

ACADEMIC AFFAIRS ANNUAL REPORT 2015-2016

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The Academic Affairs Annual Report, 2015-16, includes four parts: (1) a Summary of Major Accomplishments in Academic Affairs, (2) a more detailed report on progress on 2015-16 Institutional Goals, (3) a report on progress on 2015-16 Academic Affairs Goals, and (4) proposed divisional goals for 2016-17. This has been a year of teamwork--within the division, across divisions, and between governance and administration--with remarkable results.

(1) Summary of Major Accomplishments

Middle States. Faculty and staff in Academic Affairs led the very productive institution-wide Middle State reaccreditation process. The institutional self-study showed that, in the past ten years Nazareth has undergone considerable change, and it has responded to evolving circumstances through planning processes defined by the college's mission and our shared priorities. It documented that Nazareth integrates learning across multiple domains and engages students in local and global communities. It showed that we seek to support the success of all of our students. It documented that the College's finances are stable and adequate to support its mission. The Evaluation Team made only nonbinding recommendations to the college, largely confirming the "next steps" that had been identified in our self-study process. The Middle States Commission recently acted on the team's findings: "To reaffirm accreditation and to commend the institution on the quality of the self-study process and report."

Faculty Accomplishments. The professional (creative, research, and scholarly) accomplishments of individual faculty are posted on the Academic Affairs web site. They can be seen via this link:

https://www2.naz.edu/files/9814/6729/7700/Faculty_Accomplishments_2016.pdf

Center for Life's Work. Fulfilling the overarching goal of the Academic Affairs Strategic Plan (2014) to "prepare all students for life and work," implementation of Phase 1 of The Bridge within the Center for Life's Work has begun. This is the culmination--under the leadership of the Associate Vice President for Academic Affairs and with the collaboration of staff across the college--of a process that began with the inclusion of Career Services within Academic Affairs in 2013-14, and the initial efforts led by the then Director of the Core to align career development with the developmental framework of the core curriculum. With this alignment, the Center for Life's Work and its programs will be a rich resource for our students. See a more detailed description of progress to date, in (2) below.

Student Success/Retention. Efforts across the institution, led by the Associate Vice President for Student Support Services, have led to strong retention outcomes: Frosh to Soph: 87.3%; HEOP: 87%; Excel and YS: 100%. Of some concern is the first-time transfer retention rate of 76.5% (*Updated data will be available after June 6.*) Within Academic Affairs, several units undertook initiatives to support student success; see discussion of Student Success in (2), below.

Global Learning. The Global Learning Task Force has developed a vision for global learning at Nazareth. It has also articulated student learning outcomes at basic, intermediate and advanced levels. These SLOs are aligned with the SLOs of the Experiential Learning component of the Core. The recommendations of the Task Force will be presented to the Senate in the fall. The plan to expand enrollments in the English Language Institute and to support international students at Nazareth occupied much of the focus and energy of the Center for International Education this past year. As a result of hiring a Director for the English Language Institute and Pacific Rim Initiatives and extensive recruiting in China, enrollments in ELI will be the largest ever: 75 in the summer, and an anticipated 50 in the 16-17 academic year. See more details in (2) below.

Program Development to Serve New Populations. New program initiatives in academic departments across the college aim to reach new audiences and bolster enrollments: an initiative to increase the number of teachers certified in Early Childhood, a revitalized (with new delivery modes) RN to BS program, the five-year BS/MS program in

Communication Sciences and Disorders, an MOU with the Rochester Chapter of the National Human Resource Association (NHRA) to provide limited scholarship support to NHRA members admitted to the MS HRD and MS HRM graduate programs, new Music programs in Composition and Pedagogy and Performance, a certificate program in Horticultural Therapy, an International Inclusive Early Childhood Education Program, and a Master of Science in Global Business.

New Deans. The appointment of three new deans in the past year has brought both an opportunity to build on past accomplishments and a new vitality to the division. In the Fall the agenda of the VPAA Council was structured to orient the new deans to the institution and ongoing initiatives. The agenda included individual conversations with each of the vice presidents, introduction to the various units in Academic Affairs, an overview of institutional data , and discussion of the processes for hiring and evaluating faculty.

