

Academic Affairs Annual Report
Status Update—Goals for AY2019
May 2019

Report on Progress Toward 2018-19 Institutional Goals

1. Advance Academic Programs—see #5 below
2. Graduate Education Strategic Plan—see #6 below
3. Diversity and Inclusion—see #8 below
4. Advance the Student Experience—see #1 and 2 below
5. Open the Golisano Athletic Training Center
6. Enhance Institutional Effectiveness
 - Revised plan for administrative assessment
 - Supported training for IR office to develop staff member to specialize in assessment
 - Initiated collaboration between Faculty Assessment Coordinator and IR Director to develop overall institutional effectiveness plan
 - Initiated process to create Administrative Assessment committee
 - Established timetable to begin assessment of first staff offices in Summer 2019
 - Collaborated with HR to provide leadership training for 25 faculty and staff
7. Enrollment
 - Provided support/data for Enrollment Management
 - Conducted analysis of Excelsior Program impact
 - Conducted analysis of expanded campus residency model

Report on Progress Toward 2018-19 Academic Affairs Goals

1. Improve Student Retention and Success (Institutional goal #4)

- Completed Finish in Four planning and began implementation for August 2019
 - Invitations sent to 64 students
- Initiated the interdivisional working group with Student Support Services, Student Experience, CFLW, CIE, and C&B to enhance interdivisional collaboration, professional development, and establish collective, prioritized goals for 2019-20 that support an enhanced student experience
- Finalized plans for the Maker Space—renovations began May 2019—with opening set for Fall 2019
- Developed plans for an experiential learning lab to be connected with ACS 101 with a pilot focusing on service learning; to be run in 19FA.
- Created ACS 200 Advanced Academic Strategies, which earned very positive views in student evaluations. Students who registered for the first course offering in 19SP had an average term GPA increase of 0.60 over the previous semester. A full-term and a late starting section will be offered in 19FA.
- Created ACS 090 for transfer students to support their transition to Nazareth. Six sections to be offered in 19FA for incoming transfer students.
- Created linked ACS and FYS sections to enable interdisciplinary teaching
- Worked with residential life staff to design and implement formal Starfish flag management processes and protocols, marking a significant extension of the integrated student support network.
- Extended capacity to support students and flag those with difficulties through purchase of Starfish Connect addition to existing Starfish license
- Centralized the withdrawal process in the Center for Student Success, resulting in 57 student exit surveys and 24 student exit interviews. Data from the surveys and interviews to be analyzed this summer.
- Developed plans for offering Supplemental Instruction in Biology and Chemistry in 19FA to support success rates in these traditionally challenging courses.
- Increased participation in academic success coaching in the Center for Student Success by 114%, increasing from 492 meetings with a Success Coach in AY 17-18 to 1,053 meetings with a Coach in AY 18-19.
- Brought the Teaching Innovation and Integration Lab (TIIL) into the operating budget and initiated conversation on TIIL as a pathway for assisting in building diversity in the curriculum
- Developed and expanded programming to support integrative learning through pilot Living Learning Community with Honors/Young Scholars
- Expanded Honors Program and developed framework for research, engagement, and global pathways, to be implemented in Fall 2019
- Ran CIRP survey for freshman; developed plan for deans to work with chairs to use data to inform decisions
- Hired new director of Office of Sponsored Programs and Faculty Research with focus on expanding opportunities for and types of student research
- Tabled effort to develop signature experiences by class year due to personnel changes.

2. Reinforce and Promote Experiential Learning/Center for Life's Work (Institutional goals #1 and 4)

- CFLW collaborated with IR to create a planning map of all experiential learning engagement points. The initiative was selected as a finalist in the 2019 Career Leadership Collective Innovation Showcase.
- Created Life's Work Partner series to provide training for faculty and staff on integrating career and experiential concepts in courses and other programming
 - 4 session topics offered, 72 faculty and staff attended
 - Did additional outreach to faculty on community engagement
- Signed agreements with four new providers for international summer internships
- Promoted awareness of NACU study away options
 - One student studying at Hampton in Spring 2019
 - Three students planning to apply in Spring 2020 (two to Belmont, one to Hampton)
- Developed framework for supporting social innovation concept from Assembly Day
- Finalized Experiential Record, which allows evaluation and assessment of all experiential learning activities at College, across all units
- Doubled number of students on study abroad opportunities and increased number of new faculty participants and new locations for short-term study abroad
- Appointed new Service Learning Director and revitalized activity of that office and the support to the Service Learning Scholars
- Implemented pilot of "lite" Living Learning Community with Honors Program/Young Scholars
- Changed name of Office of Sponsored Programs and Faculty Research to Office for Research, Scholarship, and Innovation and revamped and expanded focus of the office to serve faculty and students more effectively
- Opened additional research opportunities for students and increased number of students applying to research pathway for SPARK
- Increased support for graduate students to attend conferences and professional development experiences.
- Received Chevron Award for Innovation through NACE for the SPARK grant

3. Finalize workload redistribution (Institutional Goal #1)

- All units and departments completed plans for a workload transition (plans complete in April, 2019).
- Plan assessment, institutional impact and revision of some aspects pending for Summer/Fall 2019
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4. Support Professional Development and Evaluation (Institutional Goals #1 and 6)

