

# Master Academic Plan: 2016 Update

An Academically Oriented Strategic Plan





# Today's Goal

- Refresh the Master Academic Plan
  - Reaffirm our most important academic strategic priorities
    - » This may involve dropping any that no longer seem important / worth the effort
  - Add new ones, if there is sufficient cause
- To further develop and implement “an organized, systematic process to evaluate the total range of programs and services”
  - (Standard 7: Institutional Assessment—MSCHE Progress Report April, '18)
  - Institutional Assessment Plan – Instruction forthcoming
- Nice side-effect: reminder that we actually have a “plan”!



# What to do in this 75 Minutes?

- In your groups of about 7-8 each ...
- Reaffirm or reject the current priorities listed in the MAP
  - Feel free to suggest improved descriptions
- Are we missing anything obvious, or even anything you just think should be in the MAP?
- **Suggest ideas for how to measure progress**
  - Quantitative metrics
  - Qualitative metrics
- Indicate the degree to which we are meeting these priorities





# 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

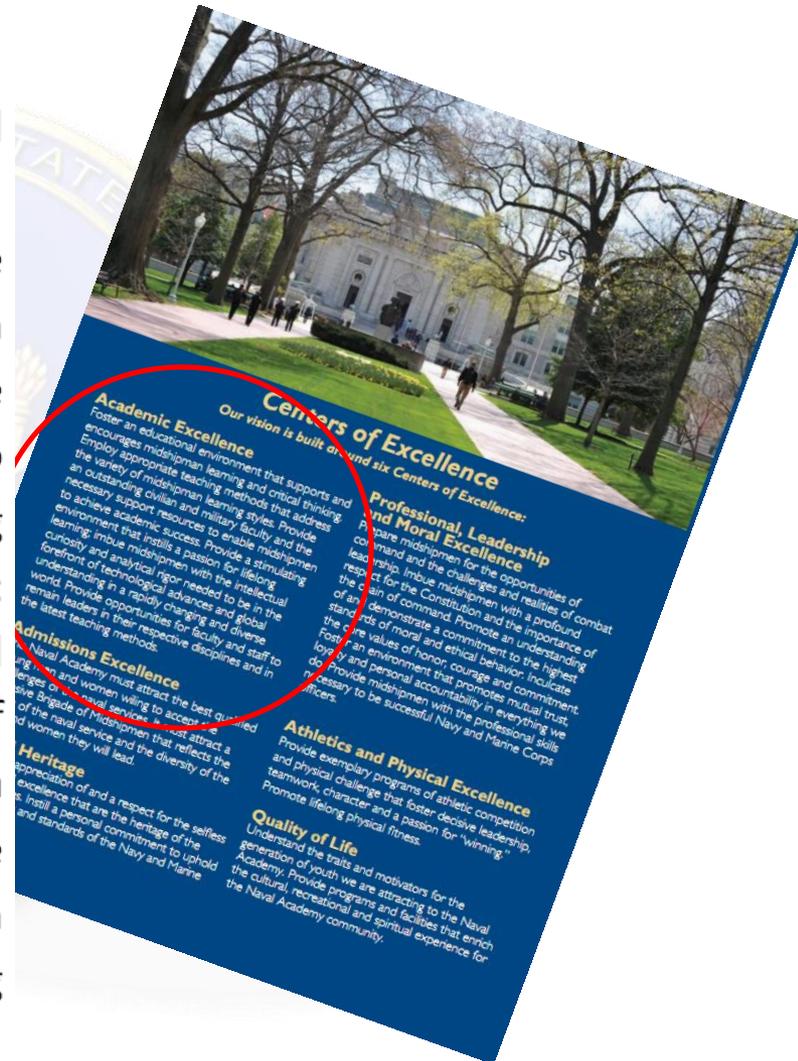
- Align academic planning with the Strategic Plan 2020 and the Mission
- Be more explicit / visible with plans and goals
  - **Things everyone should know!**
- The MAP is intended to guide decision making
  - Is X in the plan, or does it support the plan? Should it be added to the plan? (**planning**)
  - Have we resourced X appropriately? (**budgeting**)
  - To what extent are we achieving X and what is X's impact? (**assessment**)



# USNA Strategic Plan 2020

## 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.



# 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 and staff 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**





