Molloy 2020
A Vision for the Future

Address to the Molloy College Community
by Dr. Drew Bogner
November 6, 2014
"We're a " turnover"

"A place where all constituents can reach their potential - where things are encouraged"

"where product risk can be taken"

Challenge sharing - have a different conversation - encourage interdepartmental response to long-put down issues

In one word

"Systems"

Think of Molloy as a mutable organization - with multiple stake holders

Molloy as a convenor - a place for convening of mind/voices

College with a strong sense of Identity will survive

The end

I want to see the mission continue in the American tradition

The Catholic Mission is important

How do we live the Mission?

The sense of community is huge and needs to be maintained
I want to come back on campus in 30 years and see the same culture continue. Keeping friendliness and caring.

The culture is a precious thing. Molloy is like a family.

When I first came to Molloy, I thought it wasn't weird that a person would take the time to look at a door open, but now I do it.

"See Molloy become a household name."

"Be recognized as the premiere college on the east coast, displaying our core values and known for innovation, social responsibility, and excellent education and career preparation."

"We should have the recognition we deserve."

"Be recognized as a great college with a special mission that highlights compassion and social justice."

"Be a state of the art, cutting edge, innovative place."

"Known for being scholarly and caring."

"Foster the continued conversation of what it means to be a global citizen."

"From Truth Seeker."

"Required Civic Engagement - this is not a tool for students."

"(Molloy 2020)
Quotes

Encourage students to be well rounded

Engage the total Molloy Community in the conversation and education of student

At Molloy we are community.

We should be the kind of place where the power of citizenship is on display.

Each week, our students & faculty to come together & reflect. A pedagogy that gets students to employ process & reflect.

What should pedagogy look like in 2020?

Scholarship should be value

Maintain our emphasis on teaching

We still do things like a 3 building campus.

It's like we have a Bermuda Triangle for seniors - they go in and never come out.
As we get bigger, we must get ahead
we've lagged behind

We're a success story and it needs to be
promoted

We need to get into campuses

We need to identify each proviso the many
things happening on campus

If we're bringing in student support
or with learning challenges we better invest
in services.
Over the last 7 weeks, I met with over 500 faculty, staff, administrators, students and alumni in 28 groups:

- 17 combined sessions of faculty, staff and administrators
- 1 session with just staff
- 1 session with housekeeping
- 1 session with the Alumni Board
- 6 sessions with students, plus 2 graduate classes
This purpose led to the formation of 2 questions that guided our conversations:

1. What is your vision for Molloy in 2020?

2. What issues need to be attended to in order for Molloy to continue to be successful and so we can reach the vision you have for Molloy in 2020?
Goal is to identify general themes

molloy.edu/presidentialaddresses
M-1:

MAINTAIN A FOCUS ON THE CENTRALITY AND IMPORTANCE OF THE MISSION
“Molloy College, an independent, Catholic college, rooted in the Dominican tradition of study, spirituality, service, and community is committed to academic excellence with respect for each person. Through transformative education, Molloy promotes a lifelong search for truth and the development of ethical leadership.”
In addition to these 4 Pillars – there are other values that are stated in the Mission Statement and embedded in the fabric of Molloy:

- Ethical Leadership
- Transformation
- Veritas – Truth
Another set of values that a number of individuals reminded us about that also informs what we do at the College is our Catholicity:

“The Catholic mission is important”

“We’re a Catholic Institution and we should cherish that”

“Find ways to communicate and celebrate that we are Catholic”
M-A1:

Drive the Mission with all of its values throughout everything we do at the College
M-2:

MAINTAIN THE MOLLOY CULTURE (MOLLOY WAY) THAT IS BUILT ON A STRONG SENSE OF COMMUNITY AND RESPECT FOR EACH OTHER
That culture can be characterized by descriptors such as:

“A strong sense of community”

“Like a family”

“A friendliness”

“A nurturing and caring place”

“A value-centered culture”

“The sense of community is huge and needs to be maintained”

“Continue fostering friendliness and caring”

“I want to come back on campus in 30 years and see the same culture”

“Our culture and identity is what makes us unique”

“The culture is a precious thing”
M-A2

Deepen our commitment to the Molloy culture ensuring that it penetrates throughout the Institution guiding all of our interactions.
M-3:

MAINTAIN THE COMMITMENT TO **PERSONAL ATTENTION** AND A FOCUS ON THE CENTRALITY OF EDUCATING AND EMPOWERING STUDENTS
We have demonstrated our affinity to this essential Molloy characteristic by our commitment to:

• A student-faculty ratio that is among the lowest in the area and in the country – a ratio we have maintained throughout our growth

• Small class sizes

• Emphasis on teaching
Revisit the approach we take to scheduling classes and determine class size – realizing the need to balance many factors, but maintain what is an important Molloy characteristic.
M-4.