Grants. OSPFR has been involved in ten submissions requesting 3.9 million. This reflects a decrease in the number of submissions, although faculty members have submitted for individual fellowships which do not require OSPFR services, and are thus not counted. Of the ten submissions, five were funded, two were not awarded and three are still pending review. Including prior year submissions, the College received eight new awards in FY16 totaling almost 2.5 million.

Library System. Working in conjunction with St. John Fisher College's library staff, Wilmot Library staff developed specifications for a replacement for our integrated library system, Innovative Interfaces. After careful consideration and two vendor demonstrations, Alma from ExLibris was selected. Negotiations with the company produced substantial pricing concessions if both colleges purchase the system at the same time.

(2) Academic Affairs Progress on Institutional Goals 2015-2016

Distinctiveness:

Finalize and begin implementation of the plan regarding career and professional development.

The implementation of Phase 1 of The Bridge is under way:

- The strategic plan for The Bridge was presented to and endorsed by the Board of Trustees.
- A faculty advisory committee provided input to the plan, resulting in the designation of the unit as the Center for Life's Work and the alignment of The Bridge plan with key elements of the curriculum.
- The Bridge plan was presented as part of the recruitment of incoming undergraduates.
- Currently, searches are under way to hire the Director of the Center for Life's Work and the Career Coaches.

Global Learning:

The Global Learning Task Force has developed a vision for global learning at Nazareth. It has also articulated student learning outcomes at basic, intermediate and advanced levels. These SLOs are aligned with the SLOs of the Experiential Learning component of the Core. **We have begun implementation of most of the recommendations of the Task Force:**

- "In five years, 25% of Nazareth students will study abroad or participate in global learning experiences off campus. In ten years, 50%." Almost all academic departments now have a study abroad "advocate," and Strategic Initiative funds have been allocated for a two-year pilot to defray the cost to students for study abroad.
- "Fundamental elements of Nazareth global learning experiences": The Task Force recommends that there be a standard advance preparation and concluding reflection for every student who studies abroad in a Naz

program. Plans to consider Linda Sharkey's global leadership training as a model for this have been postponed because she was unable, for personal reasons, to come to campus as planned.

- The Director of the Core and the Core Curriculum Committee are conducting an inventory of global learning in the Core to ensure that global learning outcomes are addressed in the Core or, perhaps, degree programs.

The development of a plan to expand enrollments in the English Language Institute and to support international students at Nazareth and fully integrate them into the campus community occupied much of the focus and energy of the Center for International Education. As a result of hiring a Director for the English Language Institute and Pacific Rim Initiatives and extensive recruiting in China, enrollments in ELI will be the largest ever: 75 in the summer, and an anticipated 50 in the 16-17 academic year. Pat Genthner in the President's office has led a process, with the cooperation of staff from the divisions of academic affairs, student development, finance and administration, and enrollment management to adapt campus programs and processes to serve this growing student population.

Two recent new program initiatives aim to meet the needs of international graduate students: an International Inclusive Early Childhood Education Program and a Master of Science in Global Business.

Graduate Education:

Develop a strategic plan regarding graduate students that addresses access, marketing and recruiting, curricular and co-curricular programs, and services.

The Graduate Issues Committee has drafted the outline for a plan for Graduate Studies. In response to graduate student issues that arose mid-year, the Grad Issues Committee also devoted a significant amount of time to the review of all graduate program policies, with an eye to consistency across the college.

In the meantime, faculty and staff, in many cases in collaboration with staff from other divisions, have begun to develop strategies relating to all of these issues, albeit in a decentralized fashion.

