Guidelines and Comments for APAP Action Teams   [October 2012]

The *Augmented Pace Action Plan* (APAP) was widely distributed to the Pace community in July 2012. This document is an augmentation of the university's ongoing strategic plan, *Opportunitas in the 21st Century: Seizing the Moment.* The augmented plan supplements the existing road map by including a number of specific action items designed to enhance academic activities at Pace.

After seeking input from many sources, including the administration and the faculty councils, several action item teams were established for specific items in the *Augmented Pace Action Plan*. The manner in which the action items fit into APAP is shown in Appendix A. A listing of the action item team memberships is given in Appendix B.

Most of the action item teams have held their first meetings. The general guidelines and specific suggestions for each team are listed below.

General Guidelines for All Action Teams:

- **Current status:** What data (qualitative and quantitative) are relevant to the action item? What are the current values and current status at Pace, and what are the 5 to 10 year trends? Is data available from other institutions of higher education, particularly those comparable to Pace? Breakdown of data by school, campus, gender, etc. may be necessary for a complete understanding.

- **Target goals:** If appropriate, set long-term target goals, preferably based on comparison with peer institutions. Then consider how to overcome short-term, one-time transition questions. Change is not easy, and considering everything at once causes confusion.

- **Desired actions:** What are the relevant questions to ask in order to move in the desired direction? Are there specific actions Pace can take? Best practices from other institutions could be helpful.

- **Resources/Recommendations:** What are the resources needed to implement proposed actions and reach target goals – these resources could be space, policies, faculty, personnel, money, students, etc.

- Consider holding an open forum for soliciting comments and sharpening ideas.

- Draft a one or two page bulleted report of current status, target goals, desired actions, necessary resources. **Deadline is December 3, 2012.** Reports will be put on the web and comments from the Pace community will be solicited. Once the comments are in, suitable final modifications will lead to implementable initiatives. Some implementation will be possible soon, other ideas will be ready but may need some time and additional resources to put into motion. This dynamical planning and implementation process should enhance Pace's academic reputation, and also open up new revenue streams.

Underrepresented Minority Faculty Hires
Iride Lamartina-Lens (chair)

What is the current status of faculty diversity at Pace? What steps can be taken to increase the number and success of underrepresented faculty?

- Need consistent definition of "underrepresented" before examining data.
- Focus on tenured & tenure-track faculty.
- Breakdown of data by each school as a function of time.
- Breakdown by academic rank (full, associate, assistant).
- "Grow our own" program from CHP.
- Report from Hispanic Task Force.
- Comparison of data with peer universities.
- SRUF program at IUPUI.

Early Warning System
Mark Poisel and Jonathan Hill (co-chairs)

At the start of any semester, if a student gets an early warning (within 2 to 3 weeks) that s/he is headed for trouble in a certain course, the student still has time to take corrective action. If a student has registered in a course for which they do not have the prerequisite background, they end up spending time and money for a frustrating semester. Constant monitoring and an early warning system, especially in the first year are essential. Early warning is an important ingredient for student success.

- Pace should seriously consider late-start courses. These are 10-week courses, often satisfying general education requirements, which start in week 5 in the Fall and Spring semesters. Students getting an early warning in the courses they are registered in, will have the option of switching to a late-start course.
- The tuition/financial aid implications of late start courses need to be considered.
- Student focus groups for feedback may be helpful.
- Poor attendance in first two weeks is a strong warning sign.
- Each course should give homework, pre-test, or other graded assignment in the first two weeks.
- Need an easy computerized approach to gauge if a student is getting early warnings in more than one course.
 There must be a clear method of communication between students and advisors.

Honors College
Mark Poisel (chair)

Pace must be an attractive choice for high ability students by significantly improving the programs and space available to honors students. Current reports are that many honors college applicants eventually choose other schools after seeing the very poor quality space which the Honors College current occupies.