MAINTAIN A COMMITMENT TO AFFORDABILITY
Pulling apart the issue of affordability, it includes:

• Affordable tuition

• Available financial aid
  • There are some emerging discussions of the need to look at aid for transfer students

• Low student debt
M-A4.

To incorporate this commitment into the annual budget and 5-year financial plan.
V-1.

ACHIEVE A REGIONAL/NATIONAL REPUTATION WORTHY OF THE SUCCESS (QUALITY) OF THE COLLEGE
In a general sense, there is a strong desire to see Molloy become better-known:

“See Molloy become a household name”

Also, a desire to see Molloy as being a prominent institution:

“A name brand”

“A destination college,” to be the student’s first choice”
Students said:

“Be recognized as the premier college on Long Island, displaying our core values and known for innovation, social responsibility, quality of education and career preparation”

“State of New York and Regional reputation. We’re on an upward path”
There is also a strong interest for Molloy to diversify its reputation to more programs than nursing and education.
There is also a strong desire for Molloy College to be known for some specific characteristics and outcomes:

“Known for academic excellence”

“State of the art, cutting edge, innovative place”

“Known for being scholarly and caring”

“Known for ethics and values”

“Be recognized as a great college with a special mission that highlights compassion and social justice”

Develop a plan to achieve increasing recognition and a regional/national reputation that clearly identifies the College’s institutional (brand) characteristics.
V-2.

LOOK AT BECOMING A UNIVERSITY
There is an emerging consensus that becoming a university makes sense with some caveats that were voiced by faculty, staff, administrators and students:

“Do not lose our sense of community – what makes us special – our ability to be interactive, faculty are approachable”

“Do not grow too big – if university means Syracuse, we don’t want it”

“Do not lose our emphasis of teaching – strengthen research but, again, don’t lose a strength of the College that is connected to our identity”
We discussed what is in a name:

*University*

- More prestigious
- Research focused
- Wide array of advanced degree offerings
- More attractive to international students

*College*

- Speaks to being more personal
- An emphasis on teaching
- Undergraduate education emphasis
V-A2.

*We need to discuss whether we want to change the name and more specifically, what we would define a “university” to be.*
V-3.

REVISE CURRICULUM AND PROGRAMS TO RESPOND TO EMERGING TRENDS AND PEDAGOGY
For some, it was:
• Building on strengths of the College

For others, it was:
• Reshaping existing curriculum to further its relevance

For others, it was:
• blazing new trails
• “More graduate and professional schools:
  – Law
  – Communication
  – Executive leadership”
• “Theology
  – Undergraduate
  – Masters
  – Pastoral Ministry”
• “Our own M.S.W.”
• “Expand the number of Healthcare programs
  – Undergraduate
  – OT
  – PA”
• “Expand CIS offerings
  – Explore 21st Century Majors with 21st Century skills”
• “A new way to bolster Humanities”
• “Reconciliation Studies”

• “CNRA”
• “Advanced Certificates
  – 16-18 credits
  – Graduate level”
• “Ph.D. in Criminal Justice/Sociology”
• “Majors that use technology:
  – Music tech”
• “Programs for new cutting edge professionals”
• “Masters in Tax”
• “Ph.D. in Business/Marketing”
• “What disciplines can piggyback on nursing and health”
• “Communication and Digital Skills”
• “Fine Arts College”
V-A3.

We will need to determine how we will make decisions concerning program modifications and growth and how to allocate resources.
V-4.

DEVELOP A **UNIQUELY MOLLOY CURRICULUM** THAT INCORPORATES THE **MISSION** AND VALUES OF THE COLLEGE IN A SET OF OUTCOMES FOR GRADUATES FROM ALL PROGRAMS WITH AN ACCOMPANYING SET OF EXPECTATIONS FOR THE GENERAL EDUCATION AND MAJOR REQUIREMENTS
Perhaps most thrilling to me was the numerous conversations we had about what it would mean to educate the student from the unique vantage point of the Molloy mission and our values of:

- Study
- Service
- Spirituality
- Community
- Transformation
- Ethical leadership
- Truth
"Molloy College, an independent, Catholic college, rooted in the Dominican tradition of study, spirituality, service, and community is committed to academic excellence with respect for each person. Through transformative education, Molloy promotes a lifelong search for truth and the development of ethical leadership.”
You said this in many ways:

“Our graduate should leave knowing the values as to the 4 Pillars and what we expect should be self-evident to them”

