

USNA Faculty and Staff Meeting

USNA Master Academic Plan – October 2015





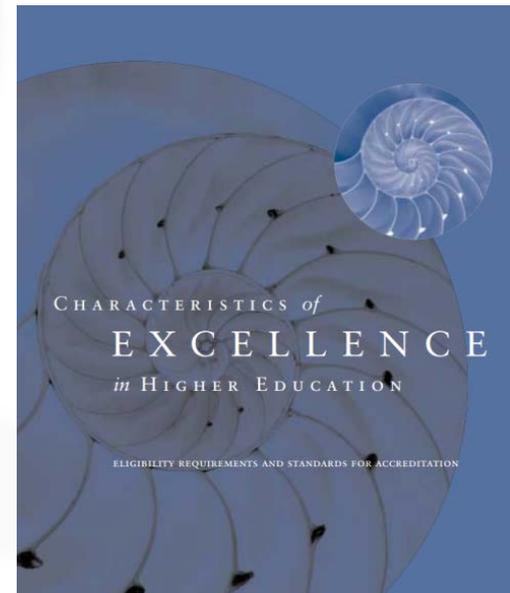
Institutional Strategic Planning

- **MSCHE Standard 2**

Standard 2: Planning, Resource Allocation, and Institutional Renewal

An institution conducts ongoing planning and resource allocation based on its mission and goals, develops objectives to achieve them

Implementation and subsequent evaluation of the success of the strategic plan and resource allocation support the development and change necessary to improve and to maintain institutional quality.





Master Academic Plan

- A MAP is a strategic plan that focuses on the academic aspects of an institution's strategic plan
 - Provides a focus on key academic priorities to be pursued
- A good MAP helps answer the questions “what are our academic priorities?” and “where are we going?”





Overarching MAP Themes

- Align academic planning with the Strategic Plan 2020 and the Mission
- Be more explicit / visible with plans and goals
 - **Things everyone should know!**
- Integrate planning, budgeting, assessment
 - Is X in the plan, or does it support the plan? Should it be added to the plan? (**planning**)
 - Have we resourced X appropriately? (**budgeting**)
 - What is the impact of X? (**assessment**)

USNA Strategic Plan 2020



<http://www.usna.edu/StrategicPlan/>

Academic Excellence

Foster an educational environment that supports and encourages midshipman learning and critical thinking. Employ appropriate teaching methods that address the variety of midshipman learning styles. Provide an outstanding civilian and military faculty and the necessary support resources to enable midshipmen to achieve academic success. Provide a stimulating environment that instills passion for lifelong learning; imbue midshipmen with the intellectual curiosity and analytical rigor needed to be in the forefront of technological advances and global understanding in a rapidly changing and diverse world. Provide opportunities for faculty and staff to remain leaders in the respective disciplines and in the latest teaching methods.



Centers of Excellence

Our vision is built around six Centers of Excellence:

Academic Excellence

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Admissions Excellence

The Naval Academy must attract the best qualified young men and women willing to accept the challenges of the naval services. It must attract a cohesive Brigade of Midshipmen that reflects the needs of the naval service and the diversity of the men and women they will lead.

Naval Heritage

Imbue an appreciation of and a respect for the selfless service and excellence that are the heritage of the naval services. Instill a personal commitment to uphold the traditions and standards of the Navy and Marine Corps.

Professional, Leadership and Moral Excellence

Prepare midshipmen for the opportunities of command and the challenges and realities of combat leadership. Imbue midshipmen with a profound respect for the Constitution and the importance of the chain of command. Promote an understanding of and demonstrate a commitment to the highest standards of moral and ethical behavior. Inculcate the core values of honor, courage and commitment. Foster an environment that promotes mutual trust, loyalty and personal accountability in everything we do. Provide midshipmen with the professional skills necessary to be successful Navy and Marine Corps officers.

Athletics and Physical Excellence

Provide exemplary programs of athletic competition and physical challenge that foster decisive leadership, teamwork, character and a passion for "winning." Promote lifelong physical fitness.

Quality of Life

Understand the traits and motivators for the generation of youth we are attracting to the Naval Academy. Provide programs and facilities that enrich the cultural, recreational and spiritual experience for the Naval Academy community.

