

**Armstrong State University
Academic Affairs Strategic Plan
2015-2020**

Presented by the Academic Strategic Plan Committee:

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Mission:

Academic Affairs provides a rigorous student-centered, engaging education that transforms our students into life-long learners, professionals, community leaders, and ethical citizens of the world.

Vision:

Academic Affairs offers exceptional educational programs that engage and inspire its diverse student body.

Values:

Academic Affairs demonstrates its commitment to the values Armstrong advances in its strategic plan. Specifically:

- We value the intellectual growth of the Armstrong Community through engaged teaching and learning, research, scholarship, and creative endeavors.
- We value the liberal arts and sciences core as the underpinning of each academic discipline and program.
- We value academic freedom, collegiality, diversity, inclusion, equity, and transparency.
- We value service to our students, the University, the community, and the disciplines.
- We value active, ethical, and informed participation in a global society.
- We value our commitment to shared governance with the active participation of the faculty and staff.

Goal 1: To inspire student engagement and success through excellence in teaching and learning.

- Must maintain:
 - ❖ Recognition of student achievement (e.g., Dean's List, Silver A Academic Award, etc.);
 - ❖ Faculty stewardship of the curriculum;
 - ❖ Achievement in teaching is the most heavily weighted aspect of faculty evaluations for annual review, tenure, and promotion.
- Currently striving to achieve:
 - ❖ Facilitation and recognition of excellence in students' engagement in the learning process (e.g. Honor's Program, transcript notation for Dean's Recognition as a Research Scholar, etc.);
 - ❖ Expansion of resources for student success (e.g., tutoring, mentoring, labs, etc.);

- ❖ Recruitment, development, and retention of a more diverse and highly qualified faculty;
- ❖ Recognition of and reward for outstanding teaching;
- ❖ Development of readily available experiential learning/high impact educational practices (e.g., undergraduate research experiences, moot court, study abroad, clinicals, internships);
- ❖ Access to state-of-the-art curriculum, information resources, and technology based on best practices for the discipline;
- ❖ Encouragement of and reward for effective curricular improvement.
- Within reach to achieve:
 - ❖ Expansion of Honors programming;
 - ❖ Enhancement of the quality of “work life” for faculty and staff through building a sense of Armstrong identity and improving working conditions, including compensation, office space, opportunities for professional development, and access to technology;
 - ❖ Recognition of and support for faculty and staff endeavors to remain at the forefront of teaching in their fields, e.g. reward for the Scholarship of Teaching and Learning;
 - ❖ Encouragement and full support of faculty participation in Fulbright, NEH, and other scholars’ programs;
 - ❖ Enhancement of teaching evaluations, faculty mentoring, interdisciplinary collaborations and team teaching, and use of mid-term evaluations;
 - ❖ Linkage of post-tenure review with recognition and/or rewards for outstanding work;
 - ❖ Expansion of new faculty orientation to include “teach the teacher” workshops (e.g., during the week prior to the semester’s start, semester of course release, and/or designated protected time-slots);
 - ❖ Development of a Summer Institute led by Armstrong Teaching Fellows;
 - ❖ Development of readily available faculty seminars on pedagogy and other opportunities to develop as teachers and incentivize/reward active participation;
 - ❖ Modification of the Teaching and Learning internal grant program with increased awards and emphasis on the Scholarship of Teaching and Learning (SoTL).
- Longer range goals:
 - ❖ Creation of a Center for Teaching and Learning and a program of Teaching and Learning Fellows in each college;
 - ❖ Development and maintenance of state of the art facilities, technology, and other relevant teaching tools;
 - ❖ Development of a Sophomore Year Experience program to address the “sophomore slump.”

Goal 2: To support student success through scholarly engagement, professional development, and creative activities.

