Academic Affairs
2017-18 Goals

The Academic Affairs unit is pleased to present these goals for 2017-18. With the exception of numbers 7 and 8 they are intentionally written without reference to a specific type of student because it is our firm conviction that they pertain to ALL students. These goals are presented as important steps toward improving the academic and personal experience for both our graduate and undergraduate populations, as well as our faculty and staff. Further, essential functions such as program and curriculum development, program management, and assessment are conspicuously absent, and there too, intentionally so. While certainly important, the named activities are consistent and daily aspects of our jobs as administrators, faculty, and staff, and are the foundation on which we should be working. Examining the strengths and weaknesses, opportunities and potentials of our programs or future programs is not an annual goal but a fundamental aspect of our work and hence something we all share each day. The goals identified below, rather, guide us to broad and strategic efforts to achieve the overall mission of the college. For 2017-18 we will:

1. Develop and implement the first stages of an integrated student experience
   This goal combines the entirety of Academic Affairs and Student Development in the effort to enhance student engagement, create pathways for personalizing and integrating learning, increase the sense of belonging that students feel on campus, and create a distinctive and recognizable "Nazareth experience." It entails:
   - Developing interdisciplinary efforts in teaching and research
   - Integrating and supporting experiential learning, including student research, study abroad, internships, work experiences, and civic engagement.
   - Linking Academic Affairs and Student Development efforts

2. Develop and extend the Center for Life's Work
   The first year of the CFLW was extremely successful both in its impact on students and its value as a differentiator in higher education. The task now is to more fully integrate the CFLW into majors and create connections and collaboration with faculty and academic advisors. The purpose of this collaboration is to ensure that we keep our focus not simply on getting a job, but on developing a successful career trajectory and moving students toward thinking about their academic career as something intimately related to their life's work, both formal and informal. Tasks:
   - Developing intentional scaffolding system for student's four years
   - Expand its reach to and contact with students
   - Assume oversight of and training for student employment on campus

3. Create processes for assessing and altering faculty workload
   This work is already in progress and includes:
   - Creating stipend categorizations for chairs and program directors
   - Creating a system for assessing and allotting reassigned time

- Developing plans for a teaching load transition

4. Support diversity and inclusion initiatives
   Consistent with the work of the Ad Hoc Committee on Diversity and Inclusion, and the community's clear commitment to diversity and inclusion as a central goal for Nazareth, we will:
   - Identify programming for Fall Semester in collaboration with ODI
   - Collaborate with VPDI in 2018
   - Develop plans to integrate diversity and inclusion more fully into the curriculum
   - Build the internationalization/global citizenship concept on campus

5. Support professional development
   This will be an essential part of Academic Affairs going forward, and we have several critical aspirations to achieve next year, including:
   - Reorganizing and extending department chairs training
   - Working with the Faculty Development Committee to support scholarship, including pedagogical research, creative works, and public engagement
   - Supporting teaching development and innovation
   - Providing opportunities for staff development and training
   - Implementing a Faculty Scholarship Celebration, Teaching Award, and biannual newsletter highlighting staff and faculty activities.
   - Providing staff and faculty means to engage with and develop expertise in internationalization efforts.

6. Develop a comprehensive plan to guide digital learning/initiatives
   There is a great deal of interest in digital learning among faculty and staff, and there are many initiatives ongoing. Our weakness in this area is that we have not engaged in strategic thinking about what we want to do and why, but instead have pursued prospects as they arose. That approach is positive and reflects the creativity and risk-taking that defines our faculty and staff, but we also need to ensure that we are developing coherent opportunities that ensure access and preparation as appropriate and serve our ultimate goals. Enhancing teaching and learning is certainly one goal, but digital learning also opens wider potential for improving engagement, allowing personalized learning, and aiding retention. Developing a plan that defines where we want to go and how to get there will guide faculty and staff on both opportunities and parameters and allow support services such as IT to plan more effectively.

7. Re-examine and adapt the Core
   The Core has now graduated its first full class and this provides us an exciting opportunity to examine its strengths and weaknesses. In addition, in light of Goal 3 and the effort to alter the teaching load, the Core will likely need to become more flexible. In working toward that end we should also ensure that it becomes more valued by students and faculty and relates closely to Goals 1 and 4. This effort will therefore entail several specific tasks over the year, including:

- Working to make the PEQ level more uncommon
- **Evaluating the impact of the credit-hour requirement in the Core within the context of faculty workload and student experience goals.**
- Developing more effective ways of delivering the IS component
- Pilotinging revised capstones that incorporate major-specific and institutional goals.

8. Improve support for and integration of graduate programs
   This goal encompasses a number of efforts, from focus on substantive aspects of programming to critical logistical aspects such as access to campus services. Sub-goals include:
   - Developing the cohort of graduate faculty as a cohort
   - Ensuring graduate student access to academic support services, such as the Writing Center and Counseling Center
   - Ensuring adequate facility support, such as access to food in the summer
   - Linking graduate student experiences in Goal 1

9. Work with Marketing and Admissions
   This goal focuses on both building our capacity to achieve success in all the above goals, as well as our ability to attract students and provide them with extraordinary opportunities. Telling our story effectively to the community and to prospective students is critical, as is our ability to connect with alumni and enlist them in the effort to lift the student experience from great to extraordinary. To achieve this, we will work closely with the above named offices to:
   - Make connections with alumni and develop more pathways for putting current students and alumni together
   - Define programs of interest to prospective students
   - Identify funding needs for specific student activities
   - Use online mechanisms to enhance student engagement from point of deposit to Commencement