Welcome to the Colloquium.

We have two topics:

- The first is the report from the Listening Tour
- The second is to discuss the minor in Social Entrepreneurship

Over the last seven 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 staff
- 1 session with housekeeping
- 1 session with the Alumni Board
- 6 sessions with students, plus 2 graduate classes

The whole exercise was so invigorating personally; to know how much interest you have in making the College the best it can be and how truly committed you are to our students and to our mission. I was also impressed by the amazing creativity in our college community. I know that there are many things we could improve – some things we don’t do completely right – but the spirit in which these were shared was from a perspective of genuine interest and desire to make what we do better. SO THANK YOU!

Diane and I took copious notes. I filled 400 pages in 2 notebooks.

In addition, I received additional comments from 50 or so emails following the sessions and had some in-depth conversations with a handful of employees.

Today is my attempt to summarize all of these conversations, observations, dreams, hopes and suggestions.

Let me begin by reminding you why we engaged in all of the conversations that I dubbed the “Listening Tour:”

- We are at the start of the new planning process, “A Vision for 2020”
- Realizing that the College has gone through an extended period of substantial change, it seemed imperative that we take a collective breath
- Scan the external environment to see how the now and the future impact what we do and how we do it
  - Discuss what we want to accomplish and how we want to move forward
  - Identify those items that need to be improved and attended to in order to accomplish our goals

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?

As I mentioned at the beginning of each listening session, the goal was to identify general themes.

My purpose today is to share with you the general themes that emerged. But, I will also try to give you a flavor of the richness of ideas and observations that accompany each theme. You will note that I have chosen to use your words to describe what is meant by each theme.

Before I start one piece of housekeeping. This report will be available online at molloy.edu/presidentialaddresses.

- PowerPoint
- Speech
- Video

Let’s begin with what the community emphasized that we should **MAINTAIN**. Those items where there were substantial consensus among all constituents (faculty, staff, administrators and students).

**THEMES TO MAINTAIN**

**M-1. MAINTAIN A FOCUS ON THE CENTRALITY AND IMPORTANCE OF THE MISSION**

(This came up in every group and was said in many ways)

Let’s take a look at the mission statement:

"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."

- There was a strong desire to look at the **4 Pillars** and the ways in which these values provide a vision for the education of the students and the goals for a Molloy graduate.

- **The 4 Pillars of Dominican Life are:**
  - **Spirituality**
  - **Service**
  - **Study**
  - **Community**

Many asked as to how these values speak to the ways in which we interact with each other and the ways in which these values inform our roles at the College and in the community.
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

These, too, our community believes, give guidance to what we teach, how we teach, our expectations for students and how we interact with each other and what we are called to do in, with and for the broader community.

This is what you said:

- Look at **4 Pillars** and what these say to our vision for student education
- “How do we live the mission?”
- “Place mission statement prominently throughout the College”
- “Speakers on campus about “Truth”
- “How do we incorporate the **4 Pillars** in what we do?”
- “What do the **4 Pillars** mean to each person and each program?”
- “Our graduates should leave knowing the **4 Pillars** - Our values and what we expect”
- “I want to see the mission continue in the Dominican Tradition”
- “Be a very fine institution that stands by its mission”
- “The College with a strong sense of identity will survive”

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”

Many others mentioned another foundational area that underpins what we do at the College that is our Liberal Arts Heritage.

Liberal Arts Education is an historic part of the Catholic/Dominican Commitment to understanding the oneness and interconnectedness of creation. As Dominicans, we believe in the thoughtful pursuit of truth – not absorbing the shabby rudiments and biased observations of society – but looking to see with clear eyes the reality of the human condition – the world around us, how it works, what it means and what we should do.

One day as I was reflecting on the “listening tour” and talking to a prospective board member, it occurred to me that this whole idea, of Molloy’s Mission and values, was encapsulated on the presidential medallion.
So, what I heard as the take-away from the theme – the main action item

**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**

People take pride in the unique culture of Molloy. Invariably in each group it was strongly stated that despite whatever comes, growth, new programs, etc. we should not lose the special culture that is Molloy.