- Current criteria for admission to the Honors College as a freshman or a transfer student.
- How many freshman students? How many transfer students? Trends over the past five years. Data by school and campus.

- How many honors students graduate every year for the past five years?
- How much influence/advice/input do faculty have in creating the curriculum and enhancing the Honors College experience?
- Student intercampus pilot program for Honors students. Get benefits of both campuses!
- Make plans for improving space and having state-of-the-art technology.
- Study financial aspects of awards and scholarships to Honors students.

Graduate Education
John Dory (chair)

American higher education has received universal acclaim, particularly graduate education. Pace has traditionally focused on professional graduate education, but for Pace to have a distinguished national reputation, it needs well-developed graduate programs at the Masters and Doctoral levels in other areas too. The choices of programs need to match the areas of research/scholarship thrust in the schools. Strong, well-funded graduate programs will enhance research and help attract outstanding faculty.

- Number of graduate students at Pace. Breakdown by school and trends.
- Current list of graduate degree programs at Pace.
- New programs in the past 5 years.
- Number of graduate degrees granted.
- Success rate of graduate programs? How many admitted graduate students get degrees in 150% time? Trends?
- Schools should propose creative new interdisciplinary degrees unique to the strengths of Pace faculty or its location in Pleasantville and Manhattan.
- Graduate student recruitment and stipends. Is the current relatively centralized admissions system working well for the schools?
- High proportion of adjunct faculty at Pace is partially due to insufficient graduate teaching assistantships.
- Important to have a graduate student focus group to get input.

New Technologies
Jim Stenerson (chair)

Can we effectively use new methods of teaching and learning due to technological improvements? While this question is always relevant, it has become particularly urgent at this time due to the rapidly changing landscape in higher education. This is due to sustained and powerful criticism, especially about increasing costs, partly due to recent poor economic conditions and the rise of online for-profit universities. We are heading into unfamiliar territory, and Pace needs to be aware of developments. Must learn about new dissemination technologies, adapt them to Pace as appropriate.

- Are we teaching in ways that will prepare students with learning outcomes of value for future employment? Can we use technology to educate more effectively?
- What is the number and percentage of online courses at Pace for the past 5 years? There has been a national increase in number and quality of online courses.
- How many degree programs are online at Pace?
- Are on-line universities a threat existentially (and beyond)?

- Examine the quality, effectiveness, convenience and cost of online instruction.
- Importance of co-curricular, face-to-face education in student learning.
- Hybrid courses at Pace? Increasing trend? Best of both worlds.
- Massive open online courses (MOOC) – flipped classrooms. More time on task may lead to better and cheaper learning. Many available grants. Pilot some courses at Pace?
- Teenagers typically spend 15 hours per week on computer games. Can we develop and effectively use (digital) games for teaching?
- Can one develop more online science labs at Pace? Could become a national leader here.
- E-texts. What is the cost-benefit analysis of using electronic textbooks? Best practices at other institutions.
- iPace program. Study status and provide recommendations.

Advising (ePDP - electronic Personal Development Plan)
Matt Bonilla and Sue Maxam (co-chairs)

Good advising is critical for strengthening retention and promoting timely graduation. Periodic meetings are essential for monitoring student progress.

- It appears that there are school specific and other more general student success advisors. Data on student to advisor ratio at Pace? Comparison with national norms for good advising.
- Electronic Personal Development Plan (ePDP) – how many advisors are using this?
- How many degree programs have well charted pathways to graduation?
- Programs for guidance on the shortest path to graduation.
- Approaches to advising students who get "early warning" notices.
- Expertise in advising how summer semester can be used to accelerate graduation.
- Knowledge of co-curricular activities to boost student learning.
- Quality as well as quantity of the advisors needs to be reviewed.

Enhancing the Learning Experience [RISE]
Greg Julian (chair)

It is increasingly recognized that student learning does not occur just in the classroom, but also via co-curricular activities and real-life experiences. A good way to capture many such experiences is via RISE, where R = Research, I = International, S = Service, E = Experiential learning.

