Nazareth College’s invitation to join the organization of New American Colleges and Universities is a milestone—it highlights our identity and confirms what has been accomplished here. The members of NAC&U share the following characteristics as “new American colleges”: a balance of programs in the professions and the liberal arts and sciences, with a common core or general education curriculum; a record of civic engagement; a pattern of innovative practices (pedagogical, integrative and interdisciplinary, and international); and a primary focus on teaching and learning. Not liberal arts colleges, not research universities, not large comprehensives—new American colleges focus on preparing students for life and work in educationally powerful campus communities. The Nazareth dossier that was submitted in support of our membership in NAC&U shows how we are aligned with these characteristics of the “new American college.”

This annual report itemizes our progress on the 2010-2011 goals for Academic Affairs, as well as other major accomplishments and achievements across the division. Our priorities and values can be seen in the work of the past year: in the ongoing implementation of the revised undergraduate core that connects liberal learning to life’s big questions, engages all students in experiential learning, and encourages them to integrate their learning; in the development of innovative undergraduate and graduate degree programs, many of which are interdisciplinary; in the extraordinary level of international activity that puts Nazareth and its students on the global stage; and in the student success initiatives in which Academic Affairs and Student Development collaborate to educate the “whole person.” It is not surprising that these accomplishments correspond to the “signature Nazareth experiences” that were identified in the Appreciative Inquiry Summit last August: the experience (and challenge) of diversity of all kinds; students challenged in a supportive context; students achieving professionalism, scholarship, academic efficacy (from academic deficit), paradigm shifts, and a commitment to justice; and students learning through experience.

As I reflect on last year’s Summit and 2020 planning process, and anticipate our goals for the future, I see that we must meet several challenges. We aspire to be an academic community which encourages boundary crossing; the current Strategic Plan points to a blend of liberal arts and professional study. Nazareth could be a national leader in this area, but to be so we will need to get out of the silos and move beyond the assumptions that stand in the way of genuine collaboration across disciplinary boundaries. Similarly, we have in place the resources to educate “the whole person” at Nazareth: the revised core and our exemplary resources for experiential and global learning, to name several. But if these are to become “signatures” of the undergraduate experience, we must look to the major curricula as well as the core to engage students in what we agree is essential to a Nazareth education. Put another way, we need to cross the boundary between core and undergraduate major. Finally, we should continue to discover and document what we mean by the “transformational” Nazareth experience. “Transformation” can be our North
Star if we can make the concept concrete and show where it occurs. Challenges are, after all, opportunities.

There is no accomplishment described in this report that is the result of solitary effort. I thank all of the faculty, deans, directors, staff, and students who worked together to make this year a good one.

**Academic Affairs Goals, 2010-2011**

1. **Complete 2020 Planning Process.**

   Academic Affairs contributions to 2020 planning included:
   - Participation and leadership by faculty and staff on 2020 subcommittees and Steering Committee;
   - sponsoring the well-attended Appreciative Inquiry Summit that promoted discussion of core values and strengths as part of the planning process;
   - supporting research groups that generated information for use by all planning subcommittees;
   - completion of the work of the Academic Affairs Subcommittee.

2. **Articulate goals to support student retention/success/engagement.**

   Following the work of the Student Success Team in 2009-2010, a broadly representative Student Success Steering Committee was established, with three subcommittees charged with examining: the retention and success of upper class and transfer students, the effectiveness of academic support services and programs, and the potential for high impact practices at Nazareth. A final report will be submitted in fall 2011.

   Two strategies to support retention have already been identified: increased need-based aid will be phased in over time, and the midterm grade process will be revised to improve identification of students in trouble. With respect to freshman to sophomore retention, a further analysis of “leavers” indicates that some are not academically “vulnerable,” but appear to have left because the Nazareth “value proposition” is not compelling; these findings suggest that we should consider initiatives that would strengthen students’ social or academic engagement.

   A pilot of Summer Start was conducted in summer 2010, with a follow up assessment survey administered to the participants. Summer Start will once again be offered in summer 2011. Early indications are that cost prohibits most non-HEOP or Excel students from participating; a proposal for summer 2012 will be submitted in the fall, taking into account the financial barriers to student participation in Summer Start.
3. Renew strategies for recruiting diverse employees.