“Students need a greater sense of their education”

“Learn ways of interacting – ways of being effective human beings and how to process and reflect”

“Encourage students to be well rounded”

“Foster the conversation of what it means to be a global citizen”

“Notion of transformational leadership threaded through all 4 years”

“Prepare students for a world that is rapidly changing – ways of thinking and connecting”
“Service learning – preparing them to be able to contribute to society”

“Communication and writing skills”

“Form truth-seekers”

“Integration of knowledge – critical thinking, problem solving and reflection”

“Be a moral leader”

“Require civic engagement – this is not a hard sell to students”

“Career and life readiness”

“Develop men and women of character”
Specifically, as discussed in many sessions, we need to identify what we want our students to know, be able to do, as well as the attitudes and affect we want them to possess.

In other words, what knowledge, skills and dispositions do we want students to have when they graduate?

The general consensus that emerged is that we should find a way to push these attributes throughout the students’ complete educational experiences at Molloy.
We also discussed the need to develop programs that cut across majors and move us out of the traditional content silos:

- Minors such as Social Entrepreneurship, American Studies
- Academies
Other activities and experiences outside of the curriculum should contribute to and shape the student’s education – each moving students towards the broader set of outcomes that we have determined.

As one person said, we need to:

“Engage the total Molloy Community in this conversation and education of students”
Another idea that was suggested and that I shared with other groups, who responded very positively, was the development of an “Experiential” transcript that would support and chronicle the student’s education journey; for example, with categories such as:

- Leadership
- Service
- Global
- Innovation (creative)
- Career Experience
V-A4.

Determine the learning outcomes we want for all Molloy graduates by a reworking of the student educational experience starting with FST, General Education courses, nested modules in majors, accompanying enriching expectations outside the classroom as noted on an experiential transcript and finally, other opportunities for students who have a desire to drill more deeply into some characteristics of a uniquely Molloy education.
V-5.

EXPAND OPPORTUNITIES FOR **COLLABORATION** AND INTERDISCIPLINARY WORK
There are many ways to do this:

- Faculty boot camp – where faculty come together and align similar interests to create new curriculum together
- Identifying of faculty experts willing to come in and “guest” present
- Team teaching
V-A5.

*Look specifically to find ways to promote opportunities for collaboration*
V-6.

DEEPEN SERVICE TO THE COMMUNITY
Deepen service to the community means many things.

It means:

• Placing students in the community as a way of educating them

• Putting the human resources out in the community to personally make a difference

• Finding ways of promoting involvement

• Providing expertise to the community; for example, doing research, clinical support, consulting, etc.

• Developing entities that service the needs of the community and providing educational opportunities for students

• Bringing the community to campus
V-A6.

Develop opportunities to directly serve the community
V-7.

FOSTER A COMMITMENT TO AN ACTIVE MODERN 2020 PEDAGOGY
Items to consider for this conversation:

“Active and interactive pedagogy”

“Find ways for students and faculty to come together and reflect. A pedagogy that gets students to unplug, process and reflect”

“See the usage of technology in meaningful ways”

“Find ways to incorporate current events in classrooms and on campus”
V-A7.

*Determine goals for pedagogy and to support the implementation of these goals*
V-8.

**BALANCE RESEARCH AND TEACHING** AND SUPPORT BOTH
There was considerable discussion on the need to support research:

- Technology
- Office of sponsored programs
  - Assistance with grant writing
  - Financial planning
  - Reporting
V-A8.

*Validate our commitment to both teaching and research and develop a plan to appropriately support both.*
V-9.

EVALUATE ALTERNATE DELIVERY FORMATS
There is a broad consensus that a blended learning model allows the College to continue to maximize our strengths of live instruction in the “Molloy way” while allowing for more time efficiency for students.

As I already communicated to the Hybrid Team, there is a desire that I heard from my conversations that we broaden our model of blended learning to include:

- Undergraduate options for targeted courses or programs
- Other models for the 51% minimum live instruction that includes compressed timeframes
• Program for returning students/part-time students
  • Evening
  • Weekend college

• Summer school

• Another location
  • Eastern Suffolk
  • Manhattan
  • Global
Issue of Growth – another topic of real interest

- Size
  - How big do we get?
  - How big can we get?

