Planning and Budgeting: Update on Process

ACADEMIC AFFAIRS PLANNING AND BUDGETING

In Academic Affairs, we just completed the third year of our grass-roots strategic planning and unit-based budget process. For every annual budget cycle, each of the 32 units develops and submits initiatives (to chairs and now, deans) within the nested structure of the six strategic priorities. Some initiatives also are collaborative across units. Overall, our goal was to create a five-year strategic plan that was developed within the value system of the university, linked to the overall university goals, and tightly coupled with assessment and budget allocations. We hoped to create a system that was embedded in our regular processes (such as the annual budget cycle, annual planning retreat, annual use of student success data and labor market projections and updates), and we believe we have.

We fund units in three ways: regular operational budgets, new initiatives (academic support grants) and new one-time initiatives (SPIF funds). In the spring semester 2015, we also pulled together unspent SPIF Funds from projects that either came in under cost or were not going to be accomplished, and we offered the Academic Affairs community another opportunity to ask for support. This second phase was managed in an open and orderly way through our division’s Academic Affairs Council.

STRATEGIC PLANNING PRIORITIES

Our six strategic priorities have measurable target goals, and they are the priorities against which our progress is measured for each year of the full five years of the plan. This year (FY15), we have met 21 of 33 targets for 64% of our plan (last year, 48% of the goals). We are pleased with our progress. We note our progress in diversifying the full-time faculty, in pursuing excellence and engagement in the academic experience, strengthening and expanding STEM program and student success in STEM areas, and in our increases in matriculated international students. We will use the rate of change to form meaningful targets for the strategic plan that follows this one.

We also believe that the very positive reports from NEASC, NASAD, NCATE and CCNE reflect our success in planning and budgeting, and creating a university that is moving forward.

Annual Report Updates

ANNUAL REPORT UPDATE

Our Academic Affairs Annual Report, May 2015, Year Three of the 5-Year Strategic Plan—Selected Examples (please see Appendix A) is included as a more detailed update on our progress. This has been an outstanding year with 4 national accreditations (NASAD, for the first time, NCATE for the first time, and reaccreditation from NEASC and CCNE). Our International Assembly for Collegiate Business Education (IACBE) accreditation self-study is complete, and the IACBE team will visit our campus in fall 2015. We are especially pleased with (1) the success of our tenure-track searches this year in terms of the quality and diversity of our new hires, (2) the successful launch of our first theatre production, A Midsummer Night’s Dream, (3) the completion of the first year of our FS2 food study in collaboration with Boston Children’s Hospital, (4) the acceptance of four STEM faculty members into the AAC&U’s Project Kaleidoscope Leadership Institute, (5) the selection of a biology faculty member into the NSF funded Biology Scholars Program, (6) the university’s acceptance into the Smithsonian Affiliates Program, (7) the
expansion of academic retreats for new students with their major departments, (8) the development of an assessment plan for first year programs, (9) the increased participation of our students in the University of Massachusetts State-Wide Undergraduate Research Conference, (10) our students’ inaugural participation in the Moot Court competition, (11) our new one-month travel course in Northern Ireland, (12) the growth of our Lifelong Learning program, (13) the growth of our Entrepreneur Innovation Center, (14) the first initiation ceremony of Phi Kappa Phi, (15) the growth of our English Language programs, (16) our highly successful Science on State Street science festival, (17) our participation in the Multi-State Collaborative Assessment Project, (18), our participation in the Leading for Change Diversity Consortium, (19) the completion of our Library Diversity Initiative program, (20) our growth in international opportunities for students, (21) the development of several new courses with strong emphases on themes related to diversity and inclusion, (22) the Fulbright awards to two faculty members, (23) our new program agreements with Inter-American University in Puerto Rico and Universidad de Las Americas in Ecuador, (24) significant movement toward 5-year master’s programs, (25) the successful completion of the first year of Wideing the Circle, our faculty diversity institute that is focused on pedagogies and learning outcomes, (26) our Inclusive Concurrent Enrollment Initiative planning grant, (27) our new STEM certificate professional development program for K-12 teachers, (28) our STEM Retention and Completion grant awarded by the DHE, (29) our growth in international opportunities for students, (30) graduation of our first cohort in ASL/English Interpreting, (31) new graduate certificates in Healthcare Administration, Public Administration, Quality Assurance in Biotechnology, and a Post-Master’s Certificate in Nursing Leadership; (32) a Leadership Certificate Program offered to employees at Griffin Electric in Holliston, MA, and (33) the continued funding from the DHE for our Dual Enrollment Program.

HIRING UPDATE

This year, we held 17 tenure-track faculty searches (please see Appendix B: Hiring, fall 2015). One search was unsuccessful (English), so we will initiate this search again in the fall 2015. We have hired 16 new tenure-track faculty (most are replacements for retirees); five are new positions (Theatre, Business, Economics, Psychology, and Criminology), one is a new position that was re-launched after a failed search last year (Accounting), and one is a conversion of a full-time temporary position to a tenure-track position (World Language – American Sign Language). This World Language position is funded by Continuing Education. The Director of the new Professional Science Master’s Degree was hired through Graduate Studies in spring 2015 and began recruitment for the program. For the upcoming year, we expect to hire five new tenure-track faculty members and convert one full-time-temporary position to a tenure-track position. We will allocate these new positions based largely on our mandate to comply with the labor contract’s stipulation that no more than 15% of a department’s courses may be taught by part-time faculty. We will also make these decisions based on strategic priorities (supporting new departments and programs). We planned to hire a new diversity fellow in STEM, which is a full-time temporary position, but that search failed. We have some good ideas on how to improve the search process for this position next year.

VISITING SCHOLAR IN 2016

Dr. Éamonn Ó Ciardha, Senior Lecturer in History at the University of Ulster, will be our visiting scholar in fall 2016 (was to have been in 2015-2016). In addition to teaching courses, he will conduct presentations for the campus community. Dr. Ó Ciardha is an interdisciplinary scholar with expertise in Irish literature and early Irish, British, and European history. We are also planning to bring Michael Patrick MacDonald, author of the acclaimed memoir All Souls, to campus as a visiting scholar during the 2016-2017 academic year.

NEW ACADEMIC STRUCTURE

This year was our first year of our new deans’ structure, and it was a success! We added a fourth dean to our new academic structure, Dr. Arlie Woodrum, who will be the founding dean of the College of Education. Dr. Woodrum,
who begins in early August, joins us from the College of Education at the University of New Mexico. We plan to add another founding dean for the College of Business in two years. Please see Appendix C for a report on some of the outcomes of the founding academic deans’ first year.

ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS

The deans have begun work with department chairs to align departmental assessment efforts more closely with the five-year external review process. Deans will meet with the chair of each department that underwent an external review this year over the summer to develop a five-year plan based on the review results along with metrics to measure outcomes. Several departments have worked with the Director of Assessment to develop learning outcome measurements, and these measurements were piloted during the past academic year.
Strategic Priorities: Immediately below are the six strategic priorities that frame the 5-Year Academic Strategic Plan (2012-2017). These priorities form the foundation of each of our goals during all five years of the plan. We now are beginning Year 4, and as planned, we activated the annual budget cycle for the fourth year to link the approved initiatives with appropriate funding support. Please see the attached for an update of our progress toward specific target goals. We also have made good progress in hitting our Strategic Priorities’ targets. At this time (after 3 years of our 5-year plan), 64% of our targets already are met (21 of 33: # targets met of all possible). We will focus on those unmet targets in the upcoming year. We also will continue to focus on these priorities (below) and the initiatives that were funded this upcoming year which are to strengthen our overall strategic outcomes.

1) Develop and retain quality faculty and staff (4 of 7)
2) Strengthen new student preparation, induction and early academic success (1 of 6)
3) Pursue excellence and engagement in the academic experience (7 of 7)
4) Prepare students for global citizenship and competitiveness (4 of 4)
5) Strengthen and expand STEM programs and student success in STEM areas (3 of 5)
6) Respond to labor market trends in academic program and center development (2 of 4)

Focal Goals: In addition to the above priorities and linked goals, we will focus on the following:

- **Increase Retention and Graduation Rates**: Initiate New Software and New Collaborative University Processes; set annual targets for each, keeping in mind underrepresented groups; add service learning/civic engagement to those factors measured in Digital Measures.
  1. Starfish
  2. Digital Measures

- **Prepare our Students for the World of Work**: Establish the World of Work program at FSU during the upcoming year, first solidifying the MOU with Liverpool John Moores University, and then laying the groundwork with our industry partners, faculty and staff.

- **Strengthen the Curriculum**: Focus (by college or division) on strengthening the curriculum by taking clear actions regarding the following:
  1. Streamline majors: review requirements and find room for minors and exploration across the curriculum by using strategies that group courses into “choose groups” or “special topics” courses at several levels (allowing for more flexibility and better fits with changing needs and interests in the scholarly areas of study
  2. Articulate academic majors with graduate and professional programs or career pathways (add majors as necessary)
  3. Transform healthy concentrations to majors
  4. Strengthen Summer Programs: Fit the strengths of our region and faculty to the needs of our constituencies to develop summer programs for undergraduate students, graduate students, international partners, K-12 students and our greater community.
  5. Effectively Utilize Advisory Boards: Better utilize existing advisory boards and add additional advisory boards where needed.
  6. Annually Review and Utilize Data: Use data from Institutional Research to inform curricular decision making.

- **Focus Inclusive Excellence Efforts**: Focus our efforts with regard to inclusive excellence on hiring faculty and staff, recruiting students (examine each department) and impacting our student success data (retention and graduation rate of our cohort).
  1. Set aspirational goals in each area for the upcoming year.
  2. Continue to prepare Inclusive Concurrent Enrollment program to admit students Fall 2016.
  3. Continue to offer Faculty Diversity Institute to make curriculum more representative of the student body.

- **Establish an Equitable Base Budget System for Academic Departments**: Evaluate our current departmental budget allocation system and adjust the parameters such that the system is based on appropriate data (# majors, faculty FTE, student class FTE + base + $400 per full-time faculty member).

- **Complete our Academic Continuity Plan**: Complete our academic “continuity of operations plan,” and focus also on the “snow day” problems experienced in Spring 2015. For particular emergencies that prevent use of our own facilities, form mutual aid agreements with the community.
Expand Discipline-Based Accreditation: Successfully attain accreditation for the University and select programs (regionally and in the disciplines seeking accreditation/reaccreditation), promoting higher quality programs with strong assessment components.

1. Accreditations/Reaccreditations Successfully Completed: 6 total (4 national; 2 regional)
   - **National**
     - NASAD: Accredited
     - NCATE: Accredited
     - CCNE: Accredited
     - ADA: Accredited
     - ACS (American Chemical Society): reaccreditation visit Fall 2016
   - **Regional**
     - NEASC: March 30-April 2, 2014 (New England Association for Schools and Colleges)—reaccreditation
     - Commonwealth Honors Program: TBD (first accredited in 2011)—up for reaccreditation in 2016/2017

2. New Accreditations In Progress: Visit Dates (Accreditor) -- update
   - IACBE: NEW: Fall 2015 (International Assembly for Collegiate Business Education) Self-Study to be Submitted, July 30, 2015; visit dates Fall 2015
   - ABET (Accreditation Board for Engineering and Technology), in plan, but not scheduled yet
   - ASBMB (American Society of Biochemistry and Molecular Biology), in plan for new stand-alone Biochemistry major.

Increase Student/Faculty Collaboration in Research and Creative Activity: Increase student/faculty collaboration in research and creative activity, and create new dashboard indicators using Digital Measures.

Augment Community and Shared Problem-Solving in Academic Affairs: At the beginning of each semester, add an opening meeting for faculty and staff (all), with a morning meeting all together (focus on this past year’s assessment data, advising assessment (Appendix H), alumni survey results, Digital Measures, Starfish, and World of Work; afternoon meetings will be for the colleges. Review administrative support for departments to insure equitable workload distribution and support for departments.

Facilitate Child Care Center Transformation: Ease the on-campus move from the YMCA’s management of an on-campus center to the university’s control and management.

Augment International Education Initiatives and Opportunities:

1. Implement our 3 new MOU’s to foster increased international participation for both faculty and students by having at least one faculty led study trip and receiving at least one exchange student.
2. Continue to increase the number of international experiences/study abroad to exceed 200
3. Work on drafting and implementing a structure to increase matriculated international students by at least 10 new students.
4. Expand full time graduate opportunities to recruit international students.