- Must maintain:
 - ❖ Academic freedom through recognition and reward of professional development, creative activities, and scholarship in the areas of discovery, integration, application and engagement, and teaching and learning (consistent with Boyer’s Model of Scholarship);
 - ❖ Continued efforts to procure Complete College Georgia (CCG) and similar funding so students remain on campus and are more fully integrated into the disciplines;

- ❖ Funding of Advanced Academic Leaves;
- ❖ Financial support for existing internal grants and other support for scholarly and creative activities (e.g. travel, funding for supplies and materials, etc.).
- Currently striving to achieve:
 - ❖ Expansion and encouragement of research with graduate and undergraduate students;
 - ❖ Enhancement of grants for research and scholarship for both students and faculty;
 - ❖ Support of widespread faculty collaboration with other universities and institutions and research/cultural/community organizations;
 - ❖ Allocation of minimum start-up funds for research endeavors appropriate to the department and discipline to initiate the type of research new faculty members are expected to conduct.
- Within reach to achieve:
 - ❖ Encouragement and recognition of contributions by faculty and staff that advance their respective disciplines;
 - ❖ Encouragement of participation in and expansion of opportunities for advanced academic leave and to earn course releases to pursue scholarship.
- Longer range goals:
 - ❖ Establishment of a Visiting Scholars in Residence program;
 - ❖ Establishment of an endowed Undergraduate Research funds to fund faculty time and student positions.

Goal 3: To support student success through community service and public engagement.

- Must maintain:
 - ❖ Funding of internal grants that support service activities and public engagement.
- Currently striving to achieve:
 - ❖ Encouragement, support, and recognition of outstanding staff and faculty service and public engagement.
- Within reach to achieve:
 - ❖ Promotion of and reward for collaborations and partnerships between the university and stakeholders (e.g. public school system, hospitals, government agencies, etc.);
 - ❖ Development of programs to attract and engage more 62+ students;
 - ❖ Development of educational enrichment opportunities for youth both on and off campus;
 - ❖ Development of rigorous, systematic evaluations of all outreach and extension programs;
 - ❖ Encouragement and recognition of both community public service (e.g., Savannah Council of World Affairs, Cyber Forensics Lab, Public Service Center) and on-campus public service (e.g., sexual assault prevention);
 - ❖ Recognition of and support for faculty and staff leadership service to external professional and/or academic organizations.
- Longer range goals:
 - ❖ Connection of service and public engagement to on-campus research and educational strengths;

- ❖ Development of a Life-Long Learning Institute/Continuing Education Program to offer evening and weekend classes for credit in community venues (e.g. Hunter AAF, downtown, senior centers, etc.);
- ❖ Development of an on-campus Child Care Facility/Lab School to become a resource for the area.

Goal 4: To encourage diversity in our academic community to provide education from diverse perspectives that inspires our students to be open-minded and engaged citizens of the world.

- Must maintain:
 - ❖ Funding for academically-based student retention efforts (e.g., Men of Vision and Excellence, Hispanic Outreach Coordinator and programming, Honors, Study Abroad, and STEM Student Success Center, etc.) to achieve a more diverse student population;
 - ❖ Scholarships to recruit diverse students;
 - ❖ Funding for Complete College Georgia (CCG) to support students' remaining on campus.
- Currently striving to achieve:
 - ❖ Resources to recruit a more diverse faculty, staff, and administration;
 - ❖ Collaboration with the Office of Diversity, Inclusion, and Equity to provide professional development and training on diversity, inclusion, and multi-cultural education;
 - ❖ Assessment of the University's Affirmative Action Plan to ensure that we adhere to best practices;
 - ❖ Diverse membership on our academic advisory groups;
 - ❖ Scholarships to recruit diverse students;
 - ❖ Opportunities for students to "learn and live diversity" through the core and high impact practices (e.g., study away/abroad, honors, disciplinary living-learning communities, etc.).
- Within reach to achieve:
 - ❖ Strategies for hiring and retaining a more diverse faculty, staff, and administration (e.g., invest in specialty publication advertisements to enhance applicant pool, "grow your own" hiring pathway for ASU alumni);
 - ❖ Strategies for attracting and retaining a more diverse student body (e.g., scholarships, grants, programing, etc.);
 - ❖ Policy of support to recruit and retain qualified international faculty;
 - ❖ Enhancement of study abroad programs.
- Longer range goals:
 - ❖ Strategic plan to attract and retain a more diverse faculty, staff, and administration;
 - ❖ Competitive compensation to recruit and retain the best faculty, staff, and administration;
 - ❖ A level of diversity in our faculty, staff, and administration that is reflective of our student population.