- Some made it clear that the college should not grow

- But there were many others who saw growth as necessary and attractive
There were 2 points of agreement:

• The main campus with its footprint and size presents a limitation to growth – “we’re at capacity,” someone said
  • Both facilities
  • Some services

• That we cannot sacrifice the culture of Molloy to growth
V-A9

Successfully launch the hybrid model providing the necessary training and support for students and faculty. Evaluate other alternative delivery models, determining what might be feasible with an accompanying timeline, evaluation of resources, services and a financial plan.
There were 3 themes that really dominated conversations:

• Improving technology across the board

• Moving administrative processes to a paperless environment with reliable systems and replicable outcomes

• Developing ways to maximize the contributions of the Molloy Community
WORLD CLASS TECHNOLOGY FOR THE 21ST CENTURY THAT IS RELIABLE AND ACCESSIBLE.
Our Conversation Covered:

- The technology in the classrooms
- Accessibility on campus to Wi-Fi
- Accessibility off-campus to system – S Drives, etc.
- Organization and movement of data in Jenzabar
- Learning Management System – Lion’s Den and how to support on-line education
- Log-in Issues
- Dependability

- Apps that could move some function to no assistance required
- Support for on-line instruction
- Move many processes to digital and use technology to help; for example:
  - Room scheduling
  - Registration – degree audit – flagging of pre-requisites
  - On-line application and tracking of applications
  - Support for simulators and other high-tech equipment

*Develop an IT Plan that sets institutional expectations for technology in the classroom, administrative systems, the learning management system, accessibility to WiFi, and an evaluation of our current situations and a plan to meet the expectations.*
I-2.

**IMPROVE ADMINISTRATIVE PROCESSES** MOVING THEM TO A PAPERLESS ENVIRONMENT WITH RELIABLE SYSTEMS AND REPLICABLE OUTCOMES
On the administrative side, these were the ones most listed:

• Purchasing
• Personnel requests
• Budget
  • Formation
  • Tracking
• Room scheduling
• Reporting a facility problem
• Room set up
On the student side:

• Registration – everything that makes that up from:
  • Setting schedules
  • Assigning rooms
  • Setting final schedule
  • Advising
  • Registration
  • Monitoring TAP eligibility
  • Paying bills – financial aid
  • Change of major
  • Adding/dropping classes
On the Admissions side:

- On-line application with real-time tracking
So, what does Process Improvement mean?

- Set replicable/measurable outcomes for each process
- Re-engineer the system to meet these goals
- Adopt a culture of continual assessment and improvement
I-A2.

Identify the administrative and student processes needing improvement by a CQI method and then triage these to determine an order for improvement.
I-3.

DEVELOP WAYS TO MAXIMIZE THE **CONTRIBUTIONS** OF THE MOLLOY COMMUNITY
• “Many staff and administrators had never been evaluated or perhaps only once or twice in a dozen years”
• “Job expectations were not always clear”
• “Even though there was a willingness to learn more, training did not exist on a regular basis for Jenzabar, Excel, etc.”
• “We do not have a supervisor training program and as such many had little or no training on how to evaluate employees, pass on feedback, deal with performance issues, or assign work”
• “Staff and some administrators were often not involved as equal partners in planning yet their input as sources of front-line knowledge and expertise is invaluable”
• “Similarly, faculty in some divisions did not feel that their expertise is valued or input considered”
• “The College also could benefit from cross-training”
• “Also, if we want to infuse the Mission of the College throughout all we do then more education and orientation for faculty, staff and administration would seem to be required.”
Human Resources deals with 3 major sets of issues:

1. Development of a salary and benefit structure and the implementation of these processes

2. Mandates and Legal issues, such as Title IX, Worker’s Compensation, overtime, standards, etc.

3. Development of ways to maximize the contributions of the Molloy community – looking at hiring, performance evaluations, training, skill enhancement and compensation

• An evaluation of resources for HR must be a part of responding to this area of needed improvement
Additionally, on the faculty side, we need to look at other definitions of faculty:

• Clinical faculty
• Professional/Visiting faculty

Lastly, in one group we had a long conversation about how to tap the capacities of students to assist the institution:

• Resources for technology fixes
• Resources for media
• Resources for tutoring, etc.
Develop a plan of how to approach each of the items listed in the flow chart: job description, hiring, skill identification and enhancement, evaluation, ongoing training and compensation.
I-4. BUILD COMMUNITY
Suggestions for breaking down the silos:

• Look for ways to come together on projects
  • Middle States was sighted as a positive example
• Foster a team environment
• Adapt the “Listening Tour” idea – every semester in every department
• Review how we make decisions in a collegial environment
• Promote an Esprit-de-corps where people pitch in, particularly on certain events
• Find ways to get people around campus
I-A4.

*Develop a model of how to build community on an ongoing basis*
I-5. PROMOTE DIVERSITY
As such, we need to look at:

• How to recruit and retain diverse populations of students and employees
• Remove barriers and provide opportunities
  • Lingering ADA “barriers”
I-A5.