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”

The students indicated to me in no uncertain terms that this welcoming culture is what brought them to Molloy. Part of our culture is apparent in simple ways:

- As shared by one faculty member: “I walked down the halls for 13 years and haven’t once had a person not say hello”
- Another: “When I first came to Molloy, I thought it was weird that a person would take the time to hold the door open, but now I do it.”

Clearly, we value this culture of community, friendliness, caring and respect.

But in my listening tour, I also heard that while this is a core set of values at Molloy, it doesn’t always manifest itself in what we do and how we treat each other.
Staff, in particular, voiced their concern that they did not always get respect and similarly an observation were made that staff, faculty and administration do not always respect students and vice-versa that respect may not always be there in the interaction students have with faculty, staff and administrators. Observations were made about how supervisors interact with various constituencies. So, clearly, if our culture of community, caring and respect is something of great value, it is also something that is worthy of our attention, ensuring that the Molloy culture penetrates throughout the Institution.

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

In many ways this is connected to the previous theme – but is worthy of its own theme as it is a consistent characteristic of what makes Molloy – Molloy.

As students said:
- “My teachers know me”
- “I have a relationship with my teachers”

As faculty said:
- “Most of our students don’t like to be anonymous”
- “Students like a lot of faculty contact”

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

We did have lively conversations about the recent changes in the size of some classes and the appropriateness of this response. I asked students what they define as small, and they said, “No more than 25.”

M-A3. 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.

Finally, the last theme in this category:

M-4. MAINTAIN A COMMITMENT TO AFFORDABILITY

This was voiced strongly by the students and mentioned in most every employee group.
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.

Continuing on with our vision for Molloy College, what do we want to see change, expand and deepen?

**THEMES OF VISION**

**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”
- Another expanded this to, “State of New York and Regional reputation. We’re on an upward path”

There is pride in what we’ve accomplished – what we’ve become – but frustration that our strengths, our innovative programs, our campus culture, and our talented faculty are not well known.

- “Even though we’re much better known and known to be a stronger institution, we’re still not well known enough – even on Long Island”
- “We should have the recognition we deserve”

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:

And here are just a few examples that were mentioned:
• “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”

V-A1. 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

Becoming a university came up in every session. There is a consensus that we should look at this issue, but there is not unanimity that we should do it. There is an emerging consensus that it does make sense to become a University 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”
The issue of schools/colleges was talked about but we don’t have agreement on the organization we might want in a University.

So clearly, if we end up doing this, we must define what we mean and how we would navigate this through the important concerns raised and of course decide if this is what we want to do.

To many, becoming a university seems the next logical step.

We also discussed how a move to university could serve to encapsulate and explain to the external community how we have changed and what we are today:
• The various programs and services we have
• The type of expertise in our faculty
• The rich diversity of interactions with the community

We also discussed what is in a name:
• University
  o More prestigious
  o Research focused
  o Wide array of advanced degree offerings
  o More attractive to international students
• College
  o Speaks to being more personal
  o An emphasis on teaching
Undergraduate education emphasis

Also mentioned was the observation that the transition would or could affect how alumni feel about the Institution.

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**

One theme that flowed through each meeting like a constant current was a desire to shape curriculum and programs.

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 - Let me give you examples of the breadth of ideas that came up:
- “More graduate and professional schools:
  - Law
  - Communication
  - Executive leadership”
- “Theology
  - Undergraduate
  - Masters
  - Pastoral Ministry”
- “Our own M.S.W.”
- “Expand the number of the 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”

A lot of ideas – a diversity of ideas. There was a dynamic tension – and when it came to adding programs, a realization that resources are both finite and elastic – that priorities need to be set – about where to invest money, people and facilities

I think all of this conversation though, about program modifications and growth speaks to a strength of Molloy – that is an ability to see possibilities and to reshape what we do – to see a need and to create. We are a creative lot that truly embraces the notion of meeting community needs and furthering the potential of the student, both now and yet to come.

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

These we know flow from the Mission Statement:

"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 that this is important.
“Our graduates 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?

So, we would first need to determine these outcomes and then turn to how we would accomplish it.