Maintain and Strengthen Community Partnerships: Work with K-12 school districts, social service agencies, community colleges, local and state agencies, and non-profits to provide services to the community and experiential learning opportunities to our students.
Develop and retain quality faculty and staff

- Develop recruiting strategies to attract top faculty candidates
- Orient and mentor early-career faculty
- Support CEFTI and other faculty development resources
- Provide the tools and equipment to support faculty work
- Strengthen academic community

Year 2

- UG-5
- $7,480,144 (F14)
- 15.8:1
- added 1 = 16

ENG-29%

Chinese Minor

3

Total 5+4=9

F=22; SP=24; Total=46
F=20; SP=19; Total=39

232.8 (F12)

MATH-15%

1

90%

M=15

90%

2

B-32; M-24

25.5% (F14)

B-30; M-26

20

SBS+5, STEM=0

51% (F07-F13)

4

Initiate New Computer Science Co-Op

75% (F13-F14)

88.3%

Year 3

- UG-1+4=5
- $5,055,998 (F12)
- 155           (F12)
- 78%

14

2

35

203 (F13)

add 2

(Eco/Bus & BIT)

ENG-49%

14

74%  (F11-F12)

Grad-5

175

3

51% (F08-F14)

4

164 (F14)

16.4:1      (F12)

89.3% (F14)

Planning 1 (6 Tot) (Climate Change E

18

added 1 = 3

Global Studies +1=2

85.4%

85%

Year 4

- UG-11+4=15
- $6M
- 85.4% (F13)

90%

2

24.1% (F12)

4

35

103 (F14)

and 2

15

15

51% (F14)

51% (F14)

51% (F14)

51% (F14)

51% (F14)

51% (F14)

50%

Global Studies

85.4%

Year 5

- UG-11+4=15
- $6,443,388 (F13)
- 155           (F12)
- 78%

78%

2

24.1% (F12)

4

35

103 (F14)

and 2

15

15

51% (F14)

51% (F14)

51% (F14)

51% (F14)

51% (F14)

51% (F14)

50%

Global Studies

85.4%
Appendix A

Academic Affairs: End-Year Report, May 2015, Year 3 of 5-Year Strategic Plan – Selected Examples

1. Develop and retain quality faculty and staff

a. Develop recruiting strategies to attract top faculty candidates

- **ONGOING. Successful Diversity Hiring.** We regularly support departments to send search committee representatives to professional conferences to recruit diverse and highly qualified faculty. Many departments are participating in this new practice, and it is working well. As of spring 2015, we have progressed from our baseline of 8.1% overall to 17.8% (our 2017 target was lower at 10%). For the 2014-15 academic year, our diversity hiring has reached 47.4% (with 19 searches) for new tenure-track hires (race, ethnicity, disability).

b. Orient and mentor early-career faculty

- **ONGOING. CELTSS New Faculty Mentoring Program.** The CELTSS Mentoring Director, along with experienced faculty mentors, conducts a series of faculty mentoring programs and events distributed across the full span of the year.

- **IN PROGRESS. Departmental Mentoring Initiatives.** Two new computer science faculty and Prof. Breuning will each be teaching a foundations course so the new faculty can learn about FSU along with their students; the three will hold bi-weekly meetings to share ideas for working with new students.

c. Support CELTSS and other faculty and staff development resources

- **DONE. Academic Affairs Funding for Part-Time Faculty.** Academic Affairs now allocates funding for part-time faculty professional development.

- **ONGOING. Expansion of CELTSS Funding.** CELTSS funding has been expanded to include funding for full-time temporary faculty to improve the quality of teaching and provide the conditions for innovation. Also, funding was added to support research and activities related to student advising.

- **ONGOING. Project Kaleidoscope Leadership Institute.** Four faculty members have been accepted to PKal Leadership Institutes. This AAC&U program prepares faculty to lead the efforts for STEM education reform in their departments and institutions.

- **ONGOING. Biology Scholars Program.** One faculty member from the biology department was selected for the Biology Scholars Program. This NSF sponsored program provides faculty members with knowledge and tools they need to evaluate the success of STEM education reforms.

d. Provide the tools and equipment to support faculty work

- **DONE. Performance Classroom Space for Theatre Concentration.** Comm Arts classes are now being taught in the new Black Box theatre space in Dwight, and the first performance (A Midsummer Night’s Dream) took place in Dwight Hall’s DPAC this spring 2015. It was a delightful success.

- **DONE/ONGOING. Digital Repository.** Implement and maintain the University’s Digital Repository. The repository team has set up Selected Works pages for faculty, some archival images, campus wide highlights, and the NEASC self-study. Other projects are in the pipeline and are related to digitizing the McAuliffe Collection and other Archival materials, creating an events community, CELTSS programs, and image collections for Fashion and Communication Arts faculty. We provided October workshop on the benefits of contributing to the University’s Digital Repository.

- **DONE. Resource Support for Faculty.** The Office of Grants and Sponsored Programs developed and submitted a comprehensive application for the university’s entry into the Smithsonian Affiliations Program. The application was approved by the Program. The collaboration will facilitate personnel and resource exchange between FSU and the Smithsonian Institution.

- **IN PROGRESS. Art Studio Space for Seniors.** A new space has been tentatively identified for migration of the Ceramics and Sculpture studio classrooms to an off-campus (but near-campus) location; we await information regarding progress. This move would open up space in May Hall for senior art studios.

- **DONE. Mac Workstation Upgrades in Digital Studio Labs.** Older Mac computer workstations were upgraded Summer 2014 in the Graphic Design Studio (Art and Music), Photography and Film/Video labs (Comm Arts), and the Animation Studio (Comm Arts).

e. Strengthen academic community

- **ONGOING. Formalizing a time & effort policy.** The Office of Grants and Sponsored Programs is collaborating with selected faculty and administrators to establish a time & effort policy for the university. This policy will document annual time commitment by faculty and staff to federal and state grants.

- **DONE. Allocation of indirect costs.** The Office of Grants and Sponsored Programs and Executive Staff finalized the percentage allocation of indirect cost revenue to departments and offices at FSU from grant awards.

- **ONGOING. Department Chairs and Undergraduate Faculty Retreat.** This year’s retreat in May 2015 provided opportunities for faculty to engage in role play and discussion about situations they face inside and outside the classroom. Faculty also participated in an emporium in which they learned and shared information about a variety of university resources.

- **ONGOING. Graduate Program Coordinator and Advisor Retreat.** This year’s Graduate Studies Retreat, suggestions for strengthening the graduate academic community were discussed. Graduate Program Coordinators also provided updates and goals for their programs.

2. Strengthen new student preparation, induction and early academic success

a. Improve orientation, first-year and transitional programs

- **ONGOING. Retreats for New Students.** Retreats for new students are elaborated each year (especially Biology and Honors), and numerous departments are developing transitional programs by working with alumni and Industry Advisory Boards. The Art and Music Department organized successful trips to the Massachusetts Museum of Contemporary Art (Mass MoCa), the English Department took a field trip for new majors to Literary Concord, fall 2014, and the Honors Program retreat has been so successful that they developed retreats for upper level student in the fall 2014 at the Warren Center.