Educational Philosophy & Vision

- Education of midshipmen is job #1
 - Teaching and mentoring is primary
 - Develop midshipmen as leaders
 - Engage midshipmen in their studies
 - Emphasize quality and excellence
 - Hire/develop/support faculty who embrace these concepts
- Set high standards, and ...
 - Provide support to enable achieving those standards
 - **High academic standards and a challenging educational program can coexist with a positive and engaging learning environment**





Faculty Role in Teaching/Learning and Mentoring

- Goal: Emphasize outstanding teaching, and faculty serving as mentors and role models
 - Outstanding performance is expected and rewarded
 - promotion, merit pay, annual awards
 - Align criteria & expectations for promotion / tenure, merit pay, PARS, etc.
 - Enhanced P&T Committee outreach and articulation of expectations
 - Articulate / clarify PMP expectations for promotion: O-6 and academic rank



Faculty Performance Expectations: Practical Guidance

This guidance was derived from an Academic Dean and Provost-led self-study discussion with members of the USNA Promotion & Tenure Committee and senior academic leaders, including department chairs and Faculty Senate leaders.

Note: USNA Faculty members should also review Academic Dean Instructions and Notices relating to performance expectations.

www.usna.edu/Academics



Faculty Role in Teaching/Learning and Mentoring

- Enhance / expand new faculty orientation
 - Things everyone should know!
 - Enhance interaction with exceptional teacher / mentors
 - Case studies on:
 - Positive learning environment AND high standards
 - Emphasis on professionalism and naval expectations
 - Getting feedback on your own performance
 - What to do if ...
- Enhance institutional and departmental mentoring of new faculty, both civilian and military
 - CTL book groups





Faculty Role in Mentoring and Advising

- **Goal: Emphasize effective mentoring & advising**
 - Enhance Plebe Advising
 - ★ • Encourage Plebe Advisors to “connect” with Plebes and deliver consistent messages
 - Be a source of valuable information – resources for how and where to get help
 - Carefully track Plebe major selections over 8 months
 - Enhance Advising & Mentoring ... in general
 - Director / Deputy Director of Academic Advising



Faculty Role in Advising and Mentoring

- Emphasize “mentoring” versus “advising”
 - Spend time with midships and mentor them regarding well thought out choices
 - Educate midships on ...
 - what it takes to be successful in college
 - on support available to them (EI, study skills, tutoring, MGSP, Writing Center)
 - ★ • Emphasize to faculty the importance of **intrusive leadership**
 - See something ... say something!



Dignity and Respect: EDI

- **Goal: Continue to advance & enhance EDI**
 - ★ – Foster an environment that embraces and supports Equity, Diversity, and Inclusivity (EDI)
 - Emphasize dignity and respect in all areas
 - ★ – Enhance the number of AND institutional climate for underrepresented groups
 - Don't be a passive bystander ... actively support EDI
 - ★ – Reduce faculty attrition of underrepresented groups
 - Improve mentoring of new / junior faculty



Writing, Thinking, Problem Solving

- Goal: Emphasize writing, critical thinking, and problem solving
 - All programs and most courses → write and think!
 - Writing IS thinking ... and thinking IS problem solving
 - Focus on education in re plagiarism: plagiarism is a “corruption” of thinking and problem solving
 - ★ • All programs should require writing
 - Essays: short and long, minute papers, etc.
 - All programs should discuss plagiarism / cheating
 - Discussions should occur early and often



Writing, Thinking, Problem Solving

- Use the “new” Writing Center
 - A full time resource for writing help
 - Faculty should partner with the WC to leverage impact
 - Avoid “farming out” EI and writing instruction to the WC
- Leverage the contributions of the AcCenter
 - Emphasize a “team effort”: tutors and course instructors should be communicating closely
 - The AcCenter provides help when normal avenues are either unavailable or not having the desired effect



Experiential Learning

- **Goal: Emphasize PBL and “experiential learning”**
 - ★ – Encourage PBL at early stages of core / major programs
 - Energize the Trident Scholar Program → 15-18 / year
 - Encourage more HUM/SS participation
 - Emphasize QUALITY
 - In written proposals and oral presentations
 - In content of proposed work
 - Highlight midshipmen research / project work
 - Midshipman Research Project day + Capstone Project day



Cyber Curriculum

- Goal: Become a national leader in cyber operations curriculum and programs
 - Cyber-1 and Cyber-2 core courses
 - Interdisciplinary Cyber Operations major
 - Department of Cyber Science
 - Center for Cyber Security Studies
 - New building by 2019



STEM Curriculum

- **Goal: Stay a national leader in STEM**
 - Encourage “projects first” approach as much as possible
 - Reduce attrition due to disinterest
 - PBL model using “inverted pyramid”
 - New Operations Research major
 - New Cyber Operations major
 - New Nuclear Engineering major

Imperative Six

Leverage internal and external collaborations to engage Midshipmen in relevant learning opportunities that develop the broad range of competencies required by the 21st century Naval Service.