The general consensus that emerged is that we should find a way to push these attributes throughout the students’ complete educational experiences at Molloy.

Start with FST – General Education Requirements with portions lodged (nested) as modules in majors taught by experts (faculty who may not be in the major field of study).
The examples of these concepts you suggested that could run through the total curriculum and nested in majors were:

- Transformational leadership
- Ethics
- Social entrepreneurship (systemic change)

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

This is a concept I shared with a number of groups.

Students would apply to an Academy that runs throughout all 4 years and focuses on one important set of skills, knowledge, and disposition; such as,

- Leadership
- Innovation
- Systemic Change

There is a strong experiential component, with instruction by our faculty and community mentors who have excelled in the identified skill.

I imagine how it would look on a student’s resume when they apply for a job:

- Major in management
- Minor in communications
- What’s this “Innovation Academy?”

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 some 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

The categories would be filled in by the student with specific experiences.

V-A4. *Determine the learning outcomes we want for all Molloy graduates by a reworking the student educational experience starting with FST, General Education courses, modules nested*
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 is strong interest in moving outside of content, department, division silos and work collaboratively – modeling, if you will, the seamless connectivity of knowledge that we want our students to see.

Many faculty are particularly excited about the creative possibilities that can come from this type of interaction.

I think it connects very nicely to the broad conversation about a new approach to education at Molloy.

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**

There is great interest to take the transformative Mission of the College and find ways to more deeply immerse ourselves in the community.

As one person said:
“At Molloy we are the community”

“There are so many problems in the community and our students can make a difference so expand service partnerships”

“What are we doing for the greater good? Creating civically-minded students?”

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

Deepen service to the community means many things.

It means:
1. Placing students in the community as a way of educating them to be concerned, capable agents of transformation
2. Putting the human resources out in the community to personally make a difference. This means all employees, faculty, staff and administrators. Finding ways of promoting involvement:
• Release time for service
• Molloy community weekend projects
3. Providing expertise to the community; for example, doing research, clinical support, consulting, etc.
4. Developing entities that service the needs of the community and providing educational opportunities for students:
   • Civic for underserved
   • Lab School
   • Childcare Center with Early Childhood Education
   • Speech Clinic
5. Bringing the community to campus for similar items:
   • Rebecca Center
   • Center for Autism

As one person asked:

“What are we giving back to the community?”

V-A6. Develop opportunities to directly serve the community.

V-7. **FOSTER A COMMITMENT TO AN ACTIVE MODERN 2020 PEDAGOGY**

Clearly, there is understanding that there are many ways to teach, but one theme that consistently emerged among all constituencies is the desire to focus upon a pedagogy that engages students and maximizes real learning.

As one person asked, “what should pedagogy look like in 2020?”

Clearly, we need to have conversations about this and come to some collective understanding of the dominate pedagogy or pedagogies we embrace and that are best suited to achieve our learning outcomes.

Examples of some items to consider for this conversation are:

• “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”

Note: these ideas also came from students.

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

We also discussed the benefits of research, particularly community-based research and the opportunities to strengthen the opportunities for students to do research. As one faculty member said: “Scholarship should be valued.” But so too – many faculty said should teaching.” “Maintain our emphasis on teaching.” “Do not sacrifice one for the other.” Both have value and both need to be supported.

V-A8. Validate our commitment to both teaching and research and develop a plan to appropriately support both.

The last vision theme:

V-9. Evaluate alternate delivery formats

Connected to the conversation of pedagogy was the discussion of developing alternate delivery formats for programs and courses. Hybrid-on-line-learning was the most common format that was discussed. 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:
1. Undergraduate options for targeted courses or programs
   - BSN completion
   - Library course
2. Allow other models for the 51% minimum live instruction that includes compressed timeframes, weekend, summer and some totally on-line courses.

The requirement is 51% of programs not each course.
There are many concerns about Learning Management Software but I believe this is being handled with the selection of Canvas.

