overall institutional commitment to diversity and inclusion.
<i>Standard 4: Student success</i>	In order to fulfill our institutional priority of Academic Excellence, it is vital to commit to rigorous and coherent student learning experiences, which reflect an overall institutional commitment to diversity and inclusion.	In order to fulfill our institutional priority of Outstanding Student Experience, it is vital to commit to rigorous and coherent co-curricular learning experiences, which reflect an overall institutional commitment to diversity and inclusion.	In order to attract and retain a high caliber of professional educators and staff who can support academic excellence and deliver an outstanding student experience, it is vital to support this standard with an overall institutional commitment to diversity and inclusion.
<i>Standard 5: Assessment of learning</i>	In order to ensure that programs of the highest quality are delivered in a consistent manner, and that these programs are nimble enough to respond to evolving needs, it is vital to commit to assessment of student learning in a manner that is reflective of diverse identities and lived experiences.	To provide an outstanding student experience, it is vital to assess academic and co-curricular programs to ensure that the content and delivery are appropriate, and that the delivery is continuously improving to support the highest levels of student achievement inclusive of diverse identities and lived experiences	Investment in human resources and physical infrastructure supports the assessment of student learning by ensuring that the spaces in which programs are delivered, and the people delivering the curriculum, are adequately qualified and skilled in supporting the needs of a diverse student body
<i>Standard 6: Planning & resources</i>	Academic excellence is dependent upon data driven, responsible,	Delivery of an excellent student experience is dependent upon data driven, responsible,	Delivery of an excellent student experience is dependent upon data driven, responsible,

	and equitable planning resource allocation, while maintaining a commitment to diversity, inclusion, and equity at the College.	and equitable planning resource allocation that is reflective of ESF's commitment to diversity, inclusion, and equity.	and equitable planning resource allocation in terms of both human and physical resources and infrastructure that provide equity for community members from all identities and backgrounds.
<i>Standard 7: Governance & Administration</i>	In order to deliver an excellent academic experience, it is vital for governance and administration to be committed to diversity and inclusion and that all identities receive equitable representation and support.	In order to deliver an excellent student experience, it is vital for governance and administration to be committed to diversity and inclusion to support the student experience for community members from all identities and backgrounds.	In order to deliver an excellent student experience, it is vital for governance and administration to be committed to diversity and inclusion, fiscal responsibility, and visibility in order to recruit and retain students, faculty, and staff representative of diverse identities and lived experiences.

<i>Environmental Stewardship</i>	Goal 1: Academic Excellence	Goal 2: Outstanding Student Experience	Goal 7: Invest in human resources & physical infrastructure
<i>Standard 1: Mission & Goals</i>	Through its mission, ESF is committed to developing knowledge and skills to support responsible environmental stewardship	An outstanding student experience is vital to developing future leaders who will promote effective stewardship in natural and designed environments	It is important to have the proper people and facilities in order to effectively deliver excellent academic programs and to support students who are pursuing them
<i>Standard 2: Ethics & Integrity</i>	Academic freedom is vital to a STEM research institution, and part of that is encouraging inquiry into a variety of fields with integrity, particularly fields concerned with stewardship of natural and designed environments	An outstanding student experience at ESF includes supporting students as they navigate the social and political factors surrounding environmental stewardship	Human resource functions and the improvement of physical infrastructure rely on ethical deployment of institutional resources and should likewise reflect ESFs commitment to the protection of

			environmental resources
<i>Standard 3: Student learning</i>	In order to fulfill our institutional priority of Academic Excellence, it is vital to commit to rigorous and coherent student learning experiences, which reflect an overall institutional commitment to environmental stewardship.	In order to fulfill our institutional priority of Outstanding Student Experience, it is vital to commit to rigorous and coherent co-curricular learning experiences, which reflect an overall institutional commitment to environmental stewardship.	In order to attract and retain a high caliber of professional educators and staff who can support academic excellence and deliver an outstanding student experience, it is vital to support this standard with an overall institutional commitment to proper stewardship of all resources, including natural resources.
<i>Standard 4: Student success</i>	In order to fulfill our institutional priority of Academic Excellence, it is vital to commit to rigorous and coherent student learning experiences, in order to prepare students to be strong and knowledgeable advocates for environmental stewardship.	In order to fulfill our institutional priority of Outstanding Student Experience, it is vital to commit to rigorous and coherent co-curricular learning experiences, which reflect an overall institutional commitment to environmental stewardship.	In order to attract and retain a high caliber of professional educators and staff who can support academic excellence and deliver an outstanding student experience, it is vital to support this standard with an overall institutional commitment to protecting the natural and designed environments that surround us.
<i>Standard 5: Assessment of learning</i>	In order to ensure that programs of the highest quality are delivered in a consistent manner, and that these programs are nimble enough to respond to evolving needs, it is vital to commit to assessment of student learning.	To provide an outstanding student experience, it is vital to assess academic programs to ensure that the content and delivery are appropriate and that the delivery is continuously improving to support the highest levels of student achievement	Investment in human resources and physical infrastructure supports the assessment of student learning by ensuring that the spaces in which programs are delivered, and the people delivering the curriculum, are adequately qualified and skilled in supporting the needs of a diverse student body