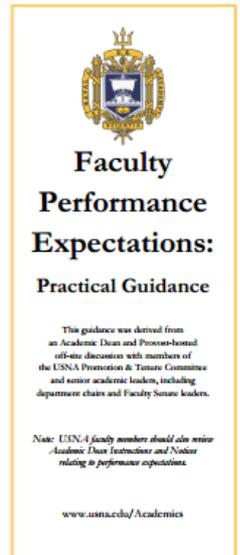
# Equity, Diversity, Inclusivity

- **Goal: Continue to advance & enhance EDI**
  - Foster an environment that embraces and supports EDI
    - ★ • Emphasize dignity and respect in all areas
  - Enhance the number of AND institutional climate for OREG (Other Racial and Ethnic Groups) and female faculty
    - ★ • Don't be a passive bystander ... actively support EDI
    - Reduce attrition of OREG and female faculty
    - (Continue to) increase % of new OREG and female faculty



# 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 Role in Teaching/Learning and Mentoring

- Enhance / expand New Faculty Orientation
  - Things everyone should know & embrace!
  - Enhance interaction with exceptional teacher / mentors
  - Emphasis on:
    - Positive learning environment AND high standards
    - Emphasis on professionalism and naval expectations
    - How to improve your class and yourself
    - The Honor Concept as a foundational element
- ★ – Enhance departmental mentoring of ALL (not just new) faculty/staff, both civilian and military
  - How can we improve “local” mentoring efforts?



# Faculty Role in Advising and Mentoring

- Emphasize “mentoring” versus “advising”
  - Spend quality time with midshipmen and mentor them regarding well thought-out choices
  - Educate midshipmen regarding ...
    - what it takes to be successful in college
    - on support available to them (EI, study skills, tutoring, MGSP, Writing Center)
  - Develop and inspire midshipmen regarding ...
    - what kind of leader they want to be (with focus on honor, courage, commitment)
- ★ • Emphasize to faculty the importance of **intrusive leadership**



# Faculty Role in Mentoring and Advising

- **Goal: Emphasize effective mentoring & advising**
  - Enhance the Plebe Advising system
    - ★ • Encourage Plebe Advisors to “connect” with Plebes and deliver consistent messages and start the MENTORING process
    - Be a source of valuable information – resources for how and where to get help
    - Carefully track Plebe major selections during Plebe year
      - Fewer changes of major resulting from poor choices



# 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
  - ★ • All programs should require writing
    - Essays: short and long, minute papers, etc.
  - All programs should include some focus on effective public speaking (oral presentations?)
  - All programs should discuss plagiarism / cheating
    - Emphasize the connection to personal integrity / honor
    - Discussions should occur early AND often



# Writing, Thinking, Problem Solving

- Sustain an impactful Writing Center
    - Faculty partner with the WC to facilitate improved midshipman writing
      - But avoid “farming out” writing instruction to the WC
  - Sustain an impactful AcCenter
    - Emphasize a “team effort”: tutors and instructors should be communicating closely
    - Continue to grow program support for learning/study skills and strategies, and reading
- 



# 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 through faculty mentorship ...
      - in written proposals and oral presentations
      - in content of proposed work
  - Highlight midshipmen research / project work
    - Midshipman Capstone/Research/PBL/Honors Project day
      - One day, multiple programs, similar purposes