- **ONGOING. Assessment Plan for First Year Programs.** The Director of Assessment worked with the Director of First-Year Programs to develop an assessment plan for the program and identifying multiple institutional data points to examine effectiveness of the program. Data collection for the first year of the assessment plan is completed. Data consolidation and analysis will continue into Fall 2015.

b. Build connection/community on campus

- **DONE. Facebook Pages and Twitter.** Academic Affairs created a new Facebook page (Fall 2013) that is connected to the FSU page; many chairs and faculty are content administrators and so can post events. This is a more effective way to inform our community about what is new in Academic Affairs. Click here
The Honors Program has updated its website and now also has a Facebook Page. The Environmental Science program is now on Twitter: @FSU_EnvirSciP. Many departments now have LinkedIn pages to connect students with faculty and alumni.

- **ONGOING. Computer Science Pizza Parties.** The CS department has been holding monthly pizza parties. These events have given students the opportunity for informal interaction with faculty. Discussion topics center on academic and career planning.

- **c. Align readiness skills with college expectations**
  - **ONGOING. VISION Project STEM Funding to Address Preparedness.** We continue to work with VISION PROJECT goals to address STEM and STEM support areas; the early results are striking among our own students (especially in Physics) and those of our partner school districts and community colleges regarding the development of college readiness in STEM (especially in Mathematics, reducing % needing remediation and increasing % able to take pre-calculus) and in writing skills. Competitive grant funding from the Dept. of Higher Education has supported these and other STEM efforts since FY 2012.

- **d. Strengthen assessment, advisement and placement (see 3e for assessment)**
  - **DONE. Advising Training for Full-Time Temporary Faculty.** The Psychology Department chair provided advising training for full-time temporary faculty and then assigned each faculty member 3 advisees, reducing the advising loads for all full time faculty and enabling greater attention to student needs.
  - **ONGOING: Assessment of Advising Process.** Academic Advising Survey 2014 and PLUS Survey 2014 were administered.
  - **IN PROGRESS: New Math Placement Process.** 1st Year Programs, Academic Affairs, Math Dept., Enrollment Mgt., Institutional Effectiveness, and CASA are collaborating on a new mathematics placement requirement and procedure based on recommendations from the MA Board of Higher Education. They will compare the success of the new placement program to that of Accuplacer to determine the best placement approach for our new students.
  - **Done. Assessment of Advising Process.** Academic Advising Survey 2014 and PLUS Survey 2014 were administered and results were disseminated to AA and Director of Advising. This year’s results were separated based on undergraduate and graduate respondents to make the results more meaningful.

- **e. Monitor and foster systematic and progressive preparation for graduation**
  - **ONGOING. Meetings for Graduate Studies Personnel.** The Dean of Graduate Studies has instituted meetings each semester for all graduate coordinators, advisors, and staff, focusing on the academic aspects of student recruitment, retention, and policies.
  - **IN PROGRESS. New Process to Monitor Student Success in STEM Disciplines.** Biology, Chemistry & Food Science, and Math are using data to track student success in STEM disciplines based on new math pre-requisites.

### 3. Pursue excellence and engagement in the academic experience

- **a. Increase student-faculty collaboration**
  - **DONE. MERC Interns Working with Faculty.** MERC, together with Career Services and the CHOICE Program, worked to increase the number of their student interns collaborating with faculty.
  - **ONGOING Honors Program Teaching Assistants.** Three students have served as TAs since the inception of the program in Spring 2014.
  - **ONGOING Graduate Assistantship Program.** Five graduate assistantships were given to qualified graduate students for the duration of the academic year. Students were selected and assigned to interested departments on campus. Students performed 15 hours work/week supervised by faculty or staff and gained practical experience either in research or in office management.
  - **ONGOING: Creating a Culture of Assessment to Enhance Library Services.** This year, the Library and IT administered the MISO satisfaction survey in March 2013 and 337 students, 165 faculty, and 133 staff responded. Results were analyzed and discussed at the Library/IT retreat.
  - **IN PROGRESS. New Dashboard Software.** Academic Affairs has begun using the software from Digital Measures to create a dashboard indicator for Student-Faculty Collaborative work. This will allow us to follow our progress in strengthening collaboration.
  - **ONGOING: Undergraduate Research Conference.** Every April, the Commonwealth Honors College at the University of Massachusetts: Amherst hosts the Annual Undergraduate Research Conference. April 2015 marked the 21st installment of this conference, which 153 students from Framingham State University attended. Participation is up from last year by 33 students (Spring 2014-120).

- **b. Increase experiential learning opportunities**
  - **DONE/ONGOING. Inside-Out Program.** We have now completed three courses in this prison exchange program and will offer two more in fall 2015. Two FSU instructors have attended week-long training programs to prepare for this exciting program.
  - **DONE. Moot Court Class.** The Political Science Department offered its new Moot Court class for the first time. A team of ten FSU students participated in a regional moot court competition at Fitchburg State University. Two of the students made it very far into the final rounds of the competition. This course will be offered every fall. The department is launching a Model United Nations course, and FSU students will compete in the National Model United Nations competition in spring 2016.
  - **ONGOING. Entrepreneur Innovation Center.** The Entrepreneur Innovation Center continues to grow. In March 2014, the center had six entrepreneurs who used the facility for 143 hours in the month. In March 2015, the center had 12 entrepreneurs who used the facility for 316 hours in the month, a 121% increase in hours used.
  - **ONGOING. Boston Children’s Hospital/Harvard and FSU Research Collaboration.** Working with hospital researchers on a $14 M private foundation grant, FSU offered students, staff and faculty the opportunity to participate in a research study related to weight loss, maintenance and dietary balance. The study is going well, and we expect to run it for one additional year (a 3rd year).
  - **DONE. MSEN, Art Department, McAuliffe Center, and the DPW.** Graphic Design students from the Art and Music Department collaborated on four major “real world” projects in designing/developing identity for the MetroWest Stem Education Network, the recruitment website for FSU’s Studio Arts, the McAuliffe Center, and the Framingham Department of Public Works.
  - **ONGOING. Northern Ireland Course.** FSU students will spend a month in Northern Ireland this summer with a criminology professor, taking a course and traveling through the region, visiting sites related to their coursework.
Appendix A
Academic Affairs: End-Year Report, May 2015, Year 3 of 5-Year Strategic Plan – Selected Examples

c. Strengthen citizen engagement opportunities
   - ONGOING. Work with Local Businesses and Municipal Groups. MERC interns and faculty performed and present research used by local community groups.
   - ONGOING. Lifelong Learning Programs. FSU’s Continuing Education Office and the Framingham Public Library collaborated to offer 20 Lifelong Learning Lectures from September through April each year. The program served over 400 citizens. In Spring 2015, the Lifelong Lecture Series was funded through a grant from the Framingham Cultural Council.
   - ONGOING/IN PROGRESS. English Language Programs. FSU’s Continuing Education Office provide English Language Programs at the Maynard Building to over 300 non-native speakers. The program included a Bridge to College course that prepares students for college level work. We extended our services to business executives who wish to improve their English, and to students from our international collaborative partners.
   - DONE. The Washington Center Internship program. The Sociology department has established a relationship with the Washington Center in Washington DC. During the current year, two students have completed semester-long internships in Washington DC.
   - ONGOING. Science on State Street. The science departments and the McAuliffe Center just held a very successful science festival for families from Framingham. More than 500 people participated in a wide array of science activities on campus.