There are other models of alternative delivery systems that are routinely suggested including:

- Program for returning students/part-time students
  - Evening
  - Weekend college
- Summer school
  - Discussed with students at length this issue and the effect of a discount on attendance
• Usage of residence halls
  • Another location
    o Eastern Suffolk
    o Manhattan
    o Global

**Issue of Growth** – another topic of real interest
  • Size
    o How big do we get?
    o 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 two points of agreement:
  1. The main campus with its footprint and size presents a limitation to growth – “we’re at capacity,” someone said
     a. Both facilities
     b. Some services
  2. That you cannot sacrifice the culture of Molloy to growth

Some observed that with our growth we did not. Although it has stressed many services, functions, etc. and we will get to this later on.

**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.**

**THEMES OF ISSUES FOR IMPROVEMENT**

There were three themes that really dominated conversations:
  1. Improving technology across the board
  2. Moving administrative processes to a paperless environment with reliable systems and replicable outcomes
  3. Developing ways to maximize the contributions of the Molloy Community

**I-1. WORLD CLASS TECHNOLOGY FOR THE 21ST CENTURY THAT IS RELIABLE AND ACCESSIBLE**

We had a lot of conversations about technology. It was agreed that we need a technology platform that is capable of serving the needs of the College in 2020 and that we are far away from that today.

Our conversation covered:
1. The technology in the classrooms
2. Accessibility on campus to Wi-Fi
3. Accessibility off-campus to system – S Drives, etc.
4. Organization and movement of data in Jenzabar
5. Learning Management System – Lion’s Den and how to support on-line education
6. Log-in Issues
7. Dependability
8. Apps that could move some function to no assistance required:
   - Shuttle bus
   - Appointments for tutoring, writing center
   - Registration
   - Campus Events
9. Support for on-line instruction
10. 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
11. Support for simulators and other high-tech equipment

We need to start with setting expectations.

We need to evaluate the current response and put in place a plan to bring it up to our expectation.

We need to make this a resource priority.

Need to provide training:
   - Jenzabar
   - Lion’s Den
   - Canvas
   - Other

And one very specific idea that came up in more than one group was to create something analogous to the Student Solution Center, called a tech solution center, where any constituent: students, staff, administrators and faculty can go and get help with technology.

I-A1. Develop an IT Plan that sets institutional expectations for technology in the classroom, administrative systems, the learning management system, accessibility to Wi-Fi, 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

As one person said:
“We still do things like a 3 building campus”

“As we get bigger, we must get efficient – we’ve lagged behind”

And so it seems that we still operate with a paper system – the same system that we’ve used with few changes – when I came here 14 years ago. As one person so aptly said, “it’s like we have a Bermuda Triangle for forms – they go in and never come out.” Our current system wastes time and leads to more errors and frustrations.

What systems are we talking about?

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

While moving to digital forms is a partial goal here, and a goal, which someone suggested is that we be paperless by 2020, the real goal is process-improvement.

So, what does that mean?

1. Set replicable/measurable outcomes for each process
2. Re-engineer the system to meet these goals
3. Adopt a culture of continual assessment and improvement
We can’t do all of them at once – so we will need to first triage – and determine which ones to do first.

**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**

A strength of the College is our people, committed to the Mission and willing to be creative, innovative and productive – but we need to find ways to allow individuals to develop and contribute more deeply.

- Accompanying Training and Supervision and Ongoing Education and Professional Development
- We also need to find ways to infuse the values of the College into each employee to employee interaction

In my “Listening Tour” it became clear that we were not attending to this in an organized way:

- “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 did 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 could be 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.”

So, it seems we need to review all of the points that make up the employment experience of staff, administration and faculty and look to improve them.
Give the idea of what this means:

- **Job Requirements**
  - *Basic*
  - *Specific*

- **Hiring**
  - *Determining Skill Level*

- **Orientation**

- **Skill Enhancement**

- **Initial Evaluation And Feedback**

- **Training And Mentoring**

- **Evaluation**
  - *Skill Enhancement*

- **Compensation**

Let me elaborate:

1. Need to set basic job requirements for all employees that encompasses our core values and ways of interacting
2. Need to review job requirements of all positions, including faculty, staff and administration and look to make sure we have clear skill expectations

And a way to bring someone up to minimum skill level;

For example:

- What should every administrative assistant be able to do?
- What should every manager know and be able to do?
- What should every department chair know and be able to do?