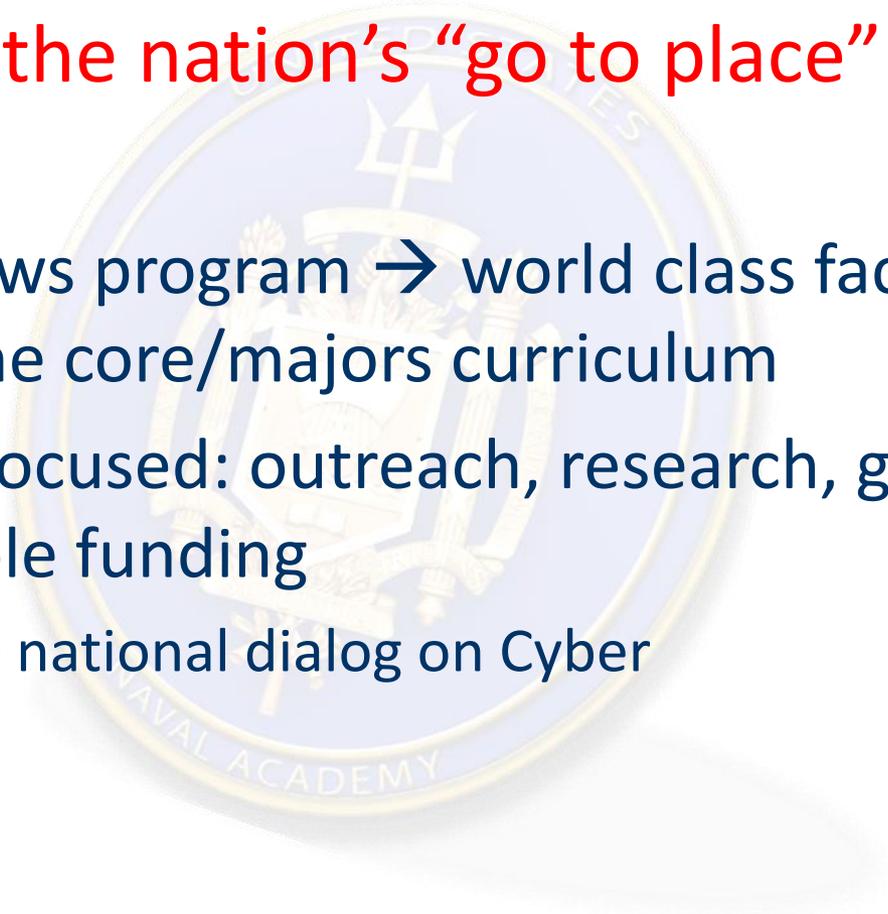
# Curriculum: Cyber

- Goal: Become a national leader among cyber security curriculum, programs, faculty/staff
  - Cyber-1 and Cyber-2 core courses
    - Continue to update content; “in the news” case studies
  - Interdisciplinary Cyber Operations major
    - Recruit / hire new faculty into Cyber Science Department
  - New building with state-of-the-art labs
  - ABET accreditation





# Curriculum: Cyber

- Goal: Develop the Center for Cyber Security Studies into the nation's "go to place" for Cyber
    - Cyber Fellows program → world class faculty to augment the core/majors curriculum
    - Externally focused: outreach, research, gift and reimbursable funding
      - Shape the national dialog on Cyber
- 



# Curriculum: STEM

- **Goal: Stay a national leader in STEM**
  - Encourage “projects first” approach as much as possible
    - ★ • Increase attractiveness of STEM majors early on
      - Remove barriers to entry for those who want to pursue STEM
    - PBL model using “inverted pyramid”
  - Seek ABET accreditation of ALL eligible programs
    - Nuclear Engineering (2017-18)
    - Cyber Operations (2016-17)
    - General Science?



# Curriculum: STEM

- Plan for a new Biochemistry / Molecular Biology major?
    - A “selectable” major
  - ★ – Increase % of female and OREG midshipmen who major in STEM fields
- 



# Signature Programs

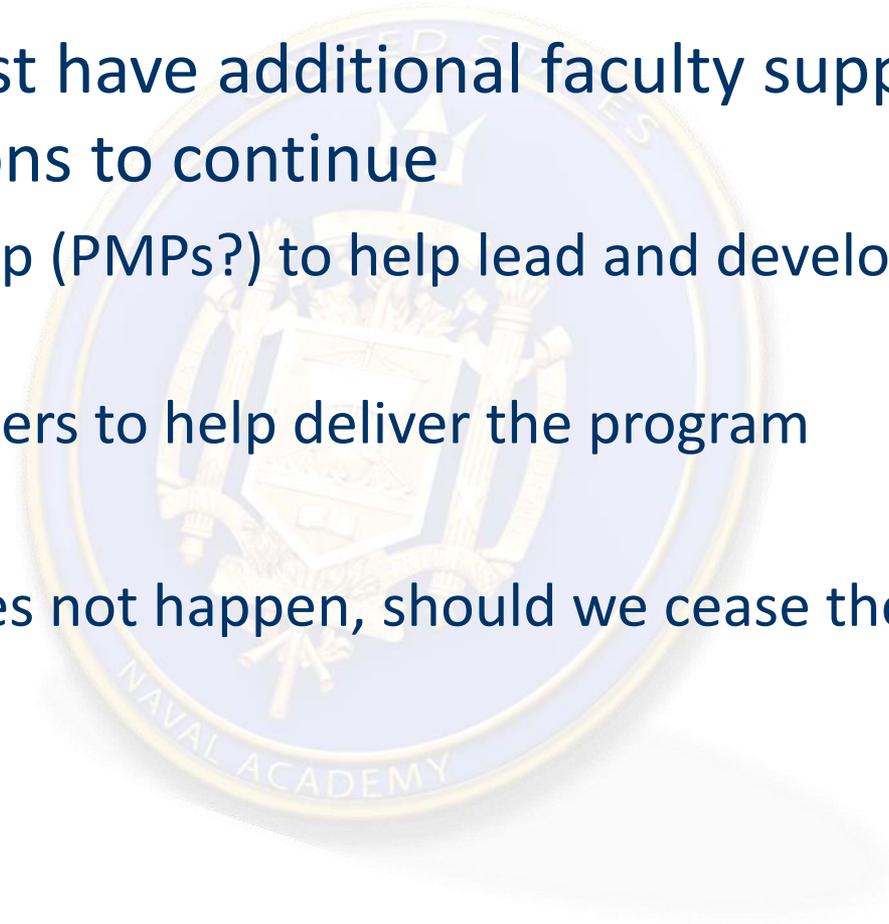
- Goal: Support signature academic and closely related programs
  - Trident Scholar program
  - Departmental Honors programs
  - Capstone Day; Research Day
  - Debate Team
  - Masqueraders