d. Grow honors and academic enrichment opportunities
   - DONE. Pi Sigma Alpha Honor Society. The Political Science Department has become a member of their national honor society.
   - DONE. Phi Kappa Phi Honors Society. The university’s chapter was chartered in December, 2014; the first inaugural induction ceremony of students occurred in May 2015.
   - IN PROGRESS. The Biology Department has applied to host a chapter of Beta Beta Beta, the Biological Honor Society. A representative of Beta Beta Beta visited campus in March to review the Department and the application. We expect to hold the inaugural induction ceremony in the fall.

e. Assess and document student learning and personal growth
   - DONE. Intensive Assessment for Education Programs. All initial teacher preparation programs underwent intensive review by their specialized professional associations. LiveText assessment software has been used in all of our teacher preparation programs.
   - DONE. General Education Assessment. General Education report for 2013-14 is completed and published. Three objectives in the general education portfolio were assessed. Data collection for the following outcomes is underway for the next assessment cycle - critical thinking, written communication and human diversity. An institutional rubric to assess student’s ability to demonstrate competency in human diversity was created by faculty.
   - DONE. NASAD Self-Study and Site Visit Complete. In fall 2014, FSU was accredited by the National Association of Schools of Art & Design (Art & Music, Communication Arts, and Fashion).
   - DONE. NEASC Accreditation Site Visit. We received word in fall 2014 that we were reaccredited by The New England Association for Schools and Colleges (site visit occurred March 30-April 2, 2014).
   - DONE. NCATE Accreditation. We received final word that we received full accreditation by NCATE/CAEP (National Council for Accreditation of Teacher Education). They visited the campus on in April 2014 for our site visit.
   - IN PROGRESS. IACBE Accreditation. International Assembly for Collegiate Business Education self-study was submitted 7/30/14. Visit is to be scheduled in the near future.
   - DONE. AND Accreditation. The Academy of Nutrition and Dietetics (formerly American Dietetic Assoc.) reaccreditation visit occurred in Fall 2014. The visit was very positive; we anticipate the formal report later this year.
   - DONE. CCNE Reaccreditation. The Nursing Department reaccreditation visit by the Commission on Collegiate Nursing Education occurred in Fall 2014. We received formal notification in June that undergraduate and graduate programs were reaccredited for ten years.
   - DONE. FSU Joined Multi-State Collaborative Assessment Project. FSU successfully participated in a multi-State Collaborative to assess student learning in the areas of critical thinking, written communication, and quantitative reasoning. FSU was one of few campuses in the country that meet targets set for the project in terms of data collection and sampling.
   - ONGOING. Davis Educational Foundation Grant. The implementation of Davis Educational Foundation grant year 2 has been kicked off in collaboration with MassBay Community College. Over Summer 2015, 40 faculty from FSU and MBCC will focus on developing assignment prompts that focus explicitly on critical thinking and written communication. Qualitative and quantitative data has been collected from year 1 of the grant to develop scholarship on our approach to faculty development and assessment of learning objectives.
   - IN PROGRESS. Graduate Program Assessment Plans. The Director of Assessment conducted a series of workshops for graduate program coordinators on the development of program review processes and assessment plans. All graduate programs are currently in the final stages of developing assessment plans. Graduate Coordinators will submit draft plans to the director of assessment by February 15, 2015. Goal is to reach 100% by June 2015.

f. Enrich university community with diversity
   - IN PROGRESS. Institutes for K-12 Teachers. The Center for Global Education plans to offer a summer institute for teachers on the “other” Europe in summer 2015, with a focus on Central and Eastern Europe.
   - DONE. Library Diversity Initiatives. The Library received a $15,000 “Serving People with Disabilities” grant from the Massachusetts Board of Library Commissioners to provide equipment and services to library users facing visual, hearing or mobility challenges. In addition, the Library received an American Library Association Muslim Journeys “Bridging Cultures” Bookshelf grant that provided a range of Islamic Studies materials.
- **ONGOING.** **Diversity Dialogues Focused on Teaching.** In collaboration with the new Multicultural Center, faculty members continue to offer diversity dialogues related to teaching.

- **IN PROGRESS.** **Faculty Development in Diversity Learning Outcome.** The CDI and Office of Assessment are currently running FSU’s first faculty diversity and inclusion institute, Widening the Circle. Fifteen faculty members are working with peer facilitators to develop assignments focusing on human diversity and will develop assessment methods for this gen. ed. learning outcome.

- **IN PROGRESS.** **Development of Linked Class Learning Community for Spring 2015.** Global Perspectives in Literature will be linked with Sociological Perspectives on Globalization; these linked courses will explore globalization and the development of the global citizen. The courses will be offered in spring 2015.

- **DONE.** **Diversity-Infused Courses.** The following new courses, all of which emphasize themes of diversity and inclusion, were offered for the first time in 2014-2015, *Latinos in the United States*, *The Anthropology of Food and Nutrition*, *Gender and Religion in Middle Eastern Politics*, *Social Entrepreneurship, Social Movements*, and *Social Conflict in Northern Ireland*.

- **DONE.** **Funded Study on Asian American Students.** Dr. Daisy Ball (Sociology) received a grant from the Asian American Student Success program at UMass-Boston to conduct research on the experiences of Asian American students at less selective institutions.

- **DONE.** **Development of Linked Class Learning Community for Spring 2015.** Global Perspectives in Literature was linked with SOCI 357 Sociological Perspectives on Globalization; this linked course explored globalization and the development of the global citizen.

- **ONGOING.** **FSU joins Bridgewater State University Leading for Change Consortium.** A team of faculty and administrators have joined the consortium, which meets regularly with faculty and staff from over 20 higher education institutions in the region to develop and share benchmarks related to diversity and inclusion efforts. The team brought ten male students of color to a meeting at Bridgewater State University to discuss strategies to improve retention and graduation rates. Faculty play a key role in this effort.

- **ONGOING.** **Diversity Studies Minor.** A team of faculty has received funding to assess and redesign the diversity studies minor over the summer.