- Enrollment Management and Marketing are working with the School of Education leadership team to refine the messaging for our graduate education programs and to determine the relevance of our programs to the current market.
- The Dean of Health and Human Services has prepared a proposal to engage a consultant to do a market analysis for potential new graduate programs in HHS.
- As noted above, the Schools of Management and Education have developed graduate programs aimed at international students.
- In discussion with Enrollment Management, the School of Management determined that graduate program enrollments can be enhanced through targeted agreements with local organizations. An exclusive Memorandum of Understanding was established with the Rochester Chapter of the National Human Resources Association (NHRA). The agreement provides limited scholarship support to NHRA members admitted to the MS HRD and MS HRM graduate programs. There is a pending MOU with the Rochester Advertising Federation (RAF) for the MS in Integrated Marketing Communications. In addition, there are ongoing discussions with the Greater Rochester Chamber of Commerce and the Small Business Council.
- Responding to the recommendation of the Graduate Issues Committee, the Student Development Division will provide a mental health counselor to serve students (mostly graduate) who are enrolled in summer programs.
- Responding to a finding of the Middle States self study, the Graduate Issues Committee, in collaboration with the Student Development division, will explore the development of a graduate student association.

Diversity and Inclusion:

A finding of the Middle States Self Study is that Nazareth's diversity efforts "would be strengthened through the creation and implementation of a comprehensive plan to sustain a diverse and inclusive campus community." The President's Task Force on Diversity and Inclusion has been charged with this.

With respect to creating a diverse and inclusive community, the responsibilities of Academic Affairs include hiring and supporting diverse faculty and staff, providing academic programs that attract and serve a diversity of students, and creating a learning environment--inside and out of the classroom--that prepares students to contribute to an inclusive society.

- In 15-16, the deans and AVPAA reviewed and revised the protocols for conducting faculty searches, and provided a webinar on hiring for diversity to faculty search committees. In the one hiring cycle using these revised procedures, no impact of these changes was evident. Clearly, we need to cultivate expertise in effective strategies to increase the diversity of the faculty and staff.
- In the continued "roll-out" of the Young Scholars Program, the focus this past year was on involving wider campus involvement in delivering this program: Student Development staff provided leadership training for Young Scholars; a summer 2016 leadership and internship experience was developed with the participation of leadership, internship and residence life staff; the Controller's Office assisted in establishing an operations budget for YS; and staff in Development supported development efforts on behalf of YS. The duties and responsibilities of a faculty advisory group have been drafted and this group will be convened in 2016-17.
- The further development of the global learning requirement, described above, will serve to orient students to an inclusive mindset.

With the exception of the ongoing growth of the Young Scholars program, these efforts are modest at best. It seems particularly urgent that Academic Affairs and the college as a whole make diversity and inclusion the highest priority in the coming years.

Administrative Operations and Assessment:

The President, Vice Presidents and Deans will develop a long-range plan, which includes assessment metrics for administrative operations in his/her area and promotes greater effectiveness and efficiency for ensuring integrity of processes, services and programs.

The VPAA supported the AVPFA in revising the Framework for Assessment and identifying Excellence in Higher Education as the assessment model to be used in all divisions of the college. A calendar of unit-level assessments using EHE has been established.

Student Success:

Each division will develop new initiative(s) that lead to measureable improvement of student performance and engagement with the College, thereby promoting student success.

Efforts across the institution, with the leadership of the Associate Vice President for Student Support Services, have led to strong retention outcomes: Frosh to Soph: 87.3%; HEOP: 87%; Excel and YS: 100%. Of some concern is the first-time transfer retention rate of 76.5% (*Updated data will be available after June 6.*) Within Academic Affairs, several units undertook initiatives to support student success.

- In Student Support Services:

- The ACS (Academic and College Success) program implemented a sophomore peer mentor program. 70% of ACS students reported that their mentor had a positive impact on their ACS experience.
 - Center for Student Success: Following a 240% increase from 2013-14 to 2014-15, tutoring numbers continue to rise, with 784 student requests being paired in 2015-16, compared to 647 pairings in 2014-15. Overall hours also increased, with 3197 hours being spent with clients in 2014-15, compared to 2789 hours in 2014-15.
 - Academic Advisement: 22 students participated in the GEM program and 35 students completed CDL101 during this academic year. AAC collaborated with Career Services to incorporate more career development concepts and monthly workshops into the GEM program.
 - Explorations in Health and Human Services: Twenty-eight students explored Nazareth's traditional health care professions and non-traditional combinations of professions as career options. They learned that the interprofessional movement within health care is prompting the development of unique career paths. On the course evaluation, 96% of the respondents said that the course should be offered again and 60% indicated that the course influenced their decision to consider other majors.
 - As of May 16, the combined retention rate for the 2015 HEOP, Excel and Young Scholars cohort is 95%, with 100% retention in Excel and Young Scholars.
 - Since 2013-14, the number of students registered with the Office for Students with Disabilities has increased by 30% (from 309 in 2013-14 to 401 in 2015-16) and the number of testing center exams has increased by 130% (from 540 in 2013-14 to 1242 in 2015-16).
- Institutional Research achieved a NSSE response rate of more than 60% and will prepare reports that will focus future student success efforts.
 - The Library reconfigured space for the use of tutors, and the Writing Center will be moved to the lower level of the Library.
 - The office of the VPAA developed a process for tracking and reviewing student petitions, to determine if there are patterns in the difficulties that students encounter.
 - The office of Sponsored Programs and Faculty Research continued to lead the effort to make CARS a full-day affair, and it improved the administration of funds to support student research and professional travel. Regarding CARS, a survey of the faculty was conducted and a proposal will be brought forward in the fall.
 - CIE played a central role in developing support structures for international students at Nazareth. This process is ongoing.
 - The NCLEX-RN first-time candidate pass rates have improved; for May 2014 graduates (22), the rate was 86.4%; for December 2014 graduates (15), the rate was 86.7%; and, for May 2015 graduates (34), the rate was 97.1%.

Organizational Development and Success:

The President, Vice Presidents and Deans will foster organizational development, including but not limited to integration of goal-setting, institutional assessment, strategic academic program review, and resource allocation in a way that better synchronizes the timetables of these processes.

The VPAA participated in creating an integrated schedule for sharing assessment results, planning, and developing budgets.

Enrollment:

- **500 new first time students for fall 2016**

- **10 new international students for fall 2016**
- **3% increase in out-of-region (i.e., outside 240 mile radius from campus) for fall 2016**
- **2% increase in male undergraduate students for fall 2016**
- **Equal or greater % of the fall 2016 class (compared to the fall 2015 class) coming from multi-cultural backgrounds**
- **3% decrease in acceptance rate for fall 2016**
- **150 new School of Education graduate students (spring, fall, total)**
- **15 new School of Management graduate students for spring 2016**
- **50 new School of Management graduate students for fall 2016**
- **60 new traditional undergraduate students for spring 2016**
- **15 new veteran students for spring 2016**
- **30 new veteran students for fall 2016**
- **Two new articulation agreements producing 2 new students each for fall 2016**
- **Two corporate/non-profit partnerships creating 3 students each (spring, fall, total)**

Discount rate for fall 2015 at or below the rate of fall 2014

As noted above, while Academic Affairs does not have primary responsibility for meeting enrollment targets, its work is key to reaching and exceeding the overall enrollment goals for 2016-17. Specifically:

- More than 130 of the current 558 freshmen are enrolled in academic programs developed in the past 8-10 years.
- Total enrollments include at least 200 additional students enrolled in the expanded programs in HHS.
- The increased freshman to sophomore retention rate will account for approximately 20 additional returning students.
- Contributing to the 2020 goals of increased enrollment of males and under-represented students, HEOP, Excel, and Young Scholars enrolled 14 under-represented males for fall 2016, representing 45% of the incoming cohort in these programs.

Although these successes are notable, we continue to lag behind enrollment targets in the graduate programs in education and management.

(3) Academic Affairs Goals, 2015-2016

1. Identify 2015-2016 unit level goals for improvement that support student success. See (2) Academic Affairs Progress on Institutional Goals, above.

2. Complete the Middle States Self Study with ongoing community input, and host the MSCHE site visit. See (1) Summary of Major Accomplishments, above.

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. Based on findings from faculty focus groups, a Strategic Initiative funds will be used to support a pilot project to develop six integrative courses. These courses will model the integrative work of the Uncommon Core, promote collaboration among faculty across disciplinary and divisional boundaries, and increase linkages between liberal and professional studies.

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. See (2) Academic Affairs Progress on Institutional Goals, above.