3. Put in place an extended orientation program
4. Put in place a mentoring program
5. Need to provide initial feedback – required in 3-6 months with a program of skill enhancement
6. Require annual evaluations of all full time staff and administrators with a plan for any necessary enhancements to make this work
7. Need required training for all supervisory administrators and faculty
8. To have training academies with levels where Level III = black belt
  - Excel
Some type of compensation for skill enhanced progress, i.e., Level III (black belt) and opportunities for those with top skill levels to mentor others.

Also look at compensation for staff and administrators who get degrees.

The idea as expressed that there is a desire to grow and contribute and by so doing to feel a greater sense of personal fulfillment.

A little more compensation would make each person feel better, too.

It should come as no surprise that **human resources** play an important role in helping to accomplish everything that I just mentioned. Building on comments I heard in some of the groups, we need to review the resources (both people and space) that the College has committed to human resources.

As one person said, “you can’t have a confidential conversation in the space that’s there.”

**Human Resources** deals with 3 major sets of issues:
- Development of a salary and benefit structure and the implementation of these processes
- Mandates and Legal issues, such as Title IX, Worker’s Compensation, overtime, standards, etc.
- Development of ways to maximize the contributions of the Molloy community – looking at hiring, performance evaluations, training, skill enhancement and compensation

In reality, we have not significantly attended to the last one and one reason is the level of resources we’ve committed, so 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.

I-A3. **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

This theme in some ways is a corollary to conversations about the valuing of each employee that I just discussed.

There is a perception that there is a gap between faculty, staff and administration. How do we find ways to bridge this gap?

Find ways to break down silos.

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

Listening Tour
One suggestion was to adapt the “Listening Tour” idea to bring together at the start of each semester – all of the staff, faculty and administrators in a division or staff and administrators in a department to discuss goals and plan to really talk and listen and collaborate and do so collegially.

The students suggested the same that annually have a listening session with faculty and students about their program.
- Review how we make decisions in a collegial environment
  - Find ways for teams to work more independently on tasks
- Promote an Esprit-de-corps where people pitch in, particularly on certain events where we decide as a community that it’s “All In” or “All Hands on Deck”
  - Open House
  - Orientation
  - Community Day
  - Resident Hall Dinner
- Find ways to get people around campus
  - 10 minute road tours

I-A4. Develop a model of how to build community on an ongoing basis.

I-5. PROMOTE DIVERSITY

The assets of diversity were discussed.

That diversity is all of its broad definitions: racial, ethnic, gender, age, religion, global, personality types contribute to strengths of the College.

As such, we need to look at:
• How to recruit and retain diverse populations of students and employees
• Remove barriers and provide opportunities
  o Lingering ADA “barriers”
  o It was noted that at the Dominican Colloquium two institutions had diversity officers.

How do we approach this at Molloy? What is the role of officers like human resources?

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**

This was a major theme with so many threads.

Generally, there is a sense that we don’t tell all the good things happening on the campus. That we don’t tell this particularly well either internally or externally.

EXTERNALLY:
• Externally there is general frustration, that while we’re better known than we were, a lot of people on Long Island still don’t know about Molloy and all the programs we offer and things we do.

  As one person said, “we’re a success story and it needs to be promoted”

• Needs to be more recognition by peers – “if there’s an article in *Newsday*, we need to be in it.”
• Look at other media sources
  o On-line newspapers, etc.
  o Blogs, etc.
• Raise visibility in Rockville Centre Community
• Need to identify and promote the many things happening at Molloy
  o One place to do this that we can control is on our website
    ▪ We have great faculty expertise – doing great things (research, etc.)
    • Needs to be identified on the website
    • Need to feed these experts to the press (broadly defined – not just *Newsday*)
    • One staff member shared that “a missing piece is knowing about the faculty and their scholarship”
  o Another area of influence is social media to tell our stories
    ▪ One suggestion was to “work with the faculty to get the word out in social media and learning how to do professional Facebook
  o Need to find and tell stories of alumni
  o more advertising
INTERNALLY – similarities:

Most people don’t know what’s happening on campus and the good stories don’t get through.