- **ONGOING.** **Queer@FSU Project.** A team of faculty brought the Queer@FSU Project to FSU. This is part of a national initiative that started at Fordham University to gather information on bias incidents and discrimination on the basis of sexual orientation and gender identity and expression.

- **DONE.** **BOND of Color.** The Nutrition Department co-sponsored an event with the Boston Nutritionists and Dieticians of Color entitled *Increasing Equity in the Field of Nutrition*. This event included nutrition students and professionals from the greater Boston area.

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4. Prepare students for global citizenship and competitiveness

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a. **Expand global awareness through new majors and programs**

- **DONE.** **Fulbright Scholar-in-Residence Program.** Academic Affairs, International Education, the Sociology Department and the Office of Grants and Sponsored Programs collaborated on a successful application (first ever for FSU) to recruit a scholar in contemporary Middle East society and politics. The U.S. State Department provided funding to the university to host the international scholar for a semester (Spring 2015), Dr. Amal Hamada, from Cairo University. *Areas of scholarly interest: the history and development of the Iranian political system; bloggers in the Middle East as a force in social movements; social media and political change; the deep state in the Middle East.* She taught two courses: Social Movements and Gender and Religion in Middle Eastern Politics in spring 2015.

- **DONE.** **Foster Hall Apartment Refurbishment.** To house incoming visiting international faculty, the Foster Apt. was refurbished for fall occupancy.

- **DONE.** **Distinguished Visiting Scholar.** Dr. Gloria Casañas, Argentina, taught a fall undergraduate course for Spanish majors and a graduate course for M.Ed in Education, Spanish concentration students. She also gave two presentations to the community (presented in Spanish, and translated in real time). She lived in residence at the Foster Hall Apartment.

- **DONE.** **Fulbright awards.** Professors Audrey Kali and Erika Schneider worked with the Office of Grants and Sponsored Programs to garner prestigious Fulbright awards for FY 2016. Dr. Kali will travel to Malawi to teach speech communication courses and to assist in the development of curriculum in the Language and Communication Skills Department at the University of Malawi. Professor Schneider plans to teach and guest lecture on the history of American art prior to 1980 at a university in the Netherlands. She will develop art history curriculum and will advise graduate students as well.

- **Done.** **International Faculty Development Seminar Grant.** Dr. Paul Bruno was awarded $2000 through the Office of International Education’s membership in CIEE to attend a seminar in Cuba this summer on Contemporary Cuban Transformations: Social Inequalities and Social Policy, with faculty members from across the United States.

b. **Integrate and grow world language programs**

- **DONE.** **New Minors in BRIC Programs.** In 05/14, we graduated our first 5 students with Chinese minors. We continue work on our Portuguese minor.

- **DONE.** **New Major in ASL-English Interpreting.** The BHE approved this new major, and it began admitting students in Fall 2014. We have hired our first tenure-track professor. This major is collaborative with Northern Essex Community College. Framingham State’s first cohort graduated in May 2015.

c. Support student international experiences

- **DONE.** **Study Abroad Scholarships.** The Office of International Education has awarded $10,000 in scholarships to students going abroad for fall, spring, and summer terms, the third year of offering $500 scholarships for semester study abroad.

- **ONGOING.** **Study Abroad Dedicated Scholarships.** There are now 4 dedicated, named scholarships for study abroad financial support: Murtaugh, Martin (2) and Sastavickas.

- **DONE.** **Growth in International Opportunities for Students.** International Education has a new high level of participation in all areas: participation for the 2014-2015 academic year with 198 total participants in international education; fall, spring, summer, faculty led study trips. 3 spring term international visiting exchange students. Current faculty-led study trips scheduled for this academic year include: **Winter Break:** Dr. Holloway (English-English); **Spring Break:** Dr. Judy Otto (Geography), Greece. **Summer:** Dr. Ludemann (Psychology & Philosophy) – Guatemala, Service Learning; Dr. Ferraro (Sociology)-
Academic Affairs: End-Year Report, May 2015, Year 3 of 5-Year Strategic Plan – Selected Examples

Northern Ireland; Honors Program: - Northern Ireland with Dr. Matthews; Dr. Haewon Ju (Fashion):- Italy; Dr. Schwartz(Foods and Nutrition)-Slow Food Tour Italy. Currently 31 students are planning to study abroad in Fall 2015.

- **DONE.** 4 FSU students will be going to Tokyo on full scholarships from Showa Women’s University for a 3 week cultural immersion program.
- **DONE.** The Honors Program is funding two full student scholarships to study in Prague again this summer for a special Honors-only study abroad program at Charles University.
- **DONE.** New Affiliation with IES. Invited to become an Associate Member of IES (Institute for the International Education of Students) and any FSU student attending one of their study abroad programs will automatically receive a $1500 public institution grant toward program fees.

5. **Strengthen and expand STEM programs and student success in STEM areas**

a. **Expand STEM majors, centers and research and policy analysis**

- **ONGOING.** New Professional Development Program. 109 K-12 teachers attended FSU’s new STEM Certificate Program, which focuses on high-level interdisciplinary learning with the integration of advanced technology. An additional 40 teachers are signed up for the summer offering of the program.
- **DONE.** Professional Science Master’s. The new program director began in March and recruiting is in progress. The program will launch Fall, 2015.
- **IN PROGRESS.** Equipment for DCR Reservoir Site. The Biology Department has begun purchasing equipment to support teaching and research activities at the DCR Reservoir land that is being transferred to the university.
- **IN PROGRESS.** Collaboration with EDC. The Office of Grants and Sponsored Programs facilitated grant proposal material that will establish a collaboration between the McAuliffe Center and the EDC. OGSP provided quantitative data on FSU to EDC to help ensure a computer science education professional development program for educators at the Center. The program will be funded through MassCAN and through the National Science Foundation (NSF).
- **DONE.** STEM faculty research. Dr. Emmanouil Apostolidis (Chemistry and Food Science) was awarded two grants by the U.S. Army Natick Labs for support of biomedical and healthcare research.

b. **Improve STEM preparation and readiness**

- **DONE/IN PROGRESS.** Pre-Engineering Program Agreements. The Physics & Earth Science Department developed special transfer agreements with UMass Dartmouth and Mass Maritime for our pre-engineering program, so that our students directly enter the BS Engineering majors at these universities.
- **DONE.** Writing Courses for STEM Early College High School. FSU is a higher education partner of Marlborough Public Schools’ STEM Early College High School and provided two college level writing courses on-site to high school juniors in AY2014-2015.
- **DONE.** Equipment Upgrades. The Departments of Chemistry and Physics and Earth Science have acquired equipment to upgrade and modernize laboratory experiences in Organic Chemistry and Astronomy.
- **DONE.** Minor Revised By Reviewing Hidden Prerequisites. The minor in Earth Science has been revised by reconsidering prerequisites and other factors that make it a more viable choice.

