

# Academic Affairs Goals 2021-22

August 24, 2021

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# Dean of the Faculty's Goals 2021-2022

## 1. Teaching

- Fundraise and plan for the Fall 2022 opening of the Center for Teaching and Learning
- Begin implementation of the CTL Fellows program
- Offer on campus/virtual faculty development opportunities to support DEIJ and the Integrations Curriculum

## 2. Mentoring: Chairs, New Faculty, Other groups

## 3. Hiring Equity: Ensure we have a sustainable process

## 4. Pilot: Equity-Minded Faculty Workloads Intervention

1. Scholarship and Creative Work Awards
2. Writing Retreats
3. Thursday Forum

# Goals for the Academic Year—Academic Dean



## Academic Programs

Program Prioritization

Ongoing support for program innovation



## Academic Offices

Office Structures and Integration

Space



## Transfer Student Initiatives

Policy revisions

Integrations curriculum

Transfer advocates

Pathways to the major



## Academic Policy Equity Audit

Establish a timeline and plan

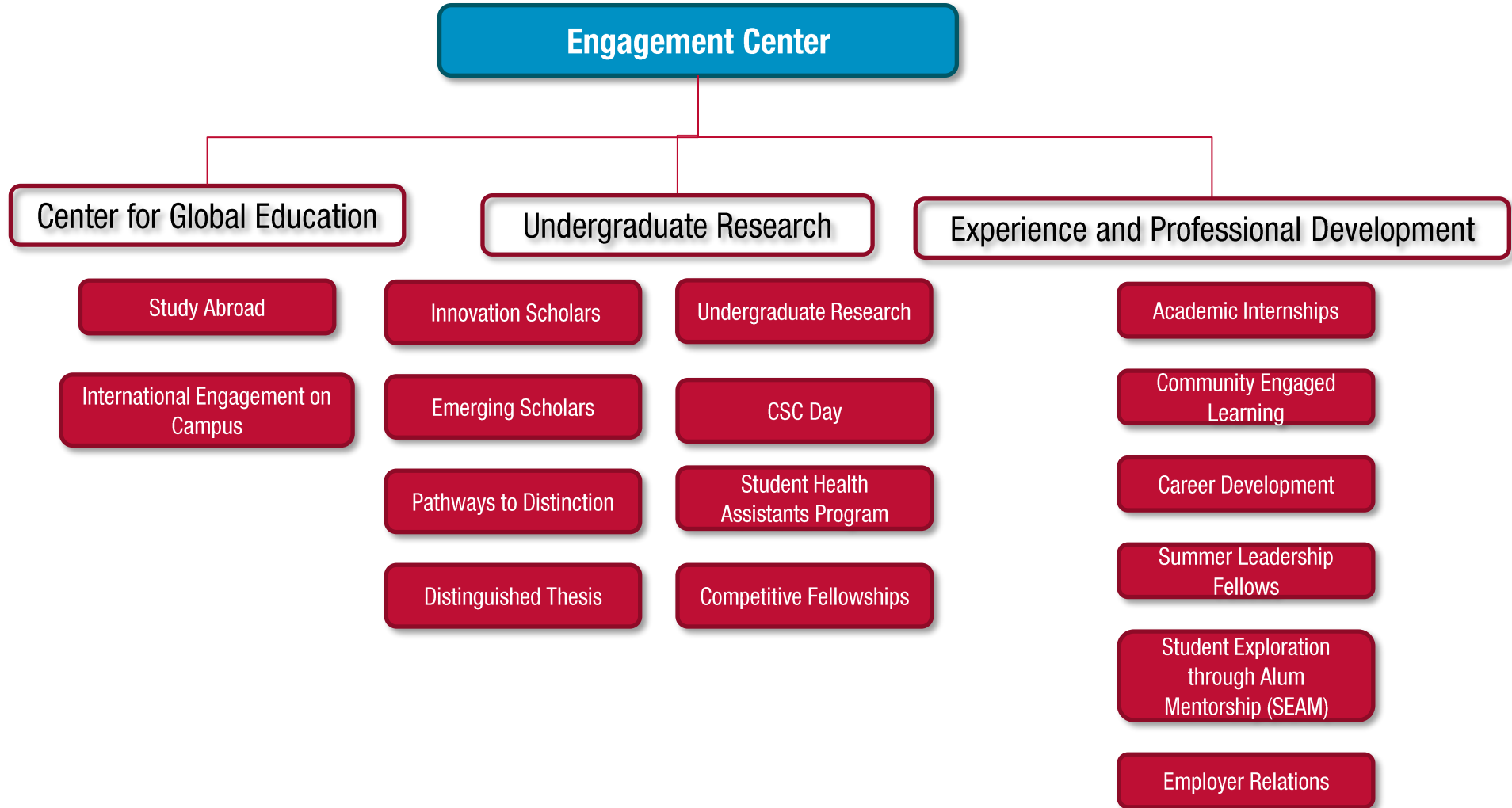


## Leadership Development Opportunity

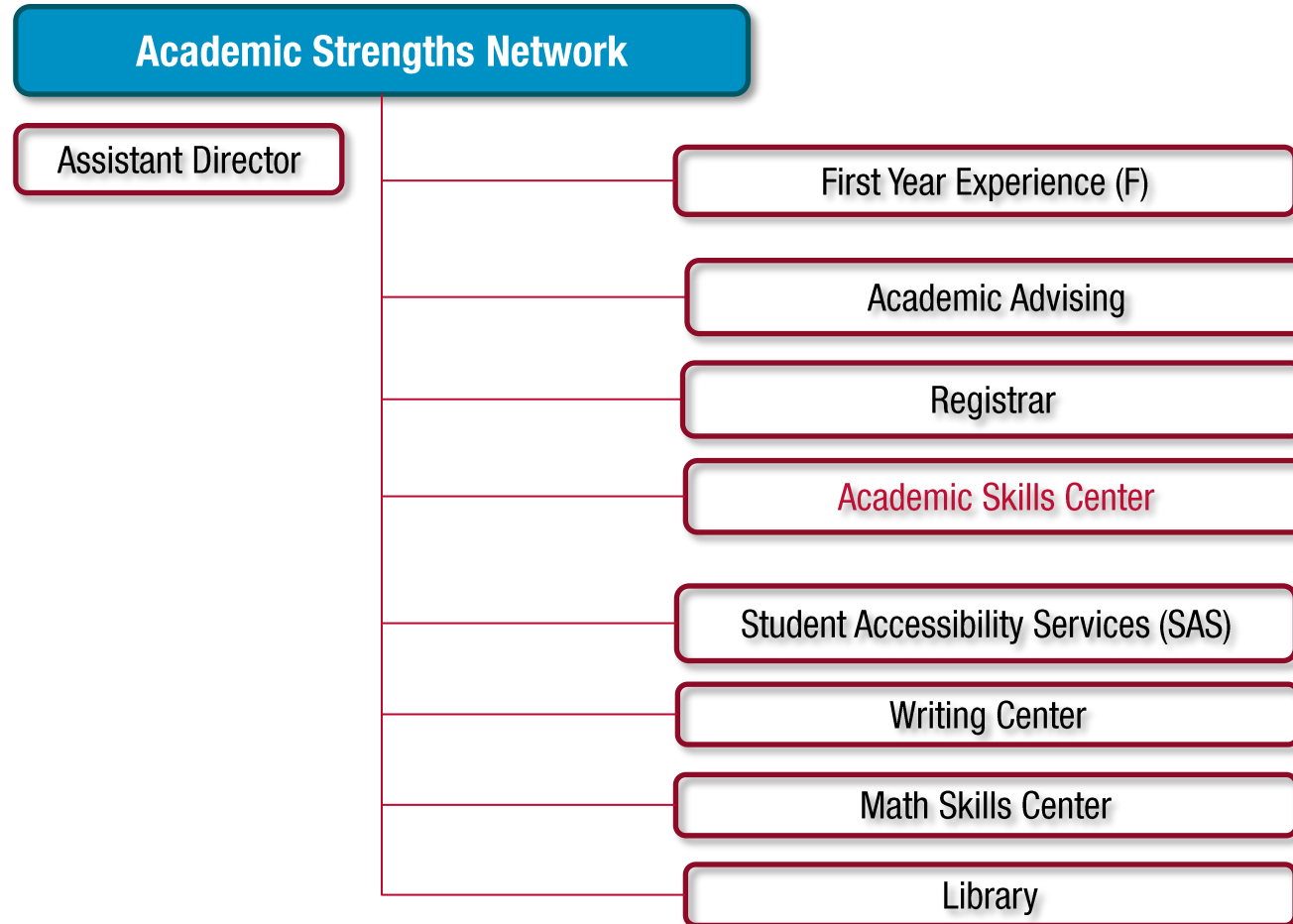
Discussion group: 14 meetings

Sign up via forms manager

# Academic Offices



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# Goals for the Academic Year—Academic Dean



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# Provost Goals 2021-22

1. Successful completion of Higher Learning Commission Four-Year Assurance Review
  - Timing may be contingent on Stronger Integration review
  - Submission of Assurance Filing
  - Peer Review
2. Reorganization of Academic Affairs considering Stronger Integration
  - Stronger focus on the integration of the whole student experience
  - Changes in reporting structures to reflect stronger integration
3. Academic Program Prioritization

