

Report of the Academic Master Plan Subcommittee – Master Goal #5

This subcommittee was charged with formulating academic goals aligned with *ASU Master Goal #5 – Maintain a supportive, helpful environment for students, faculty, staff, community and alumni*. To that end, the committee conducted an email survey of: 1) all current students, faculty and staff, 2) members of the San Angelo Chamber of Commerce, and 3) ASU alumni. Over 10,000 surveys were distributed. 724 individual responded. Summary results and individual responses are attached.

Conclusions Derived from the Survey

1. Respondent ratings (Item #2 & #3) indicated that academic and academic support units meet their expectations in regard to maintaining a supportive, helpful environment. Most comments tied to these ratings (Item #4) were positive.
2. When asked to provide ideas for improvement (Item #5 & #6), most respondents seem to equate the programming and/or services offered by the specific unit with that unit's level of support and helpfulness. Therefore, perceptions of "supportive and help" are largely dependent on quality and/or quantity of programs/services. However, many examples of individuals providing personal support and help were also provided.
3. Responses indicate numerous negative examples as well. Most were directed as specific units and specific programming/service issues rather than the environment itself.
4. Some of the broader concerns expressed include communication, coordination, lack of sufficient personnel and/or availability, lack of specific programs/services and/or availability, complexity of administrative processes, customer-service issues.
5. Most respondents, especially students and faculty, seem to interact with their respective academic departments significantly more than they interact with any other unit.
6. The academic departments therefore, more than any other campus unit or classification of units, bear the responsibility of maintaining a supportive helpful environment for all these constituents, especially students and faculty.

Questions Derived from the Survey

1. Do these various constituencies fully understand the purpose and functions of academic/academic support units and the job responsibilities of the faculty and/or staff housed in each unit?
2. Are these academic and academic support units appropriately staffed to fulfill their stated purposes and functions in a "supportive and helpful" manner?

Recommendations

This subcommittee believes that the answer to both of the above questions is "No." We therefore offer the following as recommendations for addressing these deficiencies.

Academic Master Goal #5 – Academic and academic support units will maintain a supportive, helpful environment for students, faculty, staff, community and alumni.

Goal 5.1 – Enhance constituent understanding of the purpose and function of each unit and classification of job at ASU so as to enable constituents to contact the unit that would be most helpful and supportive for the given situation.

Strategy 5.1.1 – Formulate and disseminate information regarding each academic/academic support unit's mission, vision, values, programs and services offered.

Objective 5.1.1.1 – By June, 2009, a template and associated directions for formulating the above mentioned information will be disseminated to all academic/academic support units.

This activity should be coordinated by the office of the Vice President for Strategy, Planning and Policy.

Objective 5.1.1.2 – By June, 2010, 100% of all academic/academic support units will have submitted the information to the appropriate office.

Objective 5.1.1.3 – By June, 2011, 100% of all information regarding each academic/academic support unit's mission, vision, values, programs and services will be posted or documented in all appropriate venues, media and/or policy.

We assume this will be a 'paperless' effort and that if paper copies are developed the cost will be minimal.

Strategy 5.1.2 – Formulate (review/revise, if existing) and disseminate descriptions for each job classification housed within each academic/academic support unit.

Objective 5.1.2.1 – By June, 2009, a template and associated directions for formulating the above mentioned information will be disseminated all academic/academic support units.

This activity should be coordinated by the office of the Vice President for Strategy, Planning and Policy.

Objective 5.1.2.2 – By June, 2010, 100% of all academic/academic support units will have submitted the information to the appropriate office.

Objective 5.1.2.3 – By June, 2011, information regarding descriptions for each job classification housed within each academic/academic support unit will be posted or documented in all appropriate venues, media and/or policy.

We assume this will be a 'paperless' effort and that if paper copies are developed the cost will be minimal.

Strategy 5.1.3 – Formulate and disseminate a *Who to Contact* directory organized by FAQs.

Objective 5.1.3.1 – By June, 2011 a *Who to Contact* directory, organized by FAQs will be posted or documented in all appropriate venues, media and/or policy.

We assume this will be handled by Preston Lewis' office by way of a special committee. Distribution to be primarily paperless and any printing costs negligible..

Goal 5.2 – Enhance the staffing of each academic/academic support unit so as to enable each unit to fulfill their stated purpose and functions in a supportive and helpful manner.

Strategy 5.2.1 – Determine the skill sets necessary and specific to each academic/academic support unit. (Conducted in concert with *Strategy 5.1.2* and associated *Objectives*.)

Strategy 5.2.2 – Provide staff training/development that addresses these identified skill sets.

Objective 5.2.2.1 – By June, 2010 a training/development model for faculty and staff housed in academic/academic support units will be formulated for immediate implementation.

Objective 5.2.2.2 – By June, 2011 100% of all faculty and staff housed within each academic/academic support unit will receive appropriate training.

This appears to require more concrete efforts at orientation and training for all categories of employees. We are not sure whether this should come out of HR or who, but it needs a specific home with specific programs. No new costs?

Strategy 5.2.3 – Determine the appropriate staffing model specific to each academic/academic support unit.

Objective 5.2.3.1 – By June, 2010 appropriate KPIs for academic/academic support unit staffing will be formulated.

Objective 5.2.3.2 – By March, 2011 100% of all academic/academic support units will submit budget requests for staffing modifications based on these newly formulated KPIs, job descriptions, unit mission statements, etc.

Units will need guidance and support in the matter. At a minimum, one new staff position per college and more like one for every two departments. The specific number and disposition of these new positions needs to be decided well in advance of the budget request cycle. These would be jobs at the \$35k to \$40k level. This matter needs to be resolved before the budget requests are submitted in Spring 2011 (two years from now).

Objective 5.2.3.3 – By September 2011, 50% of all academic/academic support units will be staffed in a manner that enables them to fulfill their stated purpose and functions in a supportive and helpful manner.

One half the total number of positions from Objective 5.2.3.2 with a multiplier of \$35-\$40 K.

Objective 5.2.3.4 – By September 2012, 100% of all academic/academic support units will be staffed in a manner that enables them to fulfill their stated purpose and functions in a supportive and helpful manner.

One half the total number of positions from Objective 5.2.3.2 with a multiplier of \$35-\$40 K.

Submitted: April 1, 2009

Doyle Carter, Subcommittee Chair

Cathy Johnson, Subcommittee Member

Nolen Mears, Subcommittee Member