Objectives

Enhance moral, mental and physical project-based learning opportunities throughout the curriculum.

Foster an educational environment that supports and encourages innovative and critical thinking, lifelong learning, and persuasive communications.

Intensify efforts to establish partnerships with international naval academies.





STEM Curriculum

- Revised General Engineering major
 - ABET accredited; capstone project required
- Revised FEC → FEQ major
 - Combine the BEST of FEC with quantitative foundations to make a better “Econometrics” product
 - Responsive to the Econ Visiting Committee
 - Matches national trends in economics



Signature Programs

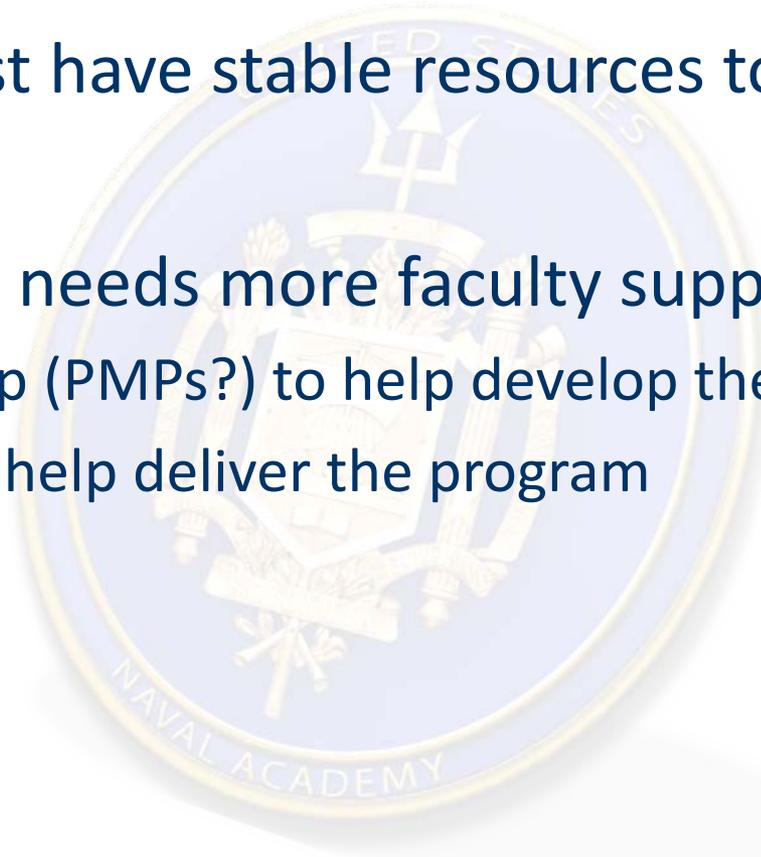
- Goal: Support (and fund) signature academic programs
 - Trident Scholar program
 - UKISP
 - Departmental Honors programs
 - Capstone Day + Research Poster Day





Signature Programs: NASEC

- Goal: Bring NASEC to the same level as NAFAC
 - NASEC must have stable resources to continue
 - NASEC also needs more faculty support
 - ★ • Leadership (PMPs?) to help develop the program
 - Others to help deliver the program



International Exposure

- Goal: Expand international immersion options → 50% of each Class will have an immersion experience



- Develop additional faculty-led cultural experiences
- Develop additional LSAP experiences
- Develop additional SSA program options
- Experiences should result in credit!
 - Academic courses taken abroad → credit awarded at USNA
 - Language improvement → credit awarded according to level obtained
 - Cultural immersion → credit awarded for “experiential learning”

Imperative Two

Graduate officers whose attributes and educational and experiential preparation meet the Navy and Marine Corps' current and future requirements.

Objectives

Graduate the appropriate number of technical and non-technical majors to meet the Navy and Marine Corps' requirements.

Expand and periodically assess opportunities for Midshipmen to develop language skills, cultural awareness and regional expertise.

Employ traditional educational and training methods, as well as innovative technologies and strategies, to prepare Midshipmen for the challenges of 21st century warfare.