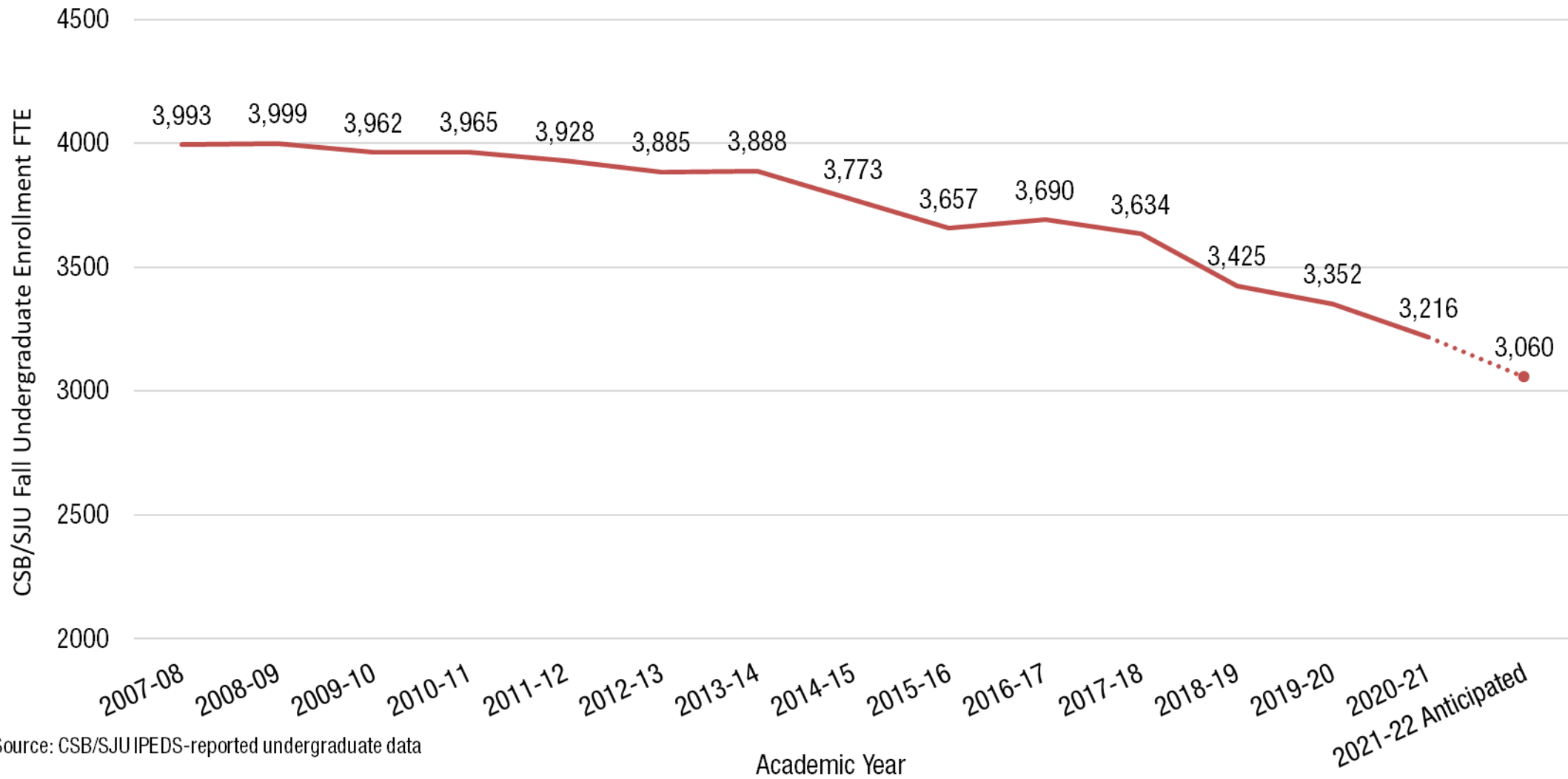


# Academic Program Prioritization

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# CSB and SJU have experienced enrollment challenges

