ANNUAL REPORT OF THE PROVOST

Academic Year 2016-2017
STRATEGIC INITIATIVES

04) ACADEMIC RESTRUCTURING | NEW ACADEMIC PROGRAMS
05) DIGITAL INNOVATION | DIVERSIFYING THE FACULTY
06) THINK. ACT. LEAD.

FACULTY ACHIEVEMENT

STUDENT ACADEMIC ACHIEVEMENT

STAFF TRANSITIONS

09) NEW FULL-TIME FACULTY AND FELLOWS
10) NEW ROLES IN TAKEN BY EXISTING FACULTY AND STAFF | NEW STAFF IN THE ACADEMIC DIVISION | TRANSITIONS

ACADEMIC AFFAIRS OFFICES

09) ACADEMIC ACHIEVEMENT
10) ACADEMIC ASSESMENT
11) ACADEMIC DEVELOPMENT | ACADEMIC SERVICES & ADVISING | ACCESSIBILITY RESOURCES | ARCHIVES | CAREER DEVELOPMENT CENTER
12) CENTER FOR TEACHING AND LEARNING | CENTER FOR WRITING AND ACADEMIC ACHIEVEMENT | COMMUNITY-BASED LEARNING | THE CORNERSTONE PROGRAM OF GENERAL EDUCATION | INTEGRATING DEMOCRATIC EDUCATION AT STONEHILL (IDEAS)
13) INTERNATIONAL PROGRAMS | MACPHAIDIN LIBRARY | MOREAU HONORS PROGRAM | REGISTRAR
I am pleased to provide this annual report that highlights the work of the Academic Affairs Division in 2016-2017. In May, 2017, 496 students were awarded 507 degrees (305 Bachelor of Arts; 94 Bachelor of Science; and 108 Bachelor of Science in Business Administration). This report will highlight other key accomplishments over the past year as we worked to achieve strategic objectives. I encourage readers seeking more detailed information about this report to contact my office or the appropriate academic support office.

JOSEPH A. FAVAZZA
Provost and Vice President for Academic Affairs
ACADEMIC RESTRUCTURING

To effect the decision to restructure the academic program into two schools, the School of Arts & Sciences and the Meehan School of Business, the Academic Restructuring Transition Team (ARTT) worked throughout the summer and fall of 2016 to prepare their recommendations. Chaired by Registrar John Pestana and faculty members Chris Wetzel and William Ewell, the ARTT met with numerous constituencies across campus to ensure wide consultation and feedback. The ARTT recommendations informed the development of job descriptions for the founding Deans of each school and a restructuring of the roles within the Provost Office.

In the spring, we conducted searches for the founding Dean of each school leading to the appointment of Prof. Peter Ubertaccio as the Dean of the School of Arts & Sciences and Prof. Debra Salvucci as the Dean of the Leo J. Meehan School of Business. In addition, former Dean of the Faculty Maria Curtin was appointed Associate Provost for Diversity, Assessment and Faculty Development and Dean Craig Kelley was appointed Associate Provost for Academic Achievement. Other ARTT recommendations will continue to be implemented over the coming year. The Schools were officially launched on July 1, 2017.

NEW ACADEMIC PROGRAMS

Through the collaborative work of many faculty and the Faculty Senate, a new minor in Speech Language Pathology was approved for launch in 2017-2018. We also saw very strong interest in the new Health Science program with 52 incoming first-year students and 21 returning students already declaring it as a major. After years of declining enrollments, we discontinued the minor in Irish Studies.

Following approval by the Curriculum Committee and Faculty Senate, the master’s program in Integrated Marketing Communication received initial approval from NEASC and is on target to enroll students for the spring, 2018. Prof. Lee McGinnis, Associate Professor of Marketing, was named Director of the program and will work closely with the new Director of Graduate Admission, who will be hired later this summer. During the 2017-2018 academic year, we are on track to develop proposals for master’s programs in Special Education and Data Science/Business Analytics.
DIGITAL INNOVATION
We launched the Digital Innovation Lab with Prof. Scott Cohen serving as the founding Director. Through his efforts, the Lab collaborated on a number of exciting projects with faculty including creating student websites for classes and projects and collaborating with faculty and students to create podcasts. The Digital Lab is part of the Collaboratory for Innovative Design (CID), which was created last year to nurture and expand digital teaching, learning, and scholarship at the College by working directly with faculty and students on course design and creative projects. The CID was awarded a $150,000 grant from the Alden Trust to create collaborative learning spaces including a learning commons, maker space, and space for the Digital Lab and the Center for Teaching and Learning on the first floor of the MacPháidín Library. These renovations will be completed by fall, 2018.