- The VPAA conducted a meeting with representatives of faculty search committees to discuss strategies to increase diversity of candidate pools.
- In 2010-2011, one of eight or 12% of faculty hired in new positions (in all categories—tenure track, clinical, rank and time) is a diversity candidate (Asian).
- Reports on searches conducted in 2009-2010 suggest that not all committees used best practices in generating a diverse candidate pool, relying instead on passive methods. A workshop on this issue is projected for fall 2011.

4. Develop and launch plan for implementation of the Core Curriculum (including resources).

Core Implementation is under way, with full implementation projected to occur fall 2013. Accomplishments in 2010-2011 included:
- appointment of Director of Core;
- approval by faculty of timeline for core implementation and process for developing Perspectives courses; development of draft assessment plan for Core;
- faculty development program for faculty who will teach Freshman Seminars and Perspective courses;
- pilot FRS and Perspectives courses scheduled for 2011-2012;
- a consultative process to identify an electronic portfolio product is under way.

5. Finalize and implement administrative assessment plans (including assessment of academic affairs organization), provide training for administrative assessment.

A standard template for reporting on administrative assessment has been prepared for approval and implementation by the VPs.

For administrative assessment, Academic Affairs will use the Excellence in Higher Education process, involving the VPAA, deans, chairs, and directors. This will take place in May 2012.

6. Continue the faculty salary project and the implementation of the Workload Initiative to support the values and priorities of the college through active use of reassignments.

The faculty salary benchmarking project was completed, in consultation with the Faculty Welfare Committee and in collaboration with the Human Resources Office. All individual faculty salary benchmarks were funded.

7. Seek to increase external funding (increased number of grant applications).

A .50 support staff position was allocated to the grants office to enable the Director to be more active in grant development.
8. Enhance articulations with community colleges.
9. Explore academic collaborations with area colleges.
Steps have been taken in this area.
  - MCC: The VPAA has met with the MCC Acting Provost and (with the deans) the newly appointed MCC Provost to discuss areas of overlap and collaboration, which include undergraduate research and honors program. Other areas of interest include Nursing, Social Work, and Art Studio. The Dean of the School of Management has met with MCC counterpart to discuss a 2+3 Accounting degree.
  - FLCC: The Deans of Education and Management have met with FLCC to discuss possible use of FLCC space for off site courses.
  - St. John Fisher: the respective VPAA and the AVP for International Programs at Nazareth have agreed to begin collaboration in study abroad and American Language Institute.
  - RIT: Some students have taken advantage of the teacher certification collaborative. Other collaborations under discussion include programs in research administration and doctorate in audiology.
  - New articulation agreements have been developed in conjunction with MCC and FLCC.

10. Explore additional degree programs: masters and practitioner scholar/doctoral programs (shift up the degree ladder); professional masters programs (grounded in science disciplines); five-year programs; transfer-to-masters degree; program for adult learners; new undergraduate programs in the visual and performing arts.

Proposals in the formal approval process include: Nurse Leader, BFAs in Theater, Legal Studies, five-year Art Education MSED, undergraduate major in Early Childhood, BBA in Business Administration, Online Piano Pedagogy, Horticultural Therapy (minor), and Public Health (minor).

11. Develop an institutional plan for promoting and supporting undergraduate research.

A faculty committee, led by the Director of CTE, has prepared a proposal for advancing Undergraduate Research at Nazareth. At their recommendation, a small budget will be established for each department to support student research or travel to academic conferences.

12. Establish a center for faculty excellence.

Discussions with FEC and Director of Center for Teaching Excellence concluded that CTE should not be reconfigured as a broad based faculty development center.

The Periodic Review Report, which was authored by Matthew Temple in collaboration with Nancy Grear and the Periodic Review Committee, was submitted. We will receive the readers’ report on August 1. Copies of the PRR are available through the IR&A office.

14. Enhance communication and collaboration among faculty, especially among liberal arts faculty and faculty in professional programs.

The Appreciative Inquiry Summit was an opportunity for faculty, staff, and alumni to share peak experiences at Nazareth College and anticipate directions that the college might take in the future.

Under the leadership of the deans of Education and Arts and Sciences, faculty from the SoE and CAS met to discuss issues relating to teacher preparation at Nazareth. It is anticipated that this group will continue to discuss mutual interests and concerns.