- Email may be of limited effect so look at:
  - Social media
  - Newsletter
  - Website
- Find ways to communicate decisions, policies, etc.
- Need quick guidance on who to go to for what
  - Who’s in charge of what?
  - Who’s an expert in 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 two main concepts:
1. That we have adequate facilities for existing and future programs
2. That we create a positive and inviting campus that is environmentally functional

As you can imagine, the facility needs were far and wide and touched many specific programs:

I've made note of them and rather than reporting them all here, I will make sure that they get a fair treatment in the revised Campus Facilities Renovation Plan that we will soon be assembling. (Make note of one student lounge for communities).

A general concept that came out of the “Listening Tour” that I think is quite insightful to this planning is that we need to make sure that “every space has a clarity of purpose that sets the priority for the usage of that space.”

Let me talk about the general threads that make up the 2nd concept of creating a positive and inviting campus:
1. Build a beautiful campus with space for reflection
2. Space needs to be more elegant and have more light (housekeeping)
   Students echo that – the classrooms need a different ambiance (color and light)
3. Facelift of Wilbur as it is the “heart of campus” – the front door to prospective students (housekeeping)
4. Spruce up bathrooms and of course additional bathroom in the lower level of Casey (housekeeping)
5. Some areas are aesthetically shabby
6. As one student said, “we need to geekify campus” and create spaces that are like Google – group spaces that invite conversations, play, imagination and innovation with state-of-the-art technology”
7. Places for conversation among faculty or faculty, staff and administrators
8. Student Lounge
9. Look at furniture
10. A cohesiveness of look on campus of hallways, etc.
11. Information spots – one person said, “a concierge to answer any questions”
12. ADA

I-A7. *Revise the renovation plan, ensuring that the process in collaborative and takes into consideration the variety of current and future needs on campus.*

I-8. **TO EXAMINE WAYS OF RECRUITING STUDENTS WHO WILL BENEFIT FROM A MOLLOY EDUCATION AND SUCCEED**

I worded it this way because there are a few competing concepts that relate to recruitment.

First, let me say, generally, that the idea of recruiting students came up in every group.

And individuals from all four 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 and tying back to the previous that the more knowledge each person has the more they can effectively tell the Molloy story.

In some groups these were observations made that the quality of the student is diminishing and the question was raised if we were taking student who were underprepared.

Some asked if we should take fewer students – make the College more selective, acknowledging that we might have an initial dip in enrollment but that eventually the higher standards would drive more students to Molloy.

These are all interesting observations and I can’t really say whether we have better or less prepared students.

Now, I know that if you looked at the data on the Data Center site, you would see that 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 quality of how selective to be is a complicated question that is part mission – are we called to take in those who have been historically marginalized – 1st generation college, for example – always a part of one) and bring them up

Or should we become more selective on both which perhaps we’ve done?

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”

With limited residence halls – what happens on Long Island happens to us.

So, as another faculty member said, “If we’re bringing in students underprepared or with learning challenges, we better invest in services”

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

From those who are on the front lines of providing support services:

• Academic Support Services – tutoring, writing lab, STEEP, Counseling

There was a common refrain that each is at the maximum and we need to evaluate these services and how we can respond.

There is also an observation shared that residence life has added a new dimension that is seen in services like:

• Personal counseling
• Student health services

With the growth of graduate programs, there is also a need for Saturday hours in areas like:

• Writing Center (I validated this with the graduate students)

And extended hours for:

• Various services

And, of course, if we expand into more evening or weekend option with returning students, we need to proactively determine what this will mean.

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.
One very specific service (process) that came up widely in many groups as needing to be improved was academic advising.

- As shared in one group, for students advising is one of the highest priorities as measured on Noel-Levitz survey (6.3 – 6.4 out of 7)
- It also has one of the largest gaps between satisfaction and expectations.
- It is true that for some students, advising works great.
- But it is also fair to say that the process is not working as intended.