We also saw a dramatic increase in enrollments in our summer online academic offerings. There were 120 students enrolled in 13 online courses this summer as compared to eight courses enrolling 55 students in 2016. We also saw slight increases in on-campus course enrollments. As in 2016, we enrolled 17 rising high school juniors and seniors in our Summer @ Stonehill program. This was a three-week program in which students took a Stonehill course and earned three college credits.

DIVERSIFYING THE FACULTY
The new Faculty Hiring Guide was approved by the Faculty Senate in September 2016 and implementation began immediately. This guide gives priority to recruiting and hiring faculty from traditionally underrepresented groups from the U.S. (e.g., African American, Asian American, Latinos/as, and Native American) and women in departments in which they are underrepresented.

In accordance with the recommendations of the report of the Provost’s Advisory Committee on Diversity (PACD), I am pleased to report on our efforts to diversify the faculty as part of this annual report. Highlights of the results of faculty searches include:

- We conducted nine tenure-track and two term-renewable searches; each search committee was appointed by the Provost and included a Diversity Advocate. These searches led to eight faculty hired in tenure-track positions and two faculty hired in term-renewable positions. Combined data on these searches:
  - 931 applicants
  - 299 self-identified diversity applicants
  - 31 on-campus interviews
  - 11 on-campus interviews of diverse candidates
  - 3 faculty hired from traditionally underrepresented groups.

- Besides these searches, we made an opportunity hire for a tenure-track position, an opportunity hire for a visiting one-year position, and hired five Faculty Fellows. These hires resulted in three faculty hired from traditionally underrepresented groups.
THINK. ACT. LEAD.

At the conclusion of the second year of Think. Act. Lead., we continue to make progress in two areas related to student outcomes. In the area of academic standing, we saw significant reductions in the number of students placed on academic probation, given suspended separation, and suspended from the College. The one exception to this trend was first-year students in the Class of 2020 where we saw a rise in the number of students separated. However, an analysis of the separated cohort did not identify a commonality or leading factors that contributed to their exceptionally poor academic performance.

### Probation & Separation (All students)

<table>
<thead>
<tr>
<th></th>
<th>Difference AY15-16 vs. AY14-15</th>
<th>Difference AY16-17 vs. AY14-15</th>
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<tbody>
<tr>
<td>Probation</td>
<td>-30% (n = -41)</td>
<td>-20% (n = -27)</td>
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<tr>
<td>Suspended Separation</td>
<td>-56% (n = -5)</td>
<td>-8% (n = -2)</td>
</tr>
<tr>
<td>Separation</td>
<td>-25% (n = -6)</td>
<td>-8% (n = -2)</td>
</tr>
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### Probation & Separation (First-year students only)

<table>
<thead>
<tr>
<th></th>
<th>Difference AY15-16 vs. AY14-15</th>
<th>Difference AY16-17 vs. AY14-15</th>
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</thead>
<tbody>
<tr>
<td>Probation</td>
<td>-56% (n = -45)</td>
<td>-39% (n = -31)</td>
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<tr>
<td>Suspended Separation</td>
<td>-88% (n = -7)</td>
<td>-25% (n = -2)</td>
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<tr>
<td>Separation</td>
<td>-25% (n = -2)</td>
<td>+100% (n = +8)</td>
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In the coming year, Think. Act. Lead. will work closely with IT to test and launch an Alerts/Comments System for faculty and staff. In collaboration with the Registrar’s Office, the DegreeWorks Student Educational Planner and the College Scheduler software will be implemented, which will optimize the registration process for students—allowing them to create optimal course schedules while taking into consideration desired courses, athletic and work schedules, honors status, internships, and other commitments.