Obtain and assess feedback from the Fleet and Fleet Marine Force on the performance of recent Academy graduates.



- Enhance the **Center for Regional Studies** to provide “on the Yard” options as well.



International Exposure

- Goal: Increase foreign language skills
- ★ – Validation vs placement policy in HUM/SS
- Expand SSA enrollments

5000
2-37
1.1 AUG 2004

Subj: STUDY OF MANDATORY LANGUAGE TRAINING AT THE U.S. NAVAL ACADEMY

a. Building to a greater degree on four or more years of High School language work; and

b. Expanding current language requirements for humanities and social science majors to four semesters at the student's level of proficiency (regardless of validation or placement results); and

c. Expanding immersion language study in target language countries; and, as a further potential complement:

(2) Establishing language majors at USNA.

4. Conclusion:



Resources to Support Learning

- Goal: “Right-size” the faculty-student contact to maximize positive educational impact
 - Fill all civilian faculty billets every year → 294
 - Continue plan for USN/USMC billet growth → 294
 - Manage adjunct faculty FTE count
 - Increased pay rate to \$1500 / contact hour effective now
 - Outsource adjunct labor → FTE are not counted
 - ★ – Limit section sizes to ≤ 20 across the curriculum



Resources to Support Learning

- **Goal: Fill vacant positions**
 - Technical lab support positions
 - Use IPAs where appropriate
 - Maximize effectiveness of the FTE that we have
 - CSB: our academic computing support group
 - IPAs to help with classroom instruction
 - 100% fill rate of departmental Ed Techs
 - 400 FTE faculty/staff on board in AcDean Cost Center
 - 15 FTE vacancies as of 5 October 2015
 - 30.5 FTE vacancies in Dec 2013

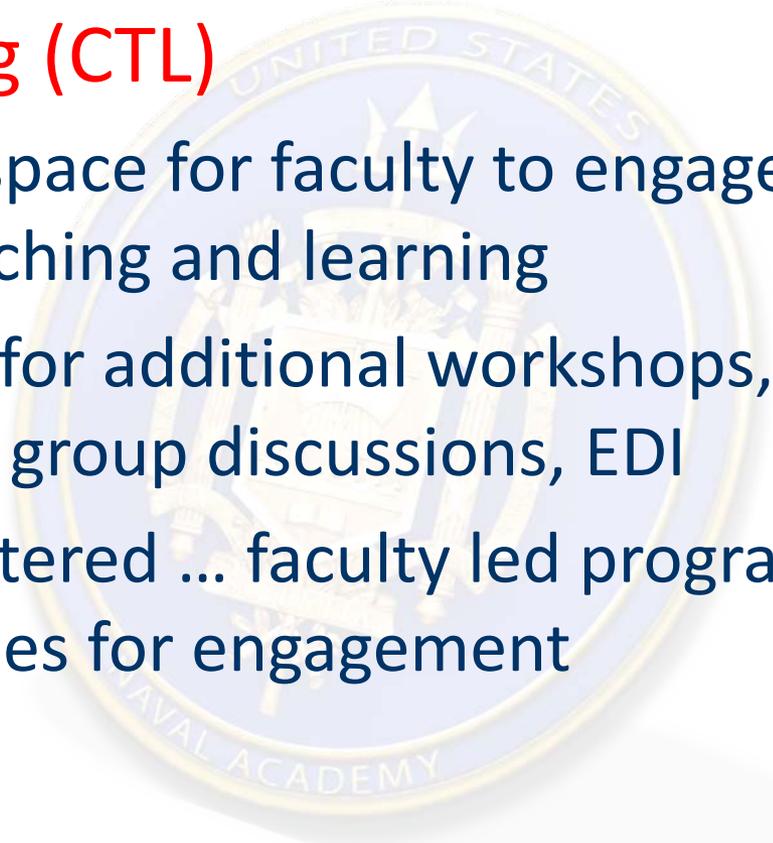


Faculty Development

- Goal: Faculty ... remain leaders in their respective disciplines
 - Maintain Summer Research funding @ \$1M / year
 - \$350K from ONR and \$650K from AcDean
 - Increased senior NARC stipends to \$7500
 - Increase Conference Presentation / Travel Funding back to \$600K / year
 - Create indirect cost recovery model to support additional staff in Research Office, and reduced FTE impacts
 - Grant specialist, Purchase Card specialist, etc.



