Academic Affairs Annual Report: 2014-2015

Nazareth College will prepare all students for life and work; we will support the success of a diversity of students; and we will be known as a community of teacher- and student-scholars who engage with questions, problems and opportunities in local and global communities.

In carrying out this plan, we will achieve excellence if we can demonstrate that our graduates flourish in the world and make it richer by their presence; our faculty are teacher-scholars, supported in both scholarly and pedagogical engagement; our organization is flexible and creative; and Nazareth is an asset to its communities.—Academic Affairs 2020 Strategic Plan

At the midpoint of the Naz 2020 and Academic Affairs strategic plans, we have undertaken what at times seem to be a myriad of changes and innovations. Yet, from this perspective at the end of the 2014-2015 year, the lines of the plan are clear and coherent. Most of these changes have become part of the strong fabric of the institution: the Core, our many new degree programs with a focus on application, our exemplary implementation of experiential learning in all of its forms, our focused understanding and support of student success, our rich opportunities for global learning, and our emerging program to support students' professional development (The Bridge). All of these converge on and mutually reinforce the themes of the AA 2020 vision stated above—that a Naz education enables individuals to live lives of meaning and purpose, that we attend to the needs and aspirations of all students, and that we are a community that values the ability to work across all manner of boundaries and with uncertainty and complexity.

Many of the year's accomplishments are described with reference to the Annual Goals of the institution and/or the Academic Affairs division, below.

But first, here are a few other highlights:

- The 2014 freshman cohort retention rate is around 84%, exceeding the goal of an 83% retention rate. It is a given that everyone on campus contributes to retention; nevertheless, the recommendations of the Retention and Student Success Task Force and the initiatives of the various Student Support Service areas have been key to this success. (The documented benefit of Success Coaching is one example.) The Task Force has recommended that it become a standing advisory group through at least 2020.
- Several efforts demonstrate greater accountability and transparency. By March 2015, all but one academic program had submitted assessment reports for the 2013-2014 academic year. We now present high level students outcomes—postgraduate employment, experiential learning, etc., in graphic form on our web site. In response to the increased demand for data for external audiences and for decision making, the Office of Institutional Research now supports 100 reports on Business objects, it has developed new reports for the Enrollment Management division, and it has created a new predictive model for student success.

- The Young Scholars program will receive thirteen students in its inaugural cohort in Fall 2015. Significant progress was made this year in taking the Young Scholars program from a vision to a reality. Relationships with Medgar Evers, Eagle Academy for Young Men, Urban Assembly Institute, and Syracuse Academy of Science have been strengthened. Funding options have been identified and are being pursued. And a search for an Assistant Director to support this progress is under way.
- Occupational Therapy received initial accreditation for seven years, and Speech language Pathology received reaccreditation for seven years.
- The faculty approved a representative senate governance model, which will be implemented in the 2016-2017 academic year.
- Four students received Fulbright fellowships.
- James Douthit was appointed Associate Vice President for Academic Affairs, with responsibility for integrating the work of the Core, Career Development, Internships, Experiential learning, and Learning Outcomes Assessment.

Academic Affairs contributed to nine of the thirteen institutional annual goals for 2014-15:

Institutional Annual Goal #1: Develop a strategic plan for <u>talent management</u> that includes:
- *building a more cohesive culture around employees;*
- ***addressing faculty and staff work load issues;***

In Fall 2014 a Task Force was formed jointly by the VPAA and FEC to recommend ways for Nazareth faculty to continue to be effective and efficient in creating a learning community for our students, by examining both the structure of faculty work and the ways in which we support faculty in their responsibilities. The Task Force examined issues raised by Nazareth Faculty, and national best practices and innovations, and it was guided by the Nazareth Mission, the 2020 Strategic Plan, and "A Sustainable Financial Model: Affordability and Access." The Task Force completed a preliminary report and recommendations at the end of the Spring 2015 semester; it is currently considering additional innovative models to align faculty workload with the college's aspirations, and it will continue its work in the Fall.

- *clarifying technology skill requirements for positions;*
- *further developing role(s) of administrative directors;*
- *developing an employee recognition program;*
- ***developing internal staff for advancement and leadership.***

Academic Affairs has continued the practice of engaging administrative staff and department chairs in leadership and professional development opportunities. New department chairs routinely participate in national chair workshops, and in 2014-2015, staff and faculty will have attended professional development programs sponsored by such higher education organizations as the Harvard Graduate School of Education, HERS, NAFSA, NCURA, and AAC&U.

Naz 2020 Goal: Human, Physical, Virtual, and Financial Resources

Institutional Annual Goal #2: Determine and implement actions and programs that <u>promote diversity and inclusion</u> and include:

- *initiating an internal dialogue to determine the Nazareth College definition of "diversity;"*
- *promoting internal acceptance of diversity and inclusion as a core principle of the institution;*
- **hiring, mentoring and supporting employees from under-represented populations.**

This year the VPAA met individually with the chairs of all search committees for full time faculty positions to discuss strategies for developing diverse applicant pools, resulting in greater diversity among the finalists in searches. Of twelve faculty hired, 2, or about 16% are minority or international. We also made progress in the diversity of new administrative staff persons.

> *Naz 2020 Goal: Distinctive Academic Programs*

> *Naz 2020 Goal: Student Growth and Development*

> *Naz 2020 Goal: Human, Physical, Virtual, and Financial Resources*

Institutional Annual Goal #3: Develop a strategic plan regarding <u>non-traditional (graduate and adult) students</u> that includes:

At the time that this goal was established last summer, we intended to explore the feasibility of dedicating an office to the recruitment and support of adult students. Subsequently, after reviewing the results of a market study conducted by the School of Management, The VPAA, VPEM, and President concluded that there is likely NOT a significant adult market for undergraduate programs. (One exception may be the RN to BS program in Nursing.) We did agree that our significant adult market is in graduate study, and that our focus should be on marketing these programs, and providing access and service to these students. Academic Affairs, in some cases in collaboration with Enrollment Management and Marketing, has made some progress in these areas—enumerated below. However, we have not developed a strategic plan for graduate programs and programming; this is a goal that must be moved forward to 2015-16.

- ***access;***

The offering of the MSW program in Watertown and Auburn, with a site in Corning in the works, provides access through a combination of satellite sites and online instruction. The Chair of Nursing in collaboration with the VPEM is developing an RN to BS track that will be offered on weekends and via online instruction. In the School of Management, thirteen graduate courses were offered as hybrid or fully online in FY 15, and this number will increase in FY16.

- ***marketing and recruiting;***

For the graduate programs in the School of Management, a communications strategy was developed in collaboration with the Marketing and Enrollment offices and Butler/Till Media. This plan will be implemented in mid-June, 2015.

- ***curricular and co-curricular programs;***

Two new graduate program options were approved in 2014-15: the accelerated BS/MS in Speech Pathology, and the MM in Piano Performance and Pedagogy.

- ***services.***

Naz 2020 Goal: Distinctive Academic Programs

Naz 2020 Goal: Student Growth and Development

Naz 2020 Goal: Enrollment

Institutional Goal #4: Update plans for <u>academic programming and delivery</u> that include:
- ***program mix;***

The plan for program development has been updated. In the past eight years, we have developed and gained approval for 30 new degree programs, graduate and undergraduate. (this past year, the following programs were approved: BA/BS in Public health, five-year BS/MS in Speech-Language Pathology, BS Biomedical Sciences, MM in Music Performance and Pedagogy.) While this seems a large number of programs, in almost all cases these new programs support strategic directions: growth in health and Human Services, applied programs in the liberal arts and sciences, expanded graduate offerings in the School of Management, and a TESOL program for international students in the School of Education. These program initiatives were identified by an ongoing planning process involving the Deans, the VPAA, the VPEM, and the President. The current plan anticipates that in the next five years we will build programmatically on our interdisciplinary strengths in communications, media, design, and marketing, explore graduate options in Nursing, and focus on concentrations or minors in such areas as care coordination and applied mathematics, among other possibilities.

The VPAA and the Curriculum Committee have agreed that at the beginning of each academic year the VPAA will brief the Committee on anticipated program development, and at the end of each year prepare a report on new programs with respect to achieving their stated enrollment targets.

- ***online courses;***

The plan for the development of online capacity, courses, and programs has not been updated formally, although there is consensus among senior staff that, now that we have established an infrastructure for online course delivery, we should be systematic in providing access to some of our graduate programs using hybrid and fully online delivery. Currently the MS in HRM and the MS in HRD are available fully on line. We are in the process of hiring a Coordinator of Instructional Technology, who will support the planning process for further development of our online infrastructure and offerings. A Task Force on Teaching and Learning Technology has been formed.

- ***courses at other sites;***

As noted above, the offering of the MSW program in Watertown and Auburn, with a site in Corning in the planning stage, provides access through a combination of satellite sites and online instruction.
- *increasing partnerships with key companies and organizations;*
- *exploring options for the academic calendar, including January inter-session and "Maymester."*

Naz 2020 Goal: Distinctive Academic Programs

Naz 2020 Goal: Enrollment

Naz 2020 Goal: Human, Physical, Virtual, and Financial Resources

Institutional Goal #5: Develop a strategic plan for increasing participation in <u>global experiences</u> that includes:

As Task Force on Global Learning met throughout the spring semester to develop a five-year plan for global learning at Naz, taking into account our current resources and assets, and future needs. By the end of the semester, the Task Force drafted all elements of a strategic plan for global learning: a definition of global learning at Naz, an articulation of learning outcomes associated with global learning and a map connecting these learning outcomes to the core and other curricular elements. They also articulated elements that will be fundamental to global experiences, including a standard orientation, experiential learning, and reflection. For next steps, the Task Force has established four working groups (with expanded membership beyond the task force) to develop implementation tactics: a core inventory subgroup charged with reexamining the global component of PEQ courses; an academic content subgroup that will enhance global content in academic programs across campus; a logistics subgroup that will clarify strategies to increase participation in study abroad; and a subgroup that will review and implement the Global Scholar designation. The goal of this work is to increase participation in study abroad to 25% of all students in five years and 50% in ten years.

After the change in leadership in the Center for International Education, we conducted an external evaluation of the American Language Institute and are developing plans for future recruitment and instruction.

- ***coordinating, articulating and building upon existing strengths to make students' experiences more powerful;***

The Task Force intentionally built upon Nazareth's articulation of Experiential Learning, and it believes that its model will be consistent with the career development model currently under way.

- ***establishing a global leadership program;***

The Task Force met with Linda Sharkey, alumna and author of a book on global leadership, and it has modelled the fundamental elements of global experience at Naz on her work.

- ***determining how to effectively market, articulate, allocate resources, and conduct assessment.***

These will be determined by the subgroups in 2015-16. The VPEM is a member of the Task Force, and the ground work for assessment has been established in the articulation of learning outcomes and rates of participation.

> *Naz 2020 Goal: Distinctive Academic Programs*
> *Naz 2020 Goal: Student Growth and Development*

Institutional Goal #6: Implement a new approach to <u>career preparation</u> across the College.

We are excited that the development of a model for career development, which began year before last within Academic Affairs and this year has expanded to include staff from across Academic Affairs as well as Student Development, Enrollment Management, Alumni Affairs and Marketing, is near completion. Following weekly meetings with a working group, numerous presentations to groups of campus constituents, and an all campus retreat, the group will now prepare a strategic plan for the

implementation of the model for the August, 2015 meeting of the Board of Directors. The plan calls upon programs, offices, services, and the curriculum of the college to align their efforts around this set of objectives in meaningful and coordinated fashion will allow for the collection of data and the continual assessment of these objectives.

Although a comprehensive approach and structure for career development are still in the planning stage, I note that there several initiatives already undertaken to strengthen our students' career preparation.

- During this year, Career Services contacted each individual department for a survey of their current career practices, and will begin a plan to reach each department to better understand the collaboration that will be possible to advance the model. Initial conversations on this work have already led to some developments in the areas of ACS/FYS course content and internship resources. In addition, 196 students participated in a Career Fair held on campus, and Career Services staff participated in ACS and provided training for ACS faculty.
- The School of Management finalized the REACH initiative (which embeds career development in the major curriculum), with clear student learning outcomes and a refined implementation plan.
- Overall participation in the Professional Internship Program in 2014-15 increased by 19%, with a total of 228 internships.

Naz 2020 Goal: Distinctive Academic Programs

Naz 2020 Goal: Student Growth and Development

Institutional Goal #8: Considering the Nazareth definition and outcomes of student success, each administrative unit will identify a 2014-2015 unit level goal that supports a <u>culture of student success</u>, and establish a plan for assessing that goal.

With the exception of two units that were undergoing leadership change or reorganization, academic affairs directors established 2014-15 annual goals relating to support student success and reported their progress on those goals. For 2015-16, we plan to strengthen this process by specifying that the student success goals should represent a plan for improvement or change within the individual unit.

I also note that the Assistant VP for Student Support Services provided leadership for this college-wide initiative. In addition, each unit within his area included in their 2014-15 annual report a summary of assessment results for their student success goal. SSS as a unit has developed a vision statement focusing on advancing a culture of student success and participated in the EHE assessment process which identified long term areas of focus to promote student success.

Naz 2020 Goal: Distinctive Academic Programs
Naz 2020 Goal: Student Growth and Development

Naz 2020 Goal: Human, Physical, Virtual, and Financial Resources

Naz 2020 Goal: Enrollment
Naz 2020 Goal: Marketing

Institutional Annual Goal #9: Achieve <u>enrollment</u> goals:
- ***500 new first time undergraduate students for fall 2015;***

Recognizing that achieving enrollment goals is accomplished by all sectors of the college, I note that around 110 of the incoming fall 2015 freshman class are enrolled in the new degree programs that were developed over the past eight years to attract new populations of students.
- *150 new transfer students for fall 2015;*
- *15 new veteran students for spring 2015, and 40 new veteran students for fall 2015;*
- ***20% increase in new graduate students for fall 2015;***

Even though grad enrollments for Fall 2015 are still in process, it is clear that the following new programs are important to sustaining graduate enrollments: International TESOL, HESAA, MSHRD, MS Marketing and Communication, MS in OT, and the MSW satellite sites.
- *increase geographic, gender, and diversity representation in new students entering fall 2015;*
- *20 new international students for fall 2015;*
- *establish two new corporate/non-profit partnerships that each produce at least 5 new students for fall 2015;*
- *organize, operationalize and create new articulation agreements to enhance our transfer student initiatives.*

Naz 2020 Goal: Enrollment

Academic Affairs Annual Goals: 2014-2015

1. *Identify 2014-2015 unit level goals and assessments that support a culture of student success.*

Done. See Institutional goal #8 above.

2. *Review faculty roles and workload with reference to the Strategic Plan, and make recommendations to position the college to serve students in the coming five to ten years.*

Incomplete but significant progress was made. See Institutional goal #8 above.

3. *Review current faculty development efforts, identify gaps, and prepare a coordinated faculty development program.*

Incomplete. Under the leadership of the AVPAA, planning for a coordinated faculty development program is under way. Fall 2014 Faculty Assembly faculty input on faculty development needs, and the AVPAA is working with the Faculty Development Committee to organize a subsequent Assembly Day program on this topic. He has also organized faculty participation in IDEA webinars, and plans are under way for a professional development program for chairs.

Student Support Services offered a variety of faculty development programs. Exemplary is the Master Advisor program offered by Academic Advisement, in which twenty-five faculty and staff advisors participated.

4. *Articulate the distinctiveness of global learning at Nazareth and recommend how to strengthen student involvement and outcomes in international experiences.*

Incomplete but significant progress has been made. See Institutional goal #5 above.

5. *Develop a plan for hiring and mentoring a diverse faculty.*

Incomplete. See Institutional goal #2 above. While the hiring process has been strengthened there is more work to be done, in both the support for search committees and in mentoring faculty and staff of color.

6. *Finalize current priorities for new program development (including delivery mode).*

Done. See Institutional goal #4 above.

7. *Prepare (in consultation with other VPs) a detailed plan for future of graduate studies, including new program development, marketing and support for graduate programs.*

Not done. See Institutional goal #3 above.

8. *Continue incorporation of career preparation into academic affairs, academic programming, and academic programs.*

Incomplete but significant progress has been made. See Institutional goal #6 above.

Academic Affairs Goals, 2015-2016

I. Divisional Goals

1. Identify 2015-2016 unit level goals for improvement that support student success.

2. Complete the Middle States Self Study with ongoing community input, and host the MSCHE site visit.

3. Form a consortium of interested faculty to identify barriers to interdisciplinary and integrative collaboration among programs, faculty, and students, and propose ways to strengthen support (structures and resources) for integrative and interdisciplinary work.

4. Draft a plan for serving graduate students, addressing (1) program development, (2) access and alternative modes of delivery, (3) marketing of graduate programs, and (4) support for graduate students.

5. Develop plan for the support and development of faculty and staff. Conduct training for department chairs; continue collaboration with Faculty Development Committee.

6. Implement strategies for hiring and mentoring a diverse faculty and staff.

7. Involve faculty and staff in the continuing development of the Young Scholars Program.

8. Develop a plan for advancing technology supported instruction and online learning

II. Work continuing from 2014-2015

Continuation from 2014-2015: Finalize and begin implementation of plan for The Bridge (career and professional development, involving faculty and staff across the Academic Affairs Division). (*AVP, AVPSS, Deans)*

Continuation from 2014-2015: Reach consensus, among faculty and administration, on the recommendations of the Task Force on Faculty Responsibilities and Support to structure faculty work to support student learning and success. *(FEC, VPAA, AVP, President)*

Continuation from 2014-2015: Implement recommendations of the Task force on Global Learning to strengthen student involvement and outcomes in international/global experiences. *(VPAA, VPEM, Others)*