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

- The AVPAA worked with the Faculty Development Committee to identify faculty priorities for ongoing development. As a result, a Teaching Integration and Innovation Lab will be created using Strategic Initiative Funds, which will support the faculty and teaching fellows. A grant from IDEA will support faculty development focused on the evaluation of teaching in 2016-17.
- With the leadership of the Director of OSPFR, the NIH award for Biomedical/Biobehavioral Research Administration Development will support two-year Faculty Grant Development Fellowships. Currently, of the eight faculty fellows, four have submitted grant applications.
- Professional development opportunities for advisors this year included Master Advisor Training (offered as full day, 8 week program, and self-paced Moodle course), a Moodle course on Advising Special Populations, an Advising Case Studies Workshop, and two advisors workshops on Advising for Experiential Learning and the Core Milestone Experience.
- Two Department Chair Workshops focused on evaluating faculty—clarifying criteria and writing evaluations.

6. Implement strategies for hiring and mentoring a diverse faculty and staff. See (2) Academic Affairs Progress on Institutional Goals, above.

7. Involve faculty and staff in the continuing development of the Young Scholars Program. See (2) Academic Affairs Progress on Institutional Goals, above.

8. Develop a plan for advancing technology supported instruction and online learning. Progress on this goal was limited because the Coordinator of Teaching and Learning Technologies resigned. A search for a replacement is under way. In her brief time on the job, the Coordinator identified systematic ways to support quality in our online offerings. The offering of hybrid and online courses has increased, especially in the School of Management. Most SOM faculty have completed the online course development training (including the dean).

➤ **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) See (2) Academic Affairs Progress on Institutional Goals, above.

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) The Task Force report was completed late in the spring semester. Consideration of and action on its recommendations will be an Academic Affairs goal for 2016-17.

Continuation from 2014-2015: Implement recommendations of the Task Force on Global Learning to strengthen student involvement and outcomes in international/global experiences. (VPAA, VPPEM, Others) See (2) Academic Affairs Progress on Institutional Goals, above.

(4) Academic Affairs Goals 2016-17

1. Goals for Student Success will be embedded in goals across the division. Student Support Services will continue to facilitate the initiatives identified by the Retention and Student Success Advisory Group. With a new Lead Academic Counselor for Transfer Student Success, to short- and long-term strategies for improving the transfer student experience will be devised. Outcomes will include:

- Use of NSSE data for planning and professional development.
- Successful implementation of the Ellucian Student Planning Module.
- Development of programs and services to support the success of international students.

2. Support the completion of the strategic plan for diversity and inclusion, including the organization of a Summit for the campus on August 24, 2016. Revisit process for faculty searches to yield greater diversity in applicant pools and new hires. Outcomes:

- Revised protocols for searches and possible extended timeline for searches to enhance diversity.

3. Develop leadership in Academic Affairs. Outcomes:

- Each staff person will have a professional development goal for 2016-17.
- Continued chair development activities. Assess impact of these activities via surveys and perhaps direct evidence of improved expertise.
- Develop a program to support faculty and staff who seek leadership roles.

4. Global Learning: Continue to implement recommendations of the Global learning Task Force, embed global learning in core, degree programs, and student support services. Present report of the Global Learning Task Force to SEC and Senate. Outcomes:

- Global Scholar designation finalized and presented to Senate for support.
- Global learning outcomes are clearly addressed in the Core or degree programs.
- Clear criteria and processes for Study Abroad, administered via CIE
- Global learning experiences integrated with the Bridge Plan and Center for Life's Work
- ELI integrated into institutional processes.

5. Complete the Strategic Planning Process for Graduate Studies, organize the Faculty Assembly Day in January 2017 around this topic. Outcome: Plan for Graduate Studies.

6. Center for Life's Work. Initiate first year of programming for the CLW. Begin Phase II of implementation. Outcomes: As delineated in the Strategic Plan for Career and Professional Development.

7. Student Faculty Ratio and Faculty Workload. Continue to increase S:F ratio by reducing number of course sections and reducing reassigned time. Advance discussion of the report of the Task Force on Faculty Responsibilities and Support. Outcomes:

- Develop projection of increase in S:F ratio over the next four years.
- Final response to proposal of the Task Force on Faculty Responsibilities and Support. Possible implementation of proposed methodology.