# Signature Programs: NASEC

- Goal: Bring NASEC to the same level as NAFAC
  - NASEC must have additional faculty support /  
★ contributions to continue
    - Leadership (PMPs?) to help lead and develop the program
    - Many others to help deliver the program
    - If this does not happen, should we cease the effort?





# 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 and LSAP-STEM experiences
  - Develop additional SSA program options
  - SSA experiences should result in credit:  $\geq 9$  credits
    - Language improvement → credit awarded according to level obtained
    - Cultural immersion → credit awarded for “experiential learning”
    - ★ • Academic courses taken abroad → credit awarded at USNA



# Foreign Language Skills

- **Goal: Increase foreign language skills**
- ★ – Validation vs placement policy in HUM/SS
- Enhance assessment processes regarding language and culture skills
  - IDI, DLPT, local assessment tools, cultural competency courses
- Explore viability of offering Korean, Farsi, and/or Portuguese: majors, minors?
- Explore viability of offering **majors** in Russian, Japanese, French, German, Spanish



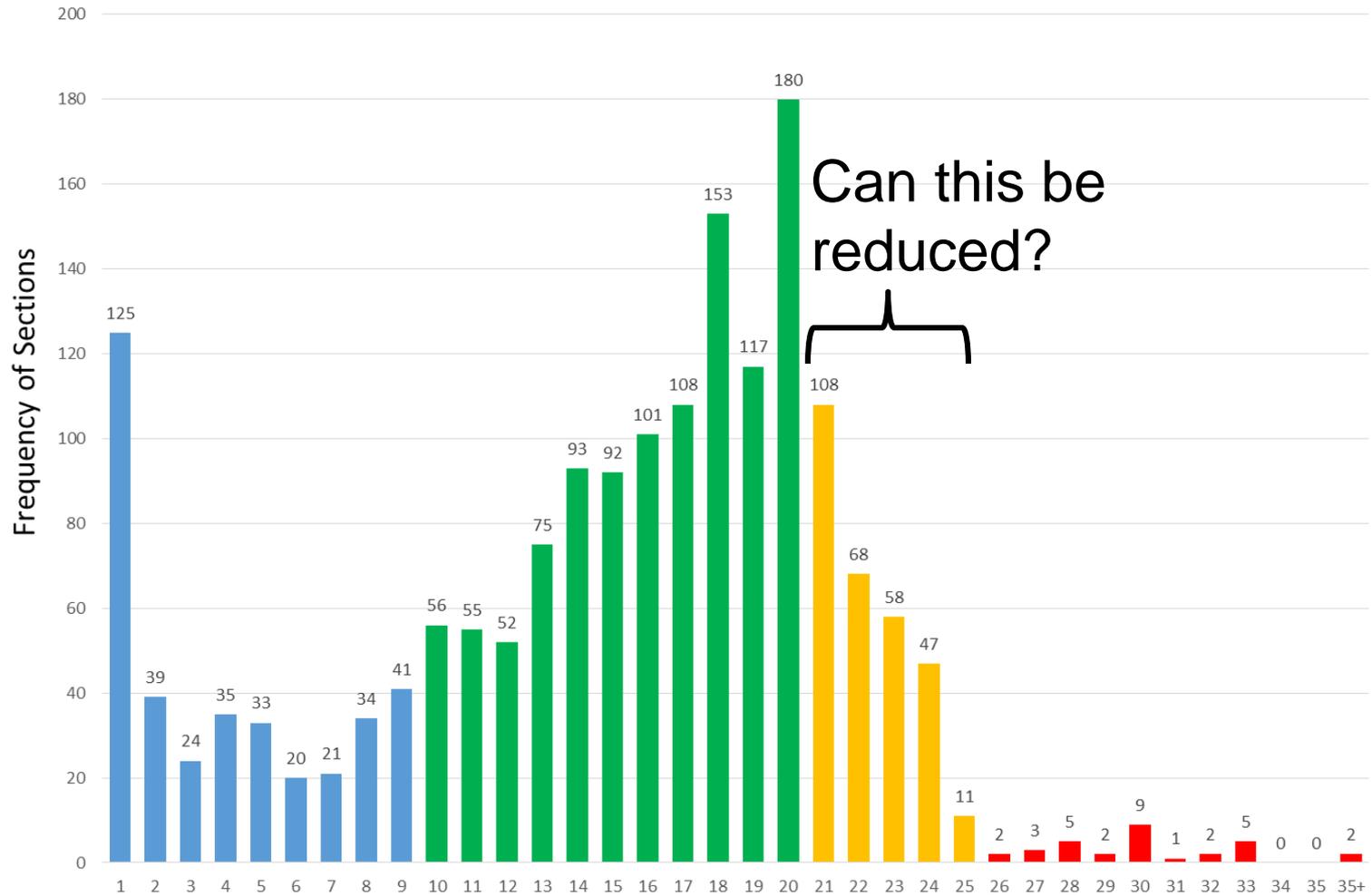
# Resources to Support Learning

- 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
  - ★ – Limit section sizes to  $\leq 20$  across the curriculum