c. **Increase student interest, enrollment and degrees awarded in STEM majors**

- **DONE.** Faculty training on NAO Robot. Computer Science faculty have been trained on the use of the newly purchased robot that they are using for recruiting/outreach events as well as in the Introduction to Information Technology course.
- **ONGOING.** Second Computer Programming Competition Added. The Computer Science Department now involves students in programming competitions both fall and spring semesters.
- **DONE.** New DHE STEM Retention Grant. Faculty at all nine state universities collaborated on a grant proposal to the DHE designed to improve STEM retention. DHE funded the grant proposal.
- **IN PROGRESS.** Math Curriculum Review. The Math Department has conducted a review of their curriculum sequencing and pedagogies. They are making adjustments to improve student progression through their course sequences. They are also considering new options for students requiring remediation.
- **DONE.** Concentrations Transformed Into Majors. The Department of Physics and Earth Science has proposed a new major, Earth Science, which was formerly a concentration in the Geography Major. They are awaiting final approval by the Board of Higher Education before they begin implementation.

d. **Improve STEM career readiness among FSU graduates**

- **ONGOING.** New Cooperative Education Program in Computer Science. Several students now have completed their first co-op experiences, and others are prepared to go out. The feedback is very positive from our industry partners and the students.
ongoing. Lecture Series and Mock Interviews. The Food Science program has implemented a series of invited lectures in which representatives from various corporations in food-related industries discuss their career paths and current projects. Following their presentation, the representatives conduct mock interviews with students in the program.

e. Link STEM programs to the regional scientific and technology community

- **IN PROGRESS. New STEM Industry Advisory Boards Under Development.** The Chemistry & Food Science Department is creating industry advisory boards for both majors.

6. Respond to labor market trends in academic program and center development

a. Connect regular, systematic assessment of labor market trends to program review and development.

- **DONE. Labor Market Trend Analysis and the 5-Year Program Review.** Now, we have made this review a regular part of the process.
- **DONE. Concentrations Transformed Into Majors.** The Department of Business has implemented new majors in accounting, finance, management, and marketing and new concentrations in entrepreneurship, sports management, and financial planning.
- **DONE. Enhance Interest in Careers in Law.** The Pre-Law Advisor took a group of students from FSU to Law School Day at the Boston Law School Forum. Representatives from 150 law schools attended.

b. Develop and maintain dialogue with major area employers

- **DONE. New Certification Program in Accounting.** Continuing Education has completed development of a certificate program in accounting in response to area business needs.
- **DONE. Job Notification Listings.** The Geography Department has developed two e-job notification boards for majors, one on Blackboard and one on Linked-in.
- **DONE.** The Continuing Education Office provided workshops leading to a non-credit Leadership Certificate to employees at Griffin Electric in Holliston, MA.
- **IN PROGRESS. World of Work Certificate Collaboration with Liverpool John Moores University.** In February, Dr. Terry Dray, Director Graduate Advancement & Employer Engagement, Liverpool John Moores University, visited FSU to discuss a potential collaboration with FSU on the World of Work Certificate, a program that is unique in that it is a labor force verified certificate. An MOU has been sent to LJMU and we are set to develop a relationship and a new certificate program.
- **IN PROGRESS. Coaching Program.** The Department of Business has expanded its coaching program. Faculty train over 70 coaches from a range of local businesses and invite them to a coaching event on campus. Based on the Babson model, five students meet with five coaches, who observe students as they discuss and present a case. The coaches take notes on the students’ performance, discuss the students as a group, and then meet with the students individually to provide feedback. This event is linked to Organizational Behavior classes.

c. Systematize the preparation of students for graduate and professional programs

- **DONE. New Sheltered English Immersion Course.** The Education Department has implemented a new federally-required Sheltered English Immersion course for all early Childhood, Elementary, and Secondary Education students.
- **DONE. New Two graduate certificates in Assistive Technology:** the special education graduate program will offer the two new graduate certificates starting Fall 2015. This is in response to the market demand for qualified practitioners in the field of special needs.

d. Develop combined degree programs and new graduate programs in response to the needs of the Commonwealth

- **DONE. Undergraduate Certificate in Professional Science Communication.** Continuing Ed., in collaboration with the Comm Arts Dept., has developed a 5-course certificate program that provides students with a solid foundation of speech communication skills appropriate for most careers. Courses include Effective Speaking, Small Group Communications, Interpersonal Dialogue, Organizational Communication, and Intercultural Communication.
- **IN PROGRESS. Undergraduate Certificate in Excellence in School Nutrition.** The John C. Stalker Institute, in collaboration with the Food and Nutrition Dept., offers a 5-course certificate program for school nutrition directors and aspiring directors in Massachusetts schools, and is working with MassBay Community College to establish a school nutrition concentration within their business degree using the courses from the Certificate Program.
- **IN PROGRESS. Professional Science Master’s Program.** The PSM is fully approved by the BHE, and director has been hired. The focus is on Quality Assurance/Quality Control.
- **IN PROGRESS. 5th-Year Master’s Programs.** Food & Nutrition has developed a 5-year Master’s program and got the approval from the Graduate Education Council, approved a new academic policy that allows undergraduate students to take graduate courses that counts for the two degrees. Development of 5-year B.A. - M.A. in English, the only such Massachusetts state university program, is also under development. Also, Development of 5 year B.Ed and M.Ed in elementary and special education, are also under development.
### Appendix B: TT Faculty Hiring, Fall 2015