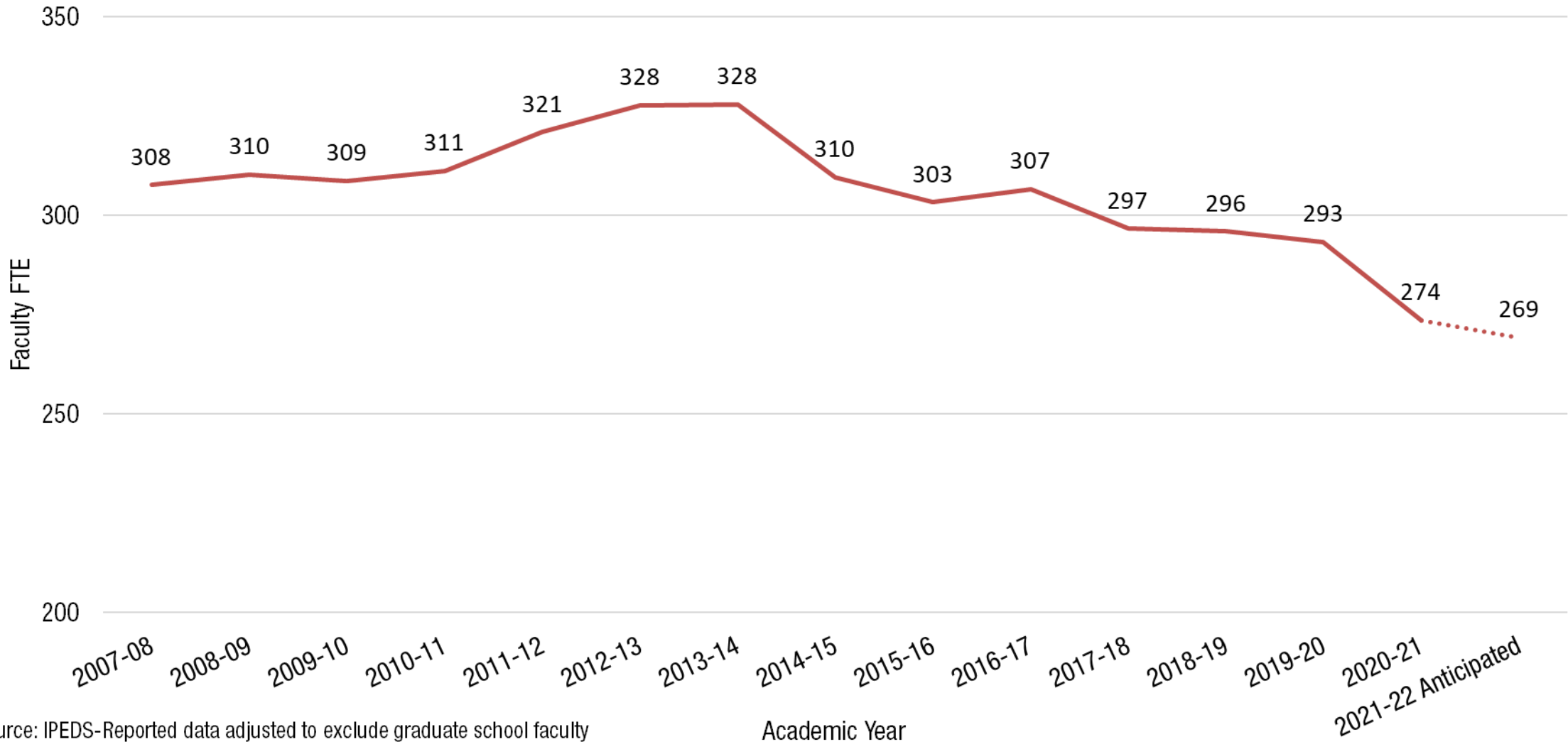


Source: CSB/SJU IPEDS-reported undergraduate data

# Impact of the student enrollment drop on courses and departments

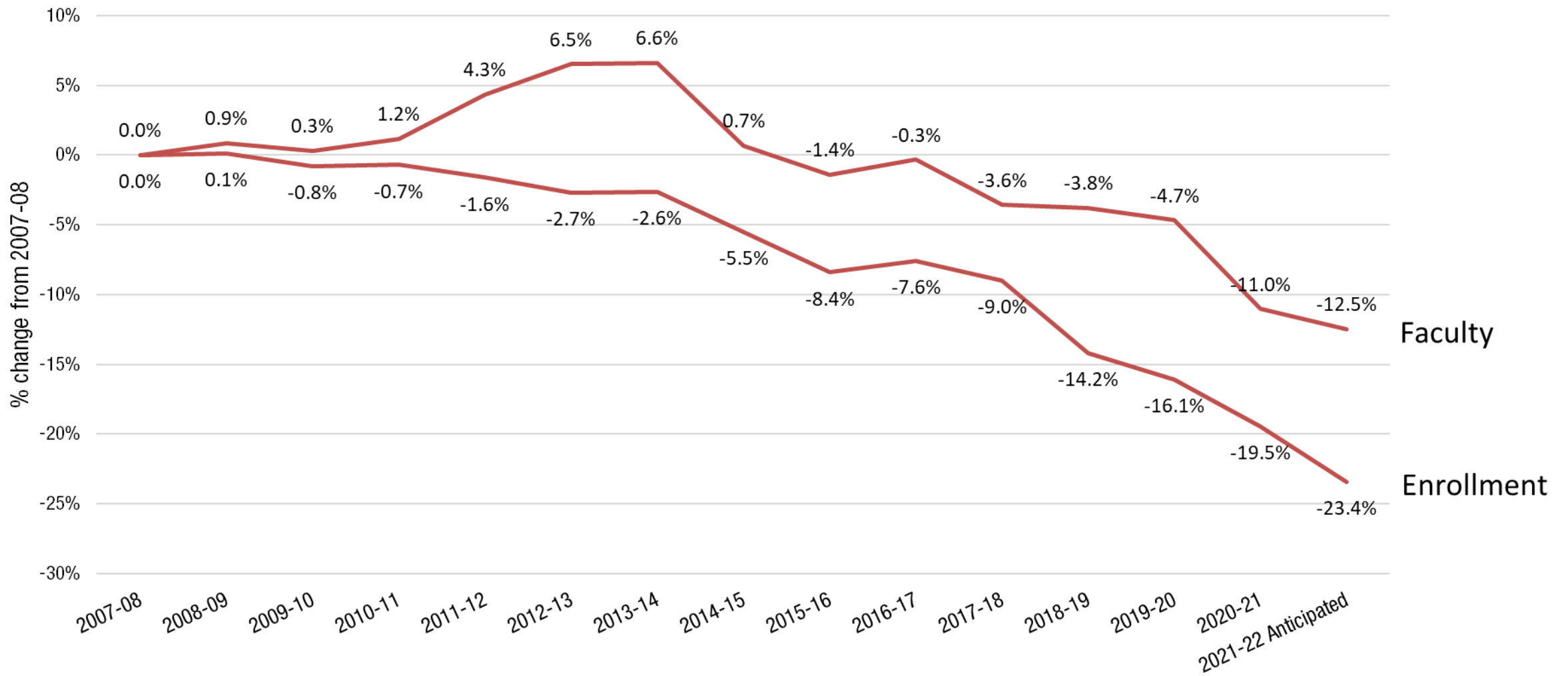
- For every 100 fewer students there would be 800 fewer course enrollments in one year and 3,200 fewer course enrollments over 4 years
- Undergraduate enrollment for fall semester is expected to be approximately **3,050**, compared to five years ago (2016) when fall enrollment was **3,690**.
  - Approximately **5,100** fewer course enrollments (that is about **250** course sections given our average course enrollment)
  - **41** Faculty FTE would support 250 class sections.
- The enrollment decline has not been evenly distributed across programs