# Current Section Sizes

## Section Sizes -- Spring 2016



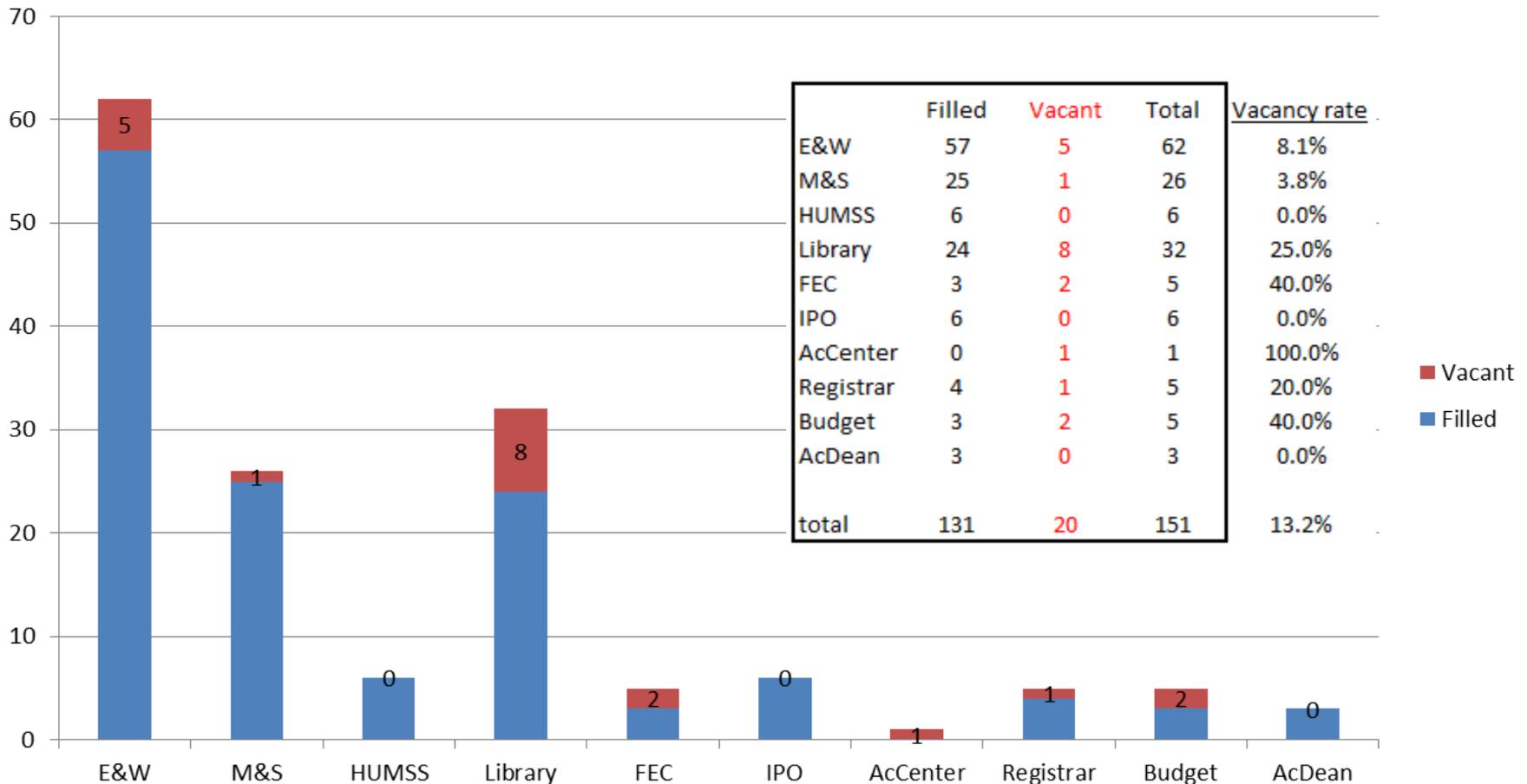


# Resources to Support Learning

- **Goal: Fill vacant GS-WG support positions**
  - Technical lab support positions
    - Use IPAs where appropriate
  - CSB: our academic computing support group
    - IPAs to help with classroom instruction
  - POM issue submitted to **increase** tech staff
  - 151 FTE staff in AcDean Cost Center
    - 20 vacancies as of 15 August 2016
    - 30.5 vacancies in Dec 2013

# Resources to Support Learning

## 2016 AcDean GS-WG Staff Levels





# Faculty Development

- Goal: Faculty ... remain leaders in their respective disciplines
  - Maintain Summer Research funding @ ~\$1M/year
    - \$350K from ONR and \$650K from AcDean