Advising is being done by others than the assigned advisors. Sometimes another faculty in the department often by a department administrative assistant (particularly in the summer), perhaps by the Student Solutions Center.

As I learned, some faculty are frustrated that their time is being take up by the “mechanical tasks” of checking requirements, pre-requisites – availability –taking time away from the higher level advising about career, life, dreams and aspirations – the stuff of mentoring.

There is frustration about why technology can’t help; for example, flagging if pre-requisites have been taken.

More recently, the ante was upped when New York State declared that courses that did not meet Gen Ed or major requirements would not be covered by TAP. The College was actually fined for previous violations.

And mistakes happen – mistakes that cost students money and time.

In my conversations with the alumni board, one alumna shared that during her journey as a returning adult part-time student completed her education after an Associate’s degree from Nassau Community College. She had 4 advisors and paid for classes she didn’t need.

These mistakes can result in unhappy alumni who don’t say positive things about Molloy. Some (many) suggested an advising center to do the mechanical part of advising while others suggested a dedicated faculty with release time for advising within each department or division.

Either way I hope I’ve given you a flavor of the comments on this theme. Clearly, we must re-evaluate and perhaps re-imagine how we do advising.

I-A10. We must re-evaluate and perhaps re-imagine how we do advising.

Let me do a quick recap of the themes:
• MAINTAIN
  1. Maintain a focus on the centrality and importance of the Mission
  2. Maintain the Molloy culture that is built on a strong sense of community and respect for each other
  3. Maintain the commitment to personal attention and a focus on the centrality of educating and empowering students
  4. Maintain a commitment to affordability

• VISION
  1. Achieve regional and national reputation worthy of the success (quality) of the College
  2. Look to becoming a university
  3. Revise curriculum and programs to respond to emerging trends and pedagogy
  4. Establish learning outcomes for all Molloy graduates and an accompanying educational model that is distinctive to Molloy College’s Mission and values
  5. Expand opportunities for collaboration and interdisciplinary work
  6. Deepen service to the community
  7. Foster commitment to an active/modern 2020 pedagogy
  8. Balance teaching and research and support both
  9. Develop and offer alternative delivery education options

• MOST COMMON ITEMS FOR IMPROVEMENT
  1. Set as a goal world class technology for the 21st century that is reliable and assessable
  2. Improve administrative processes moving them to a paperless environment with reliable systems and replicable outcomes
  3. Develop ways to maximize the contributions of the Molloy community
  4. Build community
  5. Increase diversity
  6. Tell the Molloy Story more effectively
  7. Ensure adequate facilities and a positive campus environment
  8. Examine ways of recruiting students who will benefit from a Molloy education and succeed.
  9. Ensure that students have the resources to be successful
  10. Improve the advising process

I want you to keep in mind that these are just the general themes and in each of these is a treasure trove of specific ideas some of which I mentioned and others Diane and I catalogued to pass on to the appropriate work group.

There were also a lot of other ideas – some very specific – some more general – I sorted some into a quick fix pile for immediate action and others I will push to specific departments and existing work groups.
Remember, my job today was to faithfully report out what I heard and I tried to do that.

As a college community, we have many decisions to make but first we need further conversation and information to make decisions.

I will work with P & P and the Leadership Team to form some specific task forces to begin the process of drilling deeper into themes and investigating what others have done and setting signposts for the decisions we will need to make that will allow us to set objectives, strategies and outcomes.

In a similar fashion, we will assign some tasks to existing work groups as appropriate.

My goal is these task forces will meet for the first time in December, review their charge, assign some work responsibilities and then in the months of January and February and March, engage in conversation with the broader Molloy community, issuing a Report in April that will detail what decisions need to be made in terms of outcomes, goals and strategies and how best to make these decisions.

Everything you heard today will be available on line at: molloy.edu/presidentialaddresses.

Again, I thank you for the collective sharing of ideas and observations.

I’m so impressed with your dedication, your enthusiasm and your love of Molloy College and what we do.

Thank you for the gift of thoughtful conversation.

Now let’s get some things done!!!