Teaching & Learning

- Goal: Create an enhanced Center for Teaching and Learning (CTL)
 - A physical space for faculty to engage on issues around teaching and learning
 - A resource for additional workshops, peer mentoring, group discussions, EDI
 - Faculty centered ... faculty led programs ... lots of opportunities for engagement
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Assessment

- **Goal: Emphasize assessment in ...**

- Majors / minors
- Core
- Attributes of Graduates
 - moral, mental, and physical

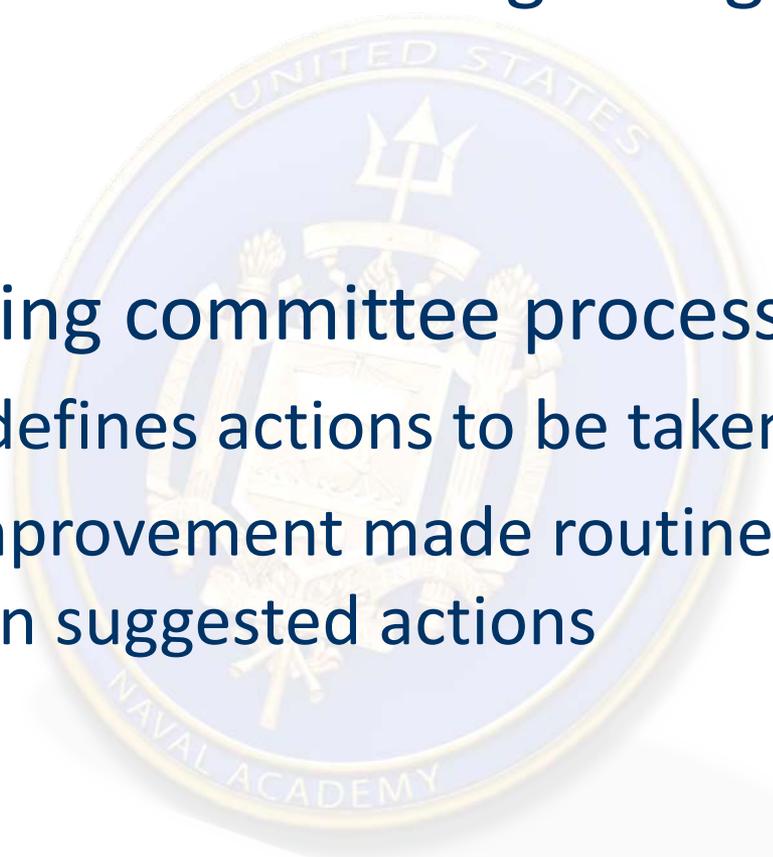


Selfless • Inspirational • Proficient • Innovative
Articulate • Adaptable • Professional

- Assessment should be data driven and results should be used to guide decision making
- Curriculum changes should be supported by evidence from assessment