- Finalized new faculty self-evaluation tool and launched use in Spring 2019
- Finalized new student course evaluation platform to replace IDEA and completed adoption in Fall 2018
 - Working with IR office to track results/evidence of bias and revise tool as needed
- Revamped new faculty orientation with expanded modules dedicated to relevant units around campus including IT, Office of Sponsored Programs, Teaching and Learning Technologies and others
- Collaborated with Human Resources to sponsor a Collaborative Leadership Development workshop for individuals across campus chosen via a competitive process
- Provided one-on-one coaching for people stepping into new administrative roles as well as targeted individuals with high potential for leadership development
- Developed initial plan for ongoing development for department chairs; plan to be expanded in 2019-20

- Integrated Faculty Development Committee into process for awarding sabbaticals and course reassignments.
- Hosted National Society for Experiential Education's (NSEE) Experiential Education Academy at Nazareth for a day of training for 32 faculty and staff members on 10/15/18.

5. Develop Academic Programs as Part of Continuing Innovation (Institutional Goal # 1)

- Initiated planning and development of Artificial Intelligence institute and majors
 - Completed concept, defined core courses, and initiated planning of major tracks
 - Developed initial fundraising focus
 - Engaged broad community conversation in Spring 2019
- Revamped School of Management with new focus as School of Business and Leadership
 - Defined focus on marketing, finance, and accounting
 - Built new graduate programs with flexible delivery methods
 - Increased outreach to local business community
- Developed new TESOL and Adolescent Masters program in School of Education
 - Makes Nazareth a leader in addressing new NYS requirements
 - enables international partnerships
- Negotiated separation from Social Work Collaborative and built strong independent program
- Developed framework for Masters in Public Health
- Initiated survey on competitive landscape of Physical Therapy programs through Hanover Research to ensure continued success of our program
- Initiated focus on collaborative teaching and integrated learning
- Initiated process of defining Visual and Performing Arts within CAS
- Initiated development of interdisciplinary environmental program within CAS
- Finalized proposal for Konar Center on Jewish Studies and initiated search for Executive Director
- Began conversations on possible 4 + 1 programs in CAS

6. Strengthen and Improve Integration of Graduate Studies (Institutional Goal # 2)

- Undertook benchmarking survey on trends in enrollment, course delivery, and program attraction
- Completed report on market demand and potential for online programming
- Improved flexibility of delivery methods and prepared to conduct audit of all delivery methods in 2019-20
- Strengthened matriculation pathway from ELI by enhancing student engagement opportunities, including academic advising and student-faculty/staff interaction
- Increased graduate student awareness and use of Center for Life's Work (graduate student appointments up by 31% in 2018-19).
- Initiated graduate students signature events
 - Graduate Appreciation Week
 - Integrated graduate orientation

7. Develop Digital Learning Capacities and Expertise (Institutional Goals # 1 and 4)

- Teaching and Learning Technologies collaborated on effort to redesign ACS course and provide more technological interaction
- Continued outreach to faculty on use of digital technology in the classroom
- Created advanced course (Beyond Essentials Workshop) to advance digital pedagogy skills
- Established TIIL Digital Learning Fellowship
- Established online learning peer mentor to assist faculty develop and deliver online and hybrid courses
- Developed a master-level online course design for SBL's new programs

- Collaborated with Center for Student Success to integrate student success technologies, such as Starfish, into course work to improve retention and success.
- Implemented electronic portfolio (Via) across divisions

8. Support Diversity and Inclusion Initiatives (Institutional Goal #3)

- Consolidated diversity-focused approaches within hiring committees
- Collaborated with C&B to improve retention of diverse faculty and staff
 - Incorporated diversity focused professional development in new faculty/staff orientations
 - Held first Faculty of Color Networking Social
- Worked with selected AA departments to define potential for postdoc opportunity hires
- Provided support to C&B for:
 - Completion of dashboard and metrics
 - Completion of new D&I factbook
 - Completion and dissemination of campus climate survey
- Restructured Campus Accessibility Committee under AA leadership
- Agreed to co-host (with St. John Fisher) and planned National Association for African-American Studies and Affiliates annual conference, to be held at Nazareth in October 2019
- Initiated conversation with TIIL regarding incorporating diversity as aspect of pedagogical method
- Initiated conversation within Core Committee on how to incorporate diversity within Core
- Supported D&I efforts for faculty, including speakers, common reads, and professional development
- Created faculty task force to address means of integrating diversity in the curriculum—work to begin in Fall 2019
- Conducted room capacity audit to assess capacity and adjust seating to improve accessibility

9. Build Global Initiatives (Institutional Goals # 3 and 4)

- Strengthened matriculation pathway from ELI into targeted graduate programs
 - Increased points of contact between Admissions, students, and faculty
 - Coordinated message between faculty and Admissions
- Increased number of faculty and staff engaged in short-term programming
 - Added 15 completely new participants
 - Added 5 new geographic locations
- Increased participation rate of students in study abroad (now double rate of four years ago)
- Initiated efforts to increase minority participation for 2019-20 through collaboration with C&B
- Laid groundwork with C&B for building international speaker presence on campus
- Collaborated with Student Experience to create substantive global experience in Residence Life

10. Analyze Summer Term (Institutional Goal #4)

- Identified areas of potential growth and challenge
- Identified areas of inconsistency regarding current experiential activities in summer
- Identified possible value of summer for building student engagement/activity
- Increased number of summer research and intern students for Summer 2019