In the past three graduating classes, we have seen total at-graduation outcomes rates increase from 59% to 67%. The majority of the increase comes from students accepting job offers before graduation, with post-graduate service and graduate school rates fluctuating slightly. As the campus community comes together under the Think. Act. Lead. initiative, and as we continue to weave professional development and career guidance into the Stonehill experience from the first year on, we hope to see this trend continue.
Class of 2017 (knowledge rate n=497)

<table>
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<th>Category</th>
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<tr>
<td>Working (includes military)</td>
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<tr>
<td>Graduate School</td>
<td>13%</td>
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<tr>
<td>Volunteer</td>
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**TOTAL OUTCOMES** 67%

Class of 2016 (knowledge rate n=653)

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<td>Graduate School</td>
<td>15.6%</td>
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<td>Volunteer</td>
<td>3.2%</td>
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**TOTAL OUTCOMES** 63%

Class of 2017 (knowledge rate n=495)

<table>
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<th>Category</th>
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<tr>
<td>Working (includes military)</td>
<td>42%</td>
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<tr>
<td>Graduate School</td>
<td>13%</td>
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<tr>
<td>Volunteer</td>
<td>4%</td>
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**TOTAL OUTCOMES** 59%
I commend the work of the Faculty Senate and especially the leadership of Profs. Marilena Hall, George Piggford, C.S.C., and Amy Houston who have worked closely with Fr. John and me on a number of curricular and policy issues this year. The work of faculty governance is not easy and would be impossible without the effective work of faculty committees: Governance, Professional Development, Standards and Standing, Curriculum, and Faculty Compensation. Of special note is the work of the Rank and Tenure Committee, which has the difficult task of reviewing the teaching, scholarship, and service of colleagues. This year we celebrate the following faculty who were tenured, promoted, and given emeritus status:

**TENURED AND PROMOTED TO THE RANK OF ASSOCIATE PROFESSOR:**
- Rachel Hirst, Biology
- Wanjiru Mbure, Communication
- Heiko Todt, Mathematics
- Anamika Twyman-Ghoshal, Sociology and Criminology

**TENURED:**
- Piyush Chandra, Economics

**PROMOTED TO THE RANK OF ASSOCIATE PROFESSOR:**
- Lisa Redpath, Music/Visual and Performing Arts

**PROMOTED TO THE RANK OF PROFESSOR:**
- Mary Joan Leith, Religious Studies
- Akira Motomura, Economics
- George Piggford, C.S.C., English
- Christopher Poirier, Psychology

**GRANTED EMERITUS RANK:**
- Thomas Clarke, History and Religious Studies
- Andrés Goddu, Physics and Astronomy
- John Lanci, Religious Studies
- Patricia Sankus, Theatre
- Maura Tyrrell, Biology

Our faculty are actively engaged in scholarly contributions to their disciplines. To support these efforts and through the work of the Professional Development Committee, 20 faculty were approved for a sabbatical during the coming year and another 14 faculty were awarded Professional Development or Seminar grants to support their research and professional growth.

The National Science Foundation awarded a grant in the amount of $999,999 beginning June 1, 2017 to continue support of a project entitled, “Overcoming the Challenges to the Science Education of a Liberal Arts College for Economically Disadvantaged Students,” under the direction of Profs. Louis Liotta, Guiru Gu, Nicole Cyr, Rachel Hirst and Bronwyn Heather Bleakley.

We also recognized Prof. Helga Duncan, Associate Professor of English, as the recipient of the Louise F. Hegarty Award for Excellence in Teaching.
NATIONALLY PRESTIGIOUS AWARDS
Some of our very best former and present students submitted 26 applications for nationally prestigious awards of which 10 were selected as semi-finalists and nine were designated as award recipients.