Other Selected Accomplishments:

The Executive Director of Civic Engagement, Nuala Boyle, joined the campus community and established the Center for Civic Engagement.

The Occupational Therapy Program was awarded Developing Program Status by the Accreditation Council of Occupational Therapy Education (ACOTE).

Eleven students graduated from the Transcultural Atlantis Program in Nursing.

The School of Management sponsored or hosted numerous events involving local business organizations, including the Rochester Regional Veterans Business Council and the Small Business Council.

The School of Education developed and is piloting a clinically rich curriculum for the Inclusive Childhood Education Professional Certification program.

The Inquiry Brief was submitted to the Teacher Education Accreditation Council (TEAC), the accrediting organization for the School of Education; the TEAC site visit is scheduled to take place in November, 2011.

A service desk combining the ITS Help Desk and the Media Service Desk was created and built on the lower level of the library, and a Teaching and Learning Technologies unit was created on the main level.

Forty faculty have participated in the Essentials course for online teaching, and twenty-two online and hybrid courses will have been offered in spring and summer of 2011.
The HEOP/Excel office reorganized its academic advising and personal counseling services to improve the program’s response to students’ needs; an associate director was appointed.

An online orientation for graduate students was developed to facilitate communication between new students and their advisors and to make registration more efficient.

Academic Advisement implemented a marketing plan to inform students of its services, using Facebook and other web-based tools.

244 students from across the college participated in study abroad in 26 different countries, 77 faculty traveled with support from CIE, and 101 students participated in the American Language Institute in summer 2010.

A competitive scholarship program for students who participate in summer internship or study abroad was established.

The Center for Interfaith Study and Dialog sponsored a conference, “Global Citizenship: The Next Generation Living in a Pluralistic World.”

In the College of Arts and Sciences, significant curriculum development occurred, including proposals for a 5-year (MSED) Art Education program, BFAs in Theater, a minor in Horticultural Therapy, a major in Legal Studies. Minors in Interfaith Studies and Ethics received approval. The following programs are in draft: Environmental Toxicology, Sustainability, Higher Education/Student Personnel, and Chemistry Business.

Students participated in several new or reorganized study abroad and exchange programs developed by Arts and Sciences faculty: two Art programs in Rennes (L’Ecole des Beaux Arts and LIISA); University of Pannonia, Hungary; Leeds University, U.K.; Florence (Santa Reparata); Chieti, Italy; Valencia, Spain (Hispania).

**Selected Accomplishments of Faculty**

Al Cabral (School of Management and Professional Internship Program) was recognized by the National Academic Advisement Association as an Outstanding Faculty Advisor.

Dr. Paula Brown and Dr. Cathy Quenin (Department of Communication Sciences and Disorders) received a federal personnel preparation grant for 1.2 million to prepare Speech-Language Pathologists to Foster Spoken Language and Literacy in Children who use Cochlear Implants.

Jennifer Leigh (School of Management) received the Maryellen Weimer Scholarly Work on Teaching and Learning Award, Teaching Professor, 2011.


Marjorie Roth was the keynote speaker for the meeting of the American Musicological Society and Society for Music Theory.

Stephan Demanchik received the national Association of Play Therapy 2011 Service Award.

**Selected Accomplishments of Students**

Cameron McCurty was selected for the Minority Student Leadership Program at the 2010 American Speech-Language-Hearing Association Convention.

Jake Giovanni received the Michael Schoeneke Travel Grant to present a paper at the Joint Conference of the National Popular Culture and American Culture Association and the Southwest/Texas Popular Culture and American Culture Association in San Antonio, Texas.

Five students received Fulbright fellowships to teach abroad after graduation.

Students have been accepted by graduate and professional schools at the following colleges and universities:

- Nazareth College
- St. John Fisher College
- Roberts Wesleyan College
- University of Rochester
- Pratt Institute
- Penn State University
- University of Denver
- SUNY Albany
- SUNY Geneseo
- SUNY Brockport
- SUNY Oswego
- CUNY Graduate Center Writer’s Institute
- Northwestern University
- Chicago School of Professional Psychology
- Brandeis University
- University of Connecticut
- Harvard University
- University of South Florida
- SUNY Buffalo
- McGill University
- Alfred University
- Syracuse University
- Michigan State.