    - Senior NARCs approved at about 75% rate
  - Increase Conference Presentation / Travel Funding back to \$600K / year
  - Indirect cost recovery model → supports staffing in Research Office without FTE impact
    - 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 “full menu” of resources available to faculty every day, all year
    - A resource for additional workshops, peer mentoring, classroom visitation, group/book discussions, EDI

# Assessment

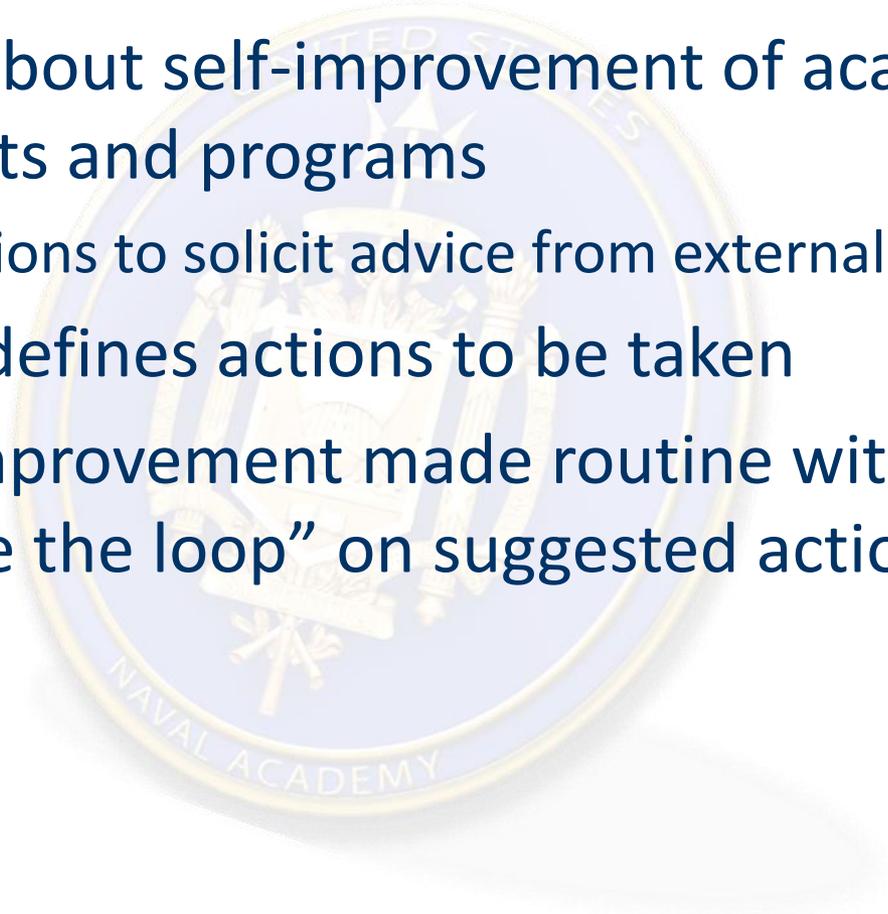
- **Goal: Emphasize assessment in ...**
  - Majors / minors
  - Core
  - Attributes of Graduates
  - Assessment should be evidence-based and results should be used to guide decision making
  - Curriculum changes should be supported by evidence from assessment



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



# Assessment

- Revised visiting committee processes
    - A process about self-improvement of academic departments and programs
      - Ask questions to solicit advice from external experts
    - MOU that defines actions to be taken
    - Program improvement made routine with follow-up to “close the loop” on suggested actions
- 

# 7 Attributes of Graduates

- **Goal: Bring the Attributes “to life”**
  - Midshipmen should know about the Attributes
    - The Attributes can enhance learning and provide a framework

**“Before this class, I did not know or care about the attributes; they seemed like an old idea that was irrelevant now. After this class however, I have learned that the attributes are imperative in order to be a leader especially in the war fighting profession.”**

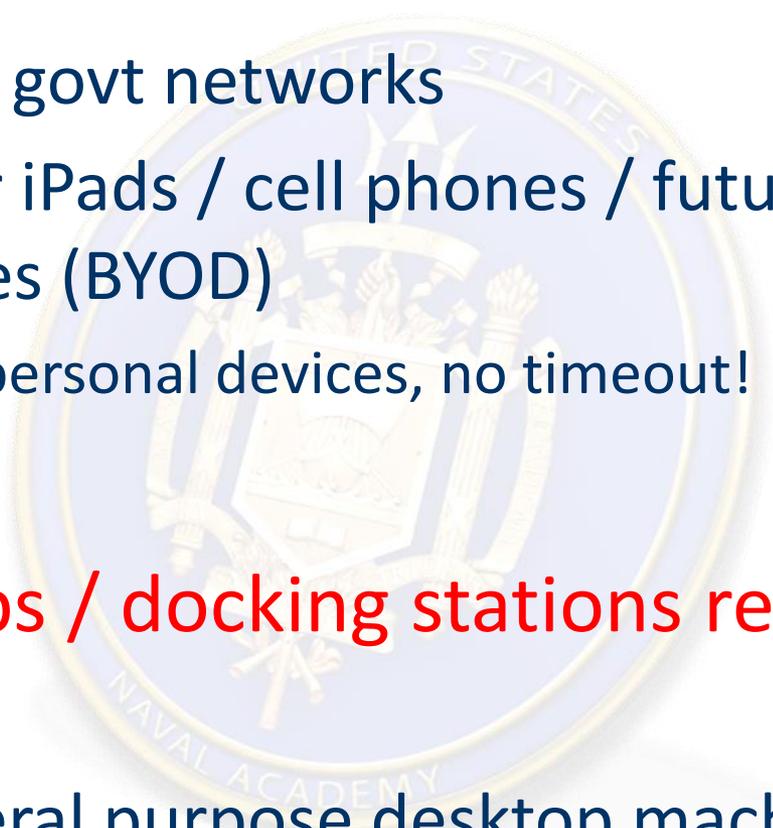
-- anonymous Midshipman



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



# State of the Art Teaching Environment

- **Goal: Wireless access in all academic buildings**
    - Public AND govt networks
    - Support for iPads / cell phones / future technologies (BYOD)
      - Multiple personal devices, no timeout!
  - **Goal: Laptops / docking stations replace desktops**
    - Fewer general purpose desktop machines → savings of investment budget
- 



# Leadership Development

- **Goal: Enhance leadership and communication opportunities**
    - AcDean Offsites – leadership themes
    - Frequent face to face discussions
      - Chairs discussions
      - Town halls
      - Department brown bags
    - Succession planning
      - How can you prepare yourself and others for future leadership roles?
- 



# Other Challenges

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