- Fulbright English Teaching Assistantship, Germany - Katherine Morelli '16
- Gilman Scholarship, Rwanda - Divine Mugunga '18
- Gilman Scholarship, Miranda Arena - Croatia
- Gilman Scholarship, Mohini Patel - Panama
- Gilman Scholarship, Yaritza Sanchez - Chili
- Gilman Scholarship, Adeline Tavarez - Rwanda
- Gilman Scholarship, Jenna Berkowitz - Czech Republic
- Goldwater Scholarship - Meghan Maciejewski '15
- National Science Foundation Graduate Research Fellowship - Emily Zygiel '16
- Vera and Andrew J. Laska Award - Rachel Santos '17

STUDENT TRAVEL AND STUDENT RESEARCH & CREATIVE PROJECT GRANTS
Funded through the Office of Academic Achievement, 49 students were awarded 50 Travel Grants worth $14,736 to present at national and regional conferences and 26 students were awarded 32 Research & Creative Project Grants worth $8,699 to pursue faculty-mentored research during the year.

STUDENT OPPORTUNITY AWARDS
The Office of Academic Achievement oversaw the awarding of $15,791 in Student Opportunity Award funds to 107 students to defray the costs associated with their participating in high-impact learning experiences, such as internships, study abroad, conference attendance, travel LCs, and HOPE trips.

STONEHILL UNDERGRADUATE RESEARCH EXPERIENCE (SURE) PROGRAM
In its 22st summer, 46 students conducted research with 21 faculty.

STAFF TRANSITIONS
The success of the academic mission depends on having a talented and committed faculty and staff. Stonehill attracted a strong group of new faculty and staff this year.

NEW FULL-TIME FACULTY AND FELLOWS
- Leyda Almodóvar, Assistant Professor, Mathematics
- Susan Edinger, Assistant Professor of Management
- Betsy Feldman, Assistant Professor of Theatre
- Kate Harris, Visiting Assistant Professor of Chemistry
- Martha Hauff, Assistant Professor of Biology
- Stephen McDonald, Visiting Assistant Professor of Business Administration
- Robert Pritchard, Visiting Assistant Professor of Economics
- Amanda Sabol, Biology Laboratory Instructor and Coordinator
- Mark Shirk, Fellow, Political Science
- Peijingran Yu, Assistant Professor of Healthcare Administration

NEW STAFF IN THE ACADEMIC DIVISION
- Jeffrey Allison, C.S.C, Associate Registrar
- Joe Waranyuwat, Director of Academic Services & Advising
NEW ROLES TAKEN BY EXISTING FACULTY AND STAFF

Debra Salvucci, Dean of the Leo J. Meehan School of Business
Peter Ubertaccio, Dean of the School of Arts & Sciences
Maria Curtin, Associate Provost for Diversity, Assessment and Faculty Development
Craig Kelley, Associate Provost for Academic Achievement
Katie Currul-Dykeman, Director of the Martin Institute of Law and Society
Jennifer Jackson, Director of International Programs
Aliki Karagiannis, Assistant Director of International Programs
Sara Polcari, Assistant Director of the Career Development Center
Cheryl McGrath, Director of the Collaboratory for Innovative Design
Jennifer Macaulay, Associate Director of the MacPháidín Library
Patricia McPherson, Information Literacy & Instructional Design Librarian
Cheryl Brigante, Metadata & ILS Librarian
Jennifer Connelly, Access Services Associate
Jonathan Green, Assistant Director of Archives and Historical Collections

TRANSITIONS
Two faculty and two staff members from the Academic Division retired after distinguished service to the College

- Warren Dahlin, Associate Professor of Healthcare Administration
- Rose Perkins, Professor of Psychology
- Sue Conant, Associate Director of the MacPháidín Library
- Paula Lutton, Administrative Assistant to the Associate Provost for Academic Achievement

ACADEMIC AFFAIRS OFFICES
I conclude this report by highlighting key achievements of the academic support offices.

ACADEMIC ACHIEVEMENT
Led the College in establishing six affiliation agreements with other colleges and universities to create pathways for graduate study for our students including the Bryant University, Loyola University Maryland, Massachusetts College of Pharmacy and Health Sciences University, Regis College, and Simmons College.

ACADEMIC ASSESSMENT
Orchestrated three successful academic program reviews conducted by external reviewers from departments at aspirant academic institutions.