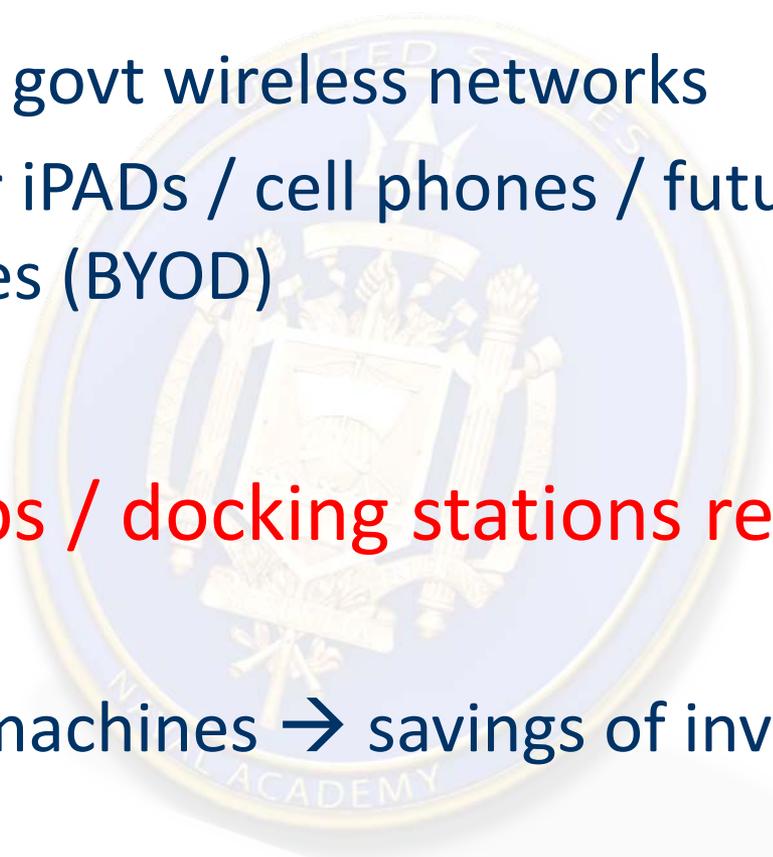


Assessment

- Regular AEB “out briefs” regarding ongoing studies
 - Revised visiting committee process
 - ★ – MOU that defines actions to be taken
 - Program improvement made routine and “close the loop” on suggested actions
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State of the Art Teaching Environment

- **Goal: Wireless access in all academic buildings**
 - Public AND govt wireless networks
 - Support for iPADS / cell phones / future technologies (BYOD)
 - **Goal: Laptops / docking stations replacing desktops**
 - Fewer lab machines → savings of investment budget
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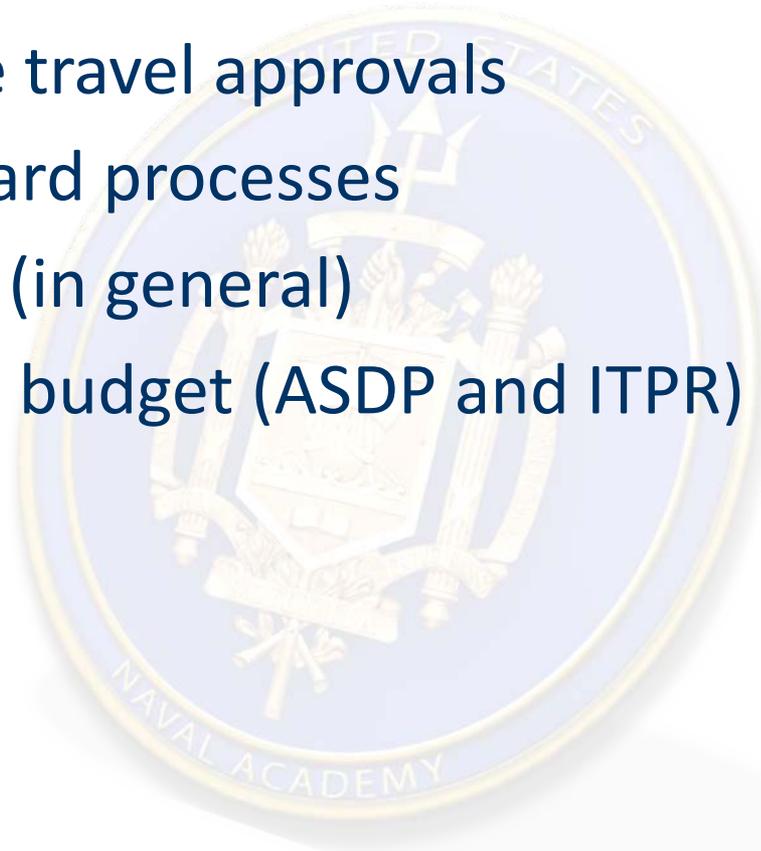
Leadership Development

- **Goal: Enhance leadership and communication opportunities**
 - AcDean Offsites – leadership themes
 - Frequent face to face discussions
 - Chairs discussions (monthly); DivDir discussions (weekly)
 - Town halls
 - Department brown bags
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Challenges We Face

- **Goal: Find a better solution for ...**
 - Conference travel approvals
 - Purchase card processes
 - Purchasing (in general)
 - Investment budget (ASDP and ITPR) processes





Alignment with Strategic Initiatives



Top 12 Strategic Priorities

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- Unrestricted Giving.
 - Admissions Excellence and STEM Camp.
 - **Center for Cyber Security Studies (CCSS).**
 - Stockdale Center for Ethical Leadership.
 - **Center for Academic Excellence (CAE).**
 - **Faculty Development.**
 - **International Education Excellence.**
 - Athletic Excellence.
 - Naval Academy Preparatory School (NAPS) Transformation.
 - Midshipmen Activities Center (MAC).
 - **Project-Based Learning.**
 - **Naval Academy Science and Engineering Conference (NASEC).**
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