- Undergraduate research data – number of students and current funding.
- Student Abroad data and trends. Other internationalization initiatives?
- Number of international students at Pace.
- List of service learning courses. Project Pericles data.
- Number of internships at Pace. Trends over time. Comparison with other institutions.
- Can RISE experiences be noted on student transcripts?
- New ideas for interdisciplinary courses, minors? Development of innovative RISE courses.

- Developing programs involving a semester on the "other" Pace campus.

Pleasantville Academic Identity Group
Richard Kraus (chair)

Establish an academic vision and positioning statement for the Pleasantville campus that will increase the critical mass of students in residence, enhance its ability to compete for students with peer institutions, and guide the allocation of resources during the coming years.

- Emphasize Pleasantville's student-centered focus on educating students to excel in professional careers.
- Recognize nationally recognized internship program and experiential learning opportunities.
- Campus has a comprehensive range of academic activities.
- Consider possible important broad areas like environmental and health sciences, justice studies, communication and media studies, cybersecurity, etc. which have academic strength in Pleasantville.
- Strong academic programs are key attractors for talented students.

120 Credit Hours
Matt Bonilla (chair)

A large number of campuses are reviewing graduation requirements and cutting down the number credits required to the canonically defined value of 120 credit hours. Many state legislatures are mandating this practice, so as to ensure timely graduation.

- Make a systematic survey of credit hours needed for graduation in various programs at Pace. Unless otherwise required by accrediting agencies, must reduce all bachelor's degrees to 120 credit hours.
- List of all Pace bachelor degrees and current credit hour requirements. The current norm seems to be 128 credit hours for historical reasons.
- Get data on what other peer institutions are doing and a list of states mandating reduction to 120 credit hours via legislation.
- If faculty absolutely feel more than 120 credit hours are needed, consider adding a few more credit hours and then giving a bachelors/masters joint degree.
- Need to convey to students the expectation of graduation in "four years or less".
- Must ask faculty committees in schools to look at implementation, and then get approval from the faculty councils.
- Inform NY state about the changes made.

Research & Scholarly Activity
Namchul Shin (chair)

For Pace to shine on the national scene, research and scholarly activity needs to be strengthened. Activities vary a great deal by discipline.

- Data on grant funding by school for the past 10 years. Dollars and proposals submitted, awarded.
- Set target goals for grant funding by school.
- Other metrics for research and scholarly activity?
- How is release time for scholarly work allocated? (This is different from release time for administration or for service.) Look at processes in schools and recommend changes.
- Does Pace provide adequate infrastructure for research?
- Return of some indirect costs to PI.
- For new hires, can use full return of indirect costs for 2 years as an effective way to generate startup packages.

- Consultants McAllister and Quinn; future strategies?
- Information about interdisciplinary grants from large searchable databases.
- "Excellence" documents from departments. Each department needs to have a clear idea about what constitutes excellence in research/creative activity in that discipline. Important to set expectations for new faculty.
- Identifying research opportunities, grant writers, lab space/performance space, release time for research from schools and from VP Research.

Faculty Data/US News Survey
Angelica Ferreira (chair)

Although all ranking systems have flaws, people do look at rankings in making their decisions. In particular, the US News & World Report ranking is widely consulted. It is important to the study the methodology, check carefully that correct data is being submitted, and understand how improvements can be made.

- Category/definition for data collecting.
- Study US News data and trends over several years.
- High percentage of adjuncts, and low alumni giving are hurting Pace's national ranking.
- CAP students should be properly recorded in the data.

Summer Initiative
Padma Kadiyala and Christine Shakespeare (co-chairs)

Most campuses have unused excess capacity in the summer in classrooms and housing. A summer initiative to use this capacity has many benefits, particularly reducing time to graduation. Summer courses help with retention, and free up class capacity during the academic year.