- Biology (Providence College & Smith College)
- English (Brandeis University & College of the Holy Cross)
- History (Colby College & Trinity College, CT)

ACADEMIC DEVELOPMENT
Assisted new faculty to seek grant support with notable grant awards to:

- Daniel Rogers, Assistant Professor of Chemistry, National Science Foundation: Chemical
Oceanography Program, Collaborative Research: Identifying Controls on Weathering of Seafloor Massive Sulfides (with Woods Hole Oceanographic Institute), $130,287;

- **Nathaniel DesRosiers**, Associate Professor of Religious Studies, Shohet Scholar Award from the International Catacomb Society, Aphrodisias: City of the Gods, $7,000;
- **Anna Ohanyan**, Chair and Associate Professor of Political Science, Institute of Armenian Studies at the Univ. of Southern California, Soldiers, Salesmen, and Statesmen: Armenian Diplomacy in a Context of Regional Fracture in the South Caucasus, $3,750;
- **Bronwyn Heather Bleakley**, Associate Professor of Biology, Applied Food Biotechnology, Inc. (AFB), Applied Animal Behavior Research Award, $3,500.

**ACADEMIC SERVICES & ADVISING**

Revamped the ACE program (a summer bridge program designed to support at-risk students), by shortening the summer portion and adding a required academic portion in the fall, thus allowing students to have greater access to advising support, and allowing OAS&A to expand its appreciative advising for these students through the fall semester (and beyond!); collaborated with Intercultural Affairs to increase awareness of the social, academic, and personal struggles of first-generation college students through presentations at multiple on-campus conferences, cross-institutional department meetings, and the inaugural ‘First-Gen Week.’

**ACCESSIBILITY RESOURCES**

While coordinating accessibility initiatives across the College, OAR’s focus this year turned from our physical spaces to our online environments. In collaboration with IT, OAR has been instrumental in leveraging technologies to ensure accessible educational content to the widest variety of students, regardless of ability. OAR funded the purchase of two Clear Touch Interactive panels to facilitate classroom engagement and improve the consumption of digital information. While this advanced technology was initially intended to support students with sensory impairments, we found that it offered many unexpected benefits to those without disabilities.

**ARCHIVES**

Partnered with the History Society to have a Museum Careers lunch bringing back history alumni to share their experiences with current history majors. College Archivist Nicole Casper published *The Strand Theatre Fire: The 1941 Brockton Tragedy and the Fallen Thirteen.*

**CAREER DEVELOPMENT CENTER**

In the spirit of Think. Act. Lead., the Office of Career Services was rebranded to the Career Development Center to better portray the holistic work being done across campus to promote the career readiness and outcomes of our students. Strategically transitioned away from traditional programming to expend more resources on developing deep, collaborative relationships with faculty, administrative offices and student groups. This transition resulted in a steady volume of visits to the Career Development Center, with 61% of the student population engaging with the office at least once this year. In anticipation of the College’s division into two schools, each staff member in the Career Development Center became a “liaison” to a group of academic majors.
CENTER FOR TEACHING AND LEARNING
Coordinated New Faculty Orientation and Mentoring programs, meeting individually with all new faculty members throughout the year, and collectively, within the context of a series of New Faculty Seminars; planned and oversaw all programming for Academic Development Day and Academic Development Week; helped redesign the Online Education Seminar for faculty teaching online courses; developed new guidelines for teaching and participation, and oversaw the course; and established a new syllabus prize to honor syllabus initiations and revisions that exhibit notable rigor, pedagogical creativity, and attention to diversity.

CENTER FOR WRITING AND ACADEMIC ACHIEVEMENT
Tutoring appointments (3,560) remained consistent with the previous year (3,559), when the CWAA experienced exponential growth while the Writing Center saw a 15% surge in visits. Fortunately, the number of peer writing consultants has doubled from 12 to 25. As CWAA services become more popular, more students are seeking out tutoring positions. For the past two years there has been a waitlist to enroll in WRI 369 Tutoring Writing: Theory and Practice. Implementing a rigorous application and interview process has increased selectivity, to be followed by an amended nomination process for faculty and advisors that will increase diversity among student employees.

COMMUNITY-BASED LEARNING