# Faculty FTE from 2007-08 to Present



Source: IPEDS-Reported data adjusted to exclude graduate school faculty

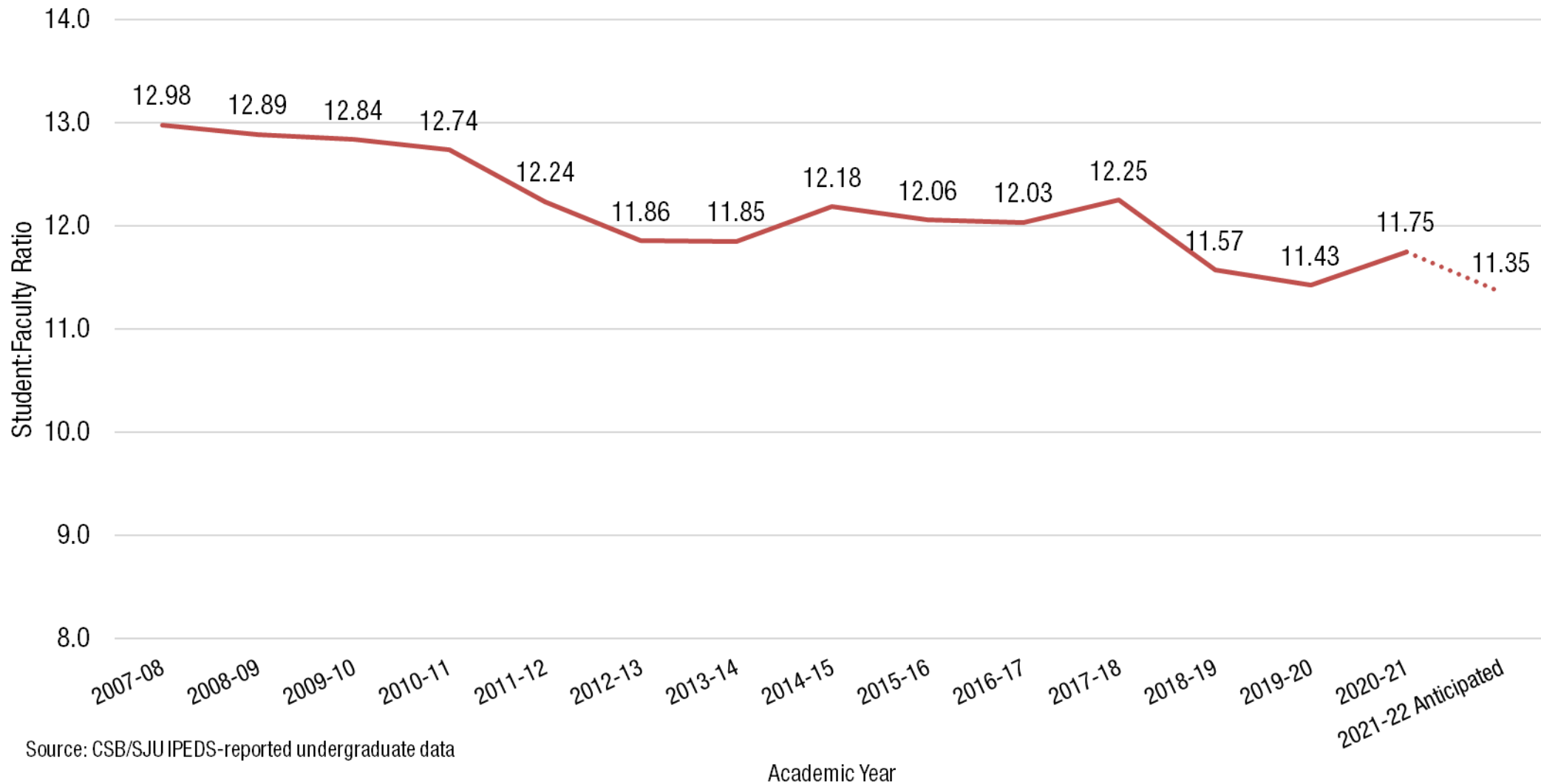
# Faculty & Enrollment Percent Change From 2007-08