- Data and trends in summer enrollments at Pace. Breakdown by school.
- Course offerings. Online and on-campus.
- Causes of declining summer enrollments?
- Flexibility of short term courses. Policy of allowing Pace students to get credit for work done at other institutions, and its impact.
- Encourage/require students at risk to take "remedial" or "preparatory" summer courses, especially prior to enrollment at Pace.

- Reduce overcrowding of dance studios, performing arts space, science labs in the academic year by moving some courses to the summer.
- Look at financial aid during summer session.
- Should there be reduced tuition for summer courses? Summer tuition and financial aid?
- Is summer a good time for international Study Abroad experience?
- Summer programs for high school students or senior citizens provide good outreach to community as well as income.
- Students enrolled at other universities, who have returned home to New York for the summer, often want to take a few summer courses.
- Consider courses for high school teachers and workshops for industry.
- Good to put aside some resources for summer campus jobs for students who take 6 credit hours of classes?
- Need appropriate marketing to increase numbers. Use "jumping ahead to graduation" as a tag line for promoting summer courses.
- Stress economic benefits of timely graduation.

Student On-Campus Employment
Rebecca Tekula (chair)

Many Pace students have financial need and have to work. While some work experience is beneficial, working more than 15 hours/week is undesirable, since it often leads to poorer grades, and in some cases a downhill spiral. Campus jobs, even though they may pay a bit less, lead to better engagement of students on campus and hence to higher retention.

- Data on number of students employed at Pace and how many hours/week they work.
- Data from work study numbers – is money fully used or not?
- How does Pace's data compare with other universities – may help set target goals.
- What can be done to have more campus jobs for students?
- Status of summer jobs – will help with summer initiative.
- Is the process for finding student jobs streamlined?

Teaching Evaluations
Marie Werner (chair)

How does one improve the quality of teaching at Pace? One way to do this is to get feedback via student and peer evaluations. Teaching is done by full-time faculty, but essentially an equal amount is done by adjuncts. Consider evaluations for classroom teaching, but also for hybrid and fully online courses. Suggestions for improving teaching?

- Collect student evaluation questionnaires currently used by all schools.
- Is the student evaluation disseminated via hardcopy or on-line/electronic?
- Low response rates for on-line evaluations – effect on promotion decisions?
- Can the committee come up with a universal student evaluation questionnaire, while keeping a few specialized questions for schools.
- Should student evaluation responses be publically available?

- Get data on departmental peer (faculty) evaluations. Propose an evaluation timetable – perhaps a critical evaluation early in the Promotion &Tenure (P&T) cycle with constructive feedback, and a second peer evaluation just before P&T decision?
- Focus on evaluation of campus-based classroom and online courses taught by full-time faculty. There are other teams looking at adjunct evaluations.
- Workshop/lectures arranged by CTLT, perhaps using School of Education faculty and excellent professors, for new faculty. Importance of pedagogy and teaching techniques.

Pace Retirement Option
Uday Sukhatme (chair)

Several studies have indicated that Pace has an aging tenure-track faculty, and there has been little opportunity for new hiring. Can one propose an attractive retirement option for tenured faculty who have served Pace well for so many years and allow them a dignified exit in a manner which satisfies their needs and is more attractive than options offered at Pace in past years?

- Age distribution of faculty diversity at Pace. Distribution by schools.
- Data on retirement options offered at other institutions in recent years.
- Options offered at Pace in the past 15 years and their impact.
- Consider options which have immediate applicability and also those which can be phased in.
- Look at the possibility of half-time employment at half-salary and full benefits.
- Importance of having workshops by retirement specialists.
- Proposed options should be simple, yet offer flexibility.

Streamlining the Tenure and Promotion Process   (January 2012)
Associate Provost (chair)

At any institution, the tenure and promotion process needs to re-visited periodically. It is important to have detailed guidelines so that procedural mistakes are minimized and all tenure track faculty get fair treatment when they apply for tenure.