<table>
<thead>
<tr>
<th>#</th>
<th>Department</th>
<th>Status</th>
<th>Candidate Hired</th>
<th>Doctoral/Terminal Degree Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Art &amp; Music</td>
<td>Complete</td>
<td>Paul Yelowitz Replacement (Cote)</td>
<td>University of Hartford</td>
</tr>
<tr>
<td>2</td>
<td>Biology</td>
<td>Complete</td>
<td>Jeffrey White Replacement (Carroll)</td>
<td>University of Michigan</td>
</tr>
<tr>
<td>3</td>
<td>Chemistry &amp; Food Science</td>
<td>Complete</td>
<td>Dwayne Bell Replacement (Bodack)</td>
<td>University of Texas at Austin</td>
</tr>
<tr>
<td>4</td>
<td>Communication Arts</td>
<td>Complete</td>
<td>Mary Kate Caffrey New-Theatre</td>
<td>Northwestern University</td>
</tr>
<tr>
<td>5</td>
<td>Business</td>
<td>Complete</td>
<td>Borga Deniz New</td>
<td>Carnegie Mellon University</td>
</tr>
<tr>
<td>6</td>
<td>Business</td>
<td>Complete</td>
<td>Paul Piwko New-Accounting (failed search last year)</td>
<td>Nichols College</td>
</tr>
<tr>
<td>7</td>
<td>Economics</td>
<td>Complete</td>
<td>Laura Lamontagne New</td>
<td>Clemson University</td>
</tr>
<tr>
<td>8</td>
<td>Economics</td>
<td>Complete</td>
<td>Luis Rosero Replacement-Enz</td>
<td>University of Massachusetts - Amherst</td>
</tr>
<tr>
<td>9</td>
<td>Education</td>
<td>Complete</td>
<td>Kortney Beth Sherbine Replacement (Coriera)</td>
<td>Penn State University</td>
</tr>
<tr>
<td>10</td>
<td>English (British Literature)</td>
<td>Complete</td>
<td>Rachel Trousdale Replacement (Horn)</td>
<td>Yale University</td>
</tr>
<tr>
<td>11</td>
<td>English (Creative Writing)</td>
<td>Postponed</td>
<td>Will search in 2015-2016, person will begin Fall 2016 Replacement (McLaughlin)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Mathematics</td>
<td>Complete</td>
<td>May Chaar Replacement (Cutler)</td>
<td>University of New Hampshire</td>
</tr>
<tr>
<td>13</td>
<td>Mathematics</td>
<td>Complete</td>
<td>Michael Krul Replacement (Czarnece)</td>
<td>University of Rhode Island</td>
</tr>
<tr>
<td>14</td>
<td>Psychology &amp; Philosophy</td>
<td>Complete</td>
<td>Margaret Campbell Obaid New</td>
<td>Clark University</td>
</tr>
<tr>
<td>15</td>
<td>Sociology</td>
<td>Complete</td>
<td>Ke Li New</td>
<td>Indiana University</td>
</tr>
<tr>
<td>16</td>
<td>Sociology</td>
<td>Complete</td>
<td>Lina Rincón Replacement (Dargan)</td>
<td>SUNY - Albany</td>
</tr>
<tr>
<td>17</td>
<td>World Languages</td>
<td>Luce Aubrey</td>
<td>Conversion funded by DGCE, ASL-English Interpreting</td>
<td>Harvard Extension School</td>
</tr>
<tr>
<td>18</td>
<td>Academic Diversity--FTT</td>
<td>Postponed</td>
<td>STEM</td>
<td></td>
</tr>
</tbody>
</table>
### Goals and Outcomes Associated with the New Academic Deans Structure, 2014-2015

This past year, we moved forward with our new academic structure as described in both our strategic plan and deans proposal. In fall 2014, we began with three academic deans and the corresponding Colleges in the Arts & Humanities, Social & Behavioral Sciences, and Science, Technology, Engineering & Mathematics. This upcoming year, fall 2015, we will add a Dean for the College of Education. Throughout the year, we reviewed university policies to create a better fit with the new academic structure. Our goals were to form appropriate academic leadership and reporting structures that created progress toward the following 7 goals. Below are selected examples of our progress in these seven areas.

<table>
<thead>
<tr>
<th>Goals</th>
<th>College of Arts &amp; Humanities</th>
<th>College of Social &amp; Behavioral Sciences</th>
<th>College of Science, Technology, Engineering &amp; Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen academic focus</td>
<td>Worked with other deans in teams to review applications and grant financial support for academic activities such as student travel for research presentations and field trips for field study, cultural enrichment, and service learning.</td>
<td>Worked closely with chairs to monitor progress of SPIF and ASG initiatives. Initiated a second wave of SPIF funding with reallocated funds.</td>
<td>Worked with STEM faculty to review plans and equipment needs for the move into the new building.</td>
</tr>
<tr>
<td>Stimulate new academic programs and growth, &amp; collaborate with centers, other universities and industry</td>
<td>Provided support to the new Theatre Concentration which produced its first performance of A Midsummer Night's Dream in April. Supported the new American Sign Language (ASL)/Interpreting Program.</td>
<td>Provided support to the new Entrepreneur Innovation Center, which is now at capacity in its second year. Supported Department of Business's Coaching Program.</td>
<td>Developed a more collaborative working relationship between the McAuliffe Center and MetroWest STEM Education Network and university faculty members.</td>
</tr>
<tr>
<td>Provide better support for faculty and students</td>
<td>Supported departments in four successful tenure-track searches. Supported two professors in the handling of Fulbright Awards.</td>
<td>Supported departments in seven successful tenure-track searches.</td>
<td>Submitted successful STEM retention grant to the BHE that will support faculty professional development, enhanced SI, and development of new programs for at risk students.</td>
</tr>
<tr>
<td>Encourage better integration of the undergraduate and graduate programs</td>
<td>Began planning for 5-year Masters Degree programs in English and Art History.</td>
<td>Supported the Department of Business in its attempts to accredit and grow the MBA program.</td>
<td>Supported the departments of Nursing and Nutrition as they sought reaccreditation for undergraduate</td>
</tr>
</tbody>
</table>
### Appendix C Annual Report, Academic Affairs

<table>
<thead>
<tr>
<th>Enable clearer student progress toward degrees</th>
<th>Worked with chairs to facilitate MAST transfer agreements for more clarified articulation of transfer courses.</th>
<th>Worked with chairs to create a structure that clarifies pathways for community college students who plan to enter FSU.</th>
<th>Worked with chairs to ensure that scheduling of classes in biology, chemistry, math, nutrition, and physics is coordinated to facilitate progression through STEM majors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate academic program-driven fundraising</td>
<td>Attended fund-raising conference with other deans; established relationship with FSU Office of Development; developed plans to begin regular luncheons with alumni and to utilize events such as theatre performances, gallery openings, and fashion shows as alumni experiences.</td>
<td>Attended fund-raising conference with other deans, established relationship with FSU Office of Development, and developed plans to begin regular luncheons with alumni.</td>
<td>Attended fund-raising conference with other deans, established relationship with FSU Office of Development, and developed plans to begin regular luncheons with alumni.</td>
</tr>
<tr>
<td>Augment appropriate community service and involvement that is consonant with our academic programs</td>
<td>Worked with Art and Music Department to cultivate pro bono graphic design student work with non-profit institutions.</td>
<td>Worked with small FSU team to secure a planning grant for the Inclusive Concurrent Enrollment (ICE) program.</td>
<td>Worked with faculty to begin the development of new STEM Education internships and service learning opportunities. New courses will be submitted to governance in Fall 2015.</td>
</tr>
</tbody>
</table>