Source: CSB/SJU IPEDS-reported undergraduate data

Academic Year

# Student-Faculty Ratio



# Goals for Academic Prioritization

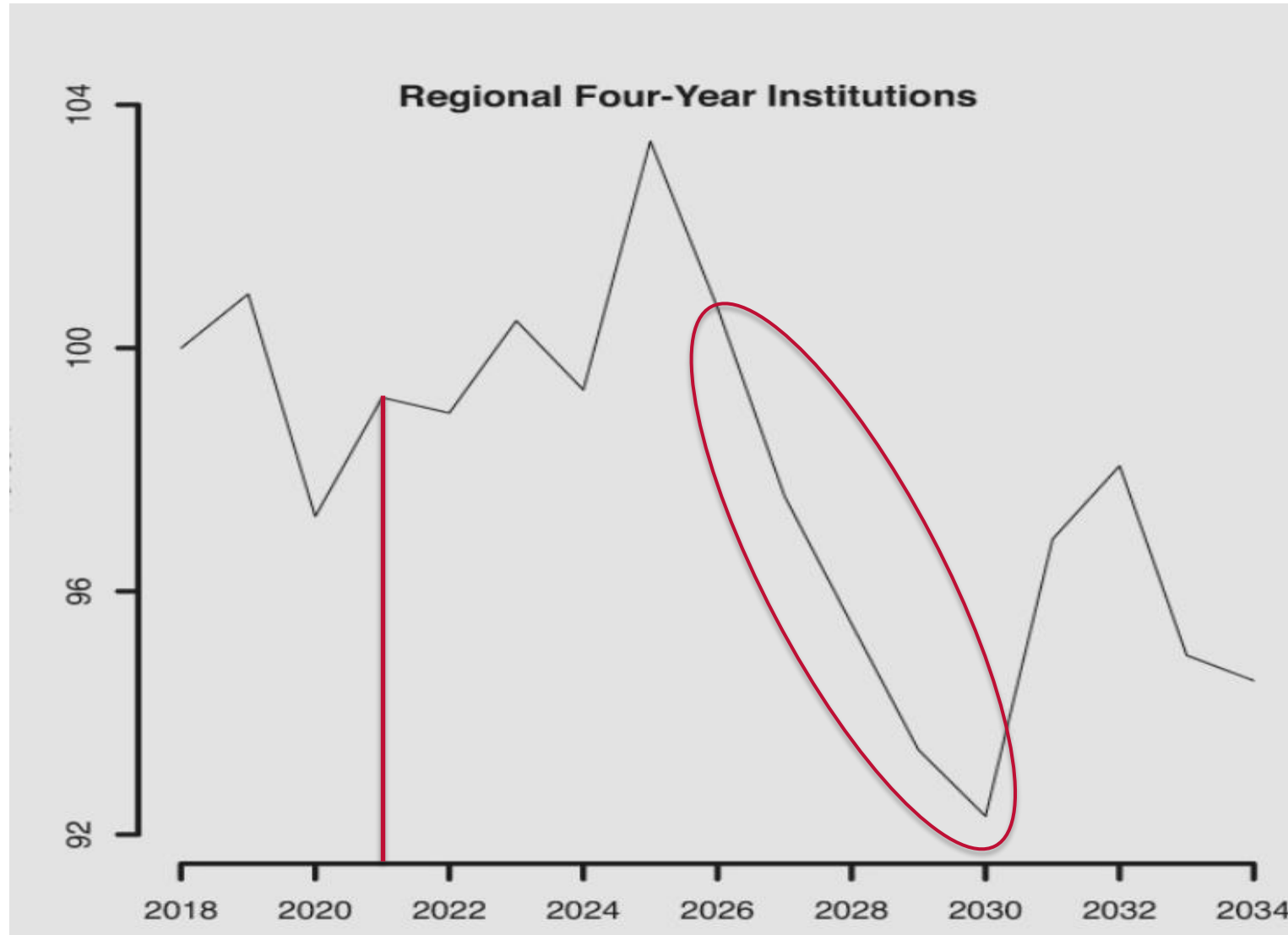
- Position CSB/SJU to be leaders in liberal arts education by providing students with education opportunities to meet our key general education learning outcomes and institutional learning goals.
- Make CSB/SJU forward-thinking and supportive of the ongoing needs of our students into the future.
- Keep CSB/SJU competitive in the future higher education marketplace.
- Allow for institutional financial sustainability within academic affairs but also nimbleness and flexibility.
- Maintain a 12:1 student faculty ratio.
- Develop an institutional structure that encourages academic program innovation and creativity that builds on our strengths.
- Focus on our priorities and strengths, and not trying to be everything to everyone.

# Why Now?

- **Timing is critical because of the enrollment decline at CSB and SJU and the forecast of additional challenges ahead**
- **Engaging in the prioritization process will inform the next strategic plan**
- **Process will set up new President for success**
- **Will be more strategic in allocating resources**
- **Get ahead of the projected demographic impact outlined by Grawe**



# Grawe's (2021) projected number of people attending college by institution type 2018-2034



Source: Grawe, N. (2021). *The Agile College: How Institutions Successfully Navigate Demographic Changes*, p. 28 (Fig. 2.2). Baltimore: Johns Hopkins University Press.

# Process is important

- Faculty Handbook does not require the provost to seek faculty input prior to invoking the Reduction, Impaction, Merger and Closure policy (section 2.14)
- Provost has decided to engage faculty in a prioritization process
- Provost is respecting the governance authority of the boards and presidents

# Process for Program Prioritization

- Provost established the Steering Committee and Data Committee
  - Members selected because of their deep institutional service and understanding
  - Focus on institution-wide perspective
- Provost established the charge for the committees, incorporating feedback from faculty leadership, presidents, and committee members
- The Steering and Data Committees will engage in ongoing communication about their work and will seek feedback and input throughout the process
- Report to the Provost by the end of the academic year and Provost will share the report with the faculty
- Provost will publish a response to the Steering Committee recommendations
- Provost will follow faculty handbook section 2.14 for any resulting program reductions, impactions, mergers, or closures

# Questions

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