- Review current process.
- What problems have occurred in recent years?
- Important that each department has guidelines as to what constitutes excellence in their discipline. This is needed both by tenure track faculty in the department, but also by members on review committees from other disciplines.

Admission Standards and CAP Students   (January 2012)

To improve student quality, one must develop a plan to raise admission standards while keeping an eye on enrollment numbers.

<u>**Appendix A: How the Action Teams fit into the Augmented Pace Action Plan.**</u>

Augmented Pace Action Plan
July 6, 2012

1. **Advance Academic Programs**

   - Recruit, develop, and retain an outstanding and diverse faculty

     <u>**Underrepresented Minority Faculty Hires**</u>

     <u>**Teaching Evaluations**</u>

     <u>**Streamlining the Tenure and Promotion Process**</u>

     <u>**Pace Retirement Option**</u>

   - Build distinctive, high-quality academic programs

     <u>**Honors College**</u>

     <u>**New Technologies**</u>

   - Strengthen the student academic experience – improve retention and graduation

     <u>**Early Warning System**</u>

     <u>**Advising (ePDP - electronic Personal Development Plan)**</u>

     <u>**120 Credit Hours**</u>

     <u>**Summer Initiative**</u>

     <u>**Admission Standards and CAP Students**</u>

   - Increase research, scholarly activity and external funding

     <u>**Graduate Education**</u>

     <u>**Research & Scholarly Activity**</u>

2. **Build a Culture of Community**

   - Improve the co-curricular experience for all students

     <u>**Enhancing the Learning Experience [RISE]**</u>

Student On-Campus Employment

- Enrich the faculty's sense of community
- Enhance the professional development of staff
- Engage Pace alumni in diverse, meaningful, and enduring relationships with the University
- Improve understanding of and participation in University governance
- Address quality of life issues

3. **Create Vibrant, Distinctive, and Collegial Campus Identities**
   - Establish Pleasantville as an outstanding suburban residential campus with a distinctive identity

Pleasantville Academic Identity Group

- Establish downtown NYC campus as a distinctive urban campus deeply connected to its urban environment
- Optimize the use of academic facilities
- Provide facilities that are attractive, secure, and green

4. **Build a Strong Financial Foundation and an Efficient Infrastructure**
   - Increase enrollment selectively and strategically
   - Vigorously develop other revenue streams
   - Strengthen the University's financial foundation
   - Increase efficiency of current resource usage

5. **Enhance Pace's Visibility**
   - Increase Pace's outreach, regard, and recognition

Faculty Data/US News Survey

- Expand and strengthen the University's external relations

6. **Strengthen & Reinforce the Culture of Accountability**
   - Establish and use clear metrics to evaluate and strengthen the University's programs, activities and services
   - Annually measure progress in achieving Pace's strategic goals and objectives

Appendix B: Listing of Members in Action Teams.

Two action item teams on "Re-examination of Tenure and Promotion Process" and "Admission Standards and CAP Students" will be appointed at a later date. The remaining 15 teams are listed in the chart below.