*Looking at the success of other institutions, we need to develop a diversity plan with outcomes and strategies*
I-6.

TELL THE MOLLOY STORY MORE EFFECTIVELY
EXTERNALLY

- Traditional press like *Newsday*
- On-line newspapers
- Blogs
- Website
- Social Media
- More advertising
INTERNALLY

• What’s happening on campus
• communicate decisions, policies, etc.
• quick guidance on who to go to for what
I-A6.

Develop a plan for internal communications. Revise the marketing plan, expanding opportunities to tell the Molloy story, including strategies of gathering stories and information and developing a variety of strategies to get the word out.
I-7.

ENSURE ADEQUATE FACILITIES AND A POSITIVE CAMPUS ENVIRONMENT
This theme was comprised of 2 main concepts:

• That we have adequate facilities for existing and future programs
• That we create a positive and inviting campus that is environmentally functional
• Build a beautiful campus with space for reflection
• Space needs to be more elegant and have more light
• Facelift of Wilbur as it is the “heart of campus”
• Spruce up bathrooms and additional bathroom in the lower level of Casey
• “we need to geekify campus” and create spaces that are like Google”
• Places for conversation among faculty or faculty, staff and administrators
• Information spots – “a concierge to answer any questions”
• ADA
I-A7.

Revise the renovation plan, ensuring that the process is collaborative and takes into consideration the variety of current and future needs on campus.
I-8.

EXAMINE WAYS OF RECRUITING STUDENTS WHO WILL BENEFIT FROM A MOLLOY EDUCATION AND SUCCEED
Individuals from all 4 constituencies shared a wide-array of ideas of how to help recruit students:

• This represents a realization – among the community that we must attend to this to thrive

• And that we have pride in what we do – we know what good work we do – how good the experience is of the students at Molloy

• There was an acknowledgment by many that it was important for every person at Molloy to be an ambassador for the College
• In some groups there were observations made that the quality of the student is diminishing and the question was raised if we were taking more students who were underprepared.

• Some asked if we should take fewer students

• The average SAT has increased over the last few years

• As one faculty member observed, “it is very possible that the students coming in are qualified for admission just as before but not as well-prepared.”

• The topic of how selective to be is a complicated question

• As one faculty member said, “When you look at Long Island demographics, we better get prepared for more students who will come in less prepared”
I-A8.

Engage again on the conversation of access, weighing Mission, reputation, demographic realities, and financial obligations as related to institutional priorities.
I-9.

ENSURE THAT STUDENTS HAVE RESOURCES TO BE SUCCESSFUL
I-A9.

Set goals and outcomes for student support services, determining the level of services we will provide and the accompanying service approaches. Furthermore, we need to incorporate into any institutional plan how new programs could impact existing services.
I-10. IMPROVE THE ADVISING SYSTEM
• Advising is being done by others than the assigned advisors

• Some faculty are frustrated that their time is being taken up by “mechanical tasks”

• There is frustration about why technology can’t help

• Mistakes happen – mistakes that cost students money and time

• Mistakes can result in unhappy alumni who don’t say positive things about Molloy
I-A10.

We must re-evaluate and perhaps re-imagine how we do advising.
MAINTAIN

• Maintain a focus on the centrality and importance of the Mission

• Maintain the Molloy culture that is built on a strong sense of community and respect for each other

• Maintain the commitment to personal attention and a focus on the centrality of educating and empowering students

• Maintain a commitment to affordability
VISION

• Achieve regional and national reputation worthy of the success (quality) of the College

• Look to becoming a university

• Revise curriculum and programs to respond to emerging trends and pedagogy

• Establish learning outcomes for all Molloy graduates and an accompanying educational model that is distinctive to Molloy College’s Mission and values
VISION

• Expand opportunities for collaboration and interdisciplinary work
• Deepen service to the community
• Foster commitment to an active/modern 2020 pedagogy
• Balance teaching and research and support both
• Develop and offer alternative delivery education options
MOST COMMON ITEMS FOR IMPROVEMENT

• Set as a goal world class technology for the 21st century that is reliable and assessable

• Improve administrative processes moving them to a paperless environment with reliable systems and replicable outcomes

• Develop ways to maximize the contributions of the Molloy community

• Build community
MOST COMMON ITEMS FOR IMPROVEMENT

• Increase diversity

• Tell the Molloy Story more effectively

• Ensure adequate facilities and a positive campus environment

• Examine ways of recruiting students who will benefit from a Molloy education and succeed

• Ensure that students have the resources to be successful

• Improve the advising process
Thank you for the gift of thoughtful conversation.