<i>Standard 6: Planning & resources</i>	Academic excellence is dependent upon data driven, responsible, and equitable planning resource allocation at all levels of the college, including planning and responsible use of natural, financial, and capital resources available to the college.	Delivery of an excellent student experience is dependent upon data driven, responsible, and equitable planning resource allocation that models responsible environmental stewardship for ESF students that they may carry their student experiences forward as representatives of ESF	Delivery of an excellent student experience is dependent upon data driven, responsible, and equitable planning resource allocation that demonstrates a commitment to the environmental stewardship portion of the ESF mission statement
<i>Standard 7: Governance & Administration</i>	In order to deliver an excellent academic experience, it is vital for governance and administration to be committed to ESFs mission, including but not limited to, the responsibility to be dedicated to environmental stewardship.	In order to deliver an excellent student experience, it is vital for governance and administration to serve as models of environmental stewardship as they are often the most publicly visible members of the campus community.	Governance and administration set the tone for how resources are allocated and what is important to invest in terms of human resources and physical infrastructure; this should be approached with the environment as a primary concern in order to support the College mission of environmental stewardship

<i>Financial Responsibility</i>	Goal 1: Academic Excellence	Goal 2: Outstanding Student Experience	Goal 7: Invest in human resources & physical infrastructure
<i>Standard 1: Mission & Goals</i>	In order to create, deploy, and sustain excellent academic programs, financial resources must be invested carefully to support the mission and goals of the College	Providing an outstanding student experience in support of the institutional mission and goals requires careful investment in supports and resources to ensure students receive the co-curricular opportunities that will support their success	Investment in human resources and physical infrastructure necessarily requires responsible use of the College's financial resources to attract and maintain excellent educators, support staff, and physical resources at the College

<p><i>Standard 2: Ethics & Integrity</i></p>	<p>The college is responsible for ethical representation and maintenance of advertised academic programs and other opportunities, which require responsible financial investment</p>	<p>The college is responsible for ethical representation and maintenance of advertised student support and co-curricular activities, and must be nimble enough to respond to the diverse needs of an evolving student body, which requires responsible financial investment</p>	<p>ESF has an ethical responsibility to faculty and staff to ensure safe working conditions and compensation in order to support and reflect ethical practices at all levels of the organization</p>
<p><i>Standard 3: Student learning</i></p>	<p>A commitment to student learning is vital to ensuring academic excellence, and in order to support academic programs and opportunities ESF must demonstrate responsible financial investment in these programs</p>	<p>A commitment to student learning is vital to ensuring an outstanding student experience, and in order to support academic programs and opportunities ESF must demonstrate responsible financial investment in these supports</p>	<p>It is vital for all faculty and staff to be committed to supporting outstanding student learning opportunities, which holds the College responsible for ensuring responsible investment of resources in maintaining campus facilities and retaining exceptional talent</p>
<p><i>Standard 4: Student success</i></p>	<p>A commitment to student success is vital to ensuring academic excellence, and in order to support academic programs and opportunities ESF must demonstrate responsible financial investment in these programs</p>	<p>A commitment to student success is vital to ensuring an outstanding student experience, and in order to support academic programs and opportunities ESF must demonstrate responsible financial investment in these supports</p>	<p>It is vital for all faculty and staff to be committed to supporting outstanding student success, which holds the College responsible for ensuring responsible investment of resources in maintaining campus facilities and retaining exceptional talent</p>
<p><i>Standard 5: Assessment of learning</i></p>	<p>A commitment to student success is vital to ensuring academic excellence, and in order to support academic programs</p>	<p>A commitment to student success is vital to ensuring an outstanding student experience, and in order to support</p>	<p>It is vital for all faculty and staff to be committed to supporting outstanding student success, which holds the College responsible for ensuring</p>

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