Under-Represented Minority Faculty Hires	Early Warning System	Honors College	Graduate Education
*Iride Lamartina-Lens (D) Antonia Garcia-Rodriguez (D) Sophie Kaufman (CHP) Lisa Miles Denise Santiago Namchul Shin (S) Maren Westphal (D) Kevin Wynne (L)	*Mark Poisel *Jonathan Hill (S) Ross Christofferson Kathryn DeLawter (ED) Tom Hull Kathryn Winsted (L)	*Mark Poisel Melissa Cardon (L) Sheila Chiffriller (D) Jean Coppola (S) Angie D'Agostino (LAW) Ida Dupont (D) Noushi Rahman (L) Janice Winch (L)	*John Dory (L) Barbara Atwell (LAW) Brian Evans (SOE) James Gabberty (S) Farrokh Hormozi (D) Maria Iacullo-Bird (D) Hillary Knepper (D) Ross Robak (D) Robina Schepp Joanne Singleton (CHP) Freddi Wald
New Technologies (Pedagogy, Flipped Classrooms, Hybrid Courses, E-Texts) *Jim Stenerson Elizabeth Berro (CHP) Jane Collins (D) Jean Coppola (S) Jean Gallagher Beth Klingner Gary Munneke (LAW) Christine Shakespeare Ibraiz Tarique (L) Andres Villagra (D) Joan Walker (ED)	**Advising (Electronic Personal Development Plan ePDP)** *Susan Maxam *Matt Bonilla Heather Calchera Jim Curry Bernice Houle (S) Beth Klingner Eileen Murphy (L) Mark Poisel	**Enhance the Learning Experience [RISE]** *Greg Julian (D) Theresa Frey Jean Gallagher Maria Iacullo-Bird (D) Michelle Land Sue Maxam MaryAnn Murphy (D) Heather Novak Rebecca Tekula	**Pleasantville Academic Identity Group** *Richard Kraus (L) Ainsley Adams (ED) Karen Berger (L) Mary Courtney (S) Shelby Green (LAW) Jack Horne (D) Greg Julian (D) Bette Kirschstein (D) Theresa Lant (L) Bill McGrath Robina Schepp Andrea Sonenberg (CHP) Leslie Soodak (ED) Uday Sukhatme Marie Toulantis Frederica Wald
120 Credit Hour B ac he lor 's De gre es *Matt Bonilla Dan Bender (D) Lynne Byrne (L) Jim Curry Francine Falk-Ross (SOE) Miguel Gonzalez Martha Greenberg (CHP) Bernice Houle (S) Grace Lamacchia-Paris (D) Eileen Murphy (L) Bill Offutt (D) Mark Poisel Adelia Williams (D)	**Research & Scholarly Activities** *Namchul Shin (S) Bruce Bachenheimer (L) Kam Chan (L) Christine Clayton (ED) Steven Goldleaf (D) Victor Goldsmith Nicholas Robinson (LAW) Richard B. Schlesinger (D) Lillie Shortridge-Baggett (CHP) Ellen Weiser (D) Nigel Yarlett (D)	**Faculty Data/ US News Survey** *Angelica Ferreira Jennifer Bernstein Sarah Burns-Feyl Marianne Hricay Ghassan Karam (D) Fran O'Gara-Schwartz Barbara Pennipede HR Faculty Specialist	**Summer Initiative** *Padma Kadiyala (L) *Christine Shakespeare Heather Calchera Matt Connell Jim Curry (OSA) Jason Diffenderfer (OPAIR) Patricia Gloster-Coates (D) Mary Lieto Harvey Markovitz (L) Mark Poisel Robina Schepp Jim Stenerson Andres Villagra (D)

*Chair
Faculty: (D) Dyson – **(L)** Lubin – **(S)** Seidenberg – **(ED)** School of Education – **(CHP)** College of Health Professions – **(LAW)** – Law

Student On-Campus Employment	Teaching Evaluations	Pace Retirement Option	
*Rebecca Tekula	Bairj Donabedian (L)	*Uday Sukhatme	
Matthew Connell	Brian Evans (ED)	Ron Aloni	
Connie Giamei	Beth Klingner	Angelica Ferreira	
Phyllis Mooney	Barbara Lerner (D)	Betsy Garti Matt	
Christie Nadratowski	Jim Stenerson	Renna Toby	
Noel Whearty	Andres Villagra (D)	Winer	
	Michael Wellbrock		

*Chair

Faculty: (D) Dyson – **(L)** Lubin – **(S)** Seidenberg – **(ED)** School of Education – **(CHP)** College of Health Professions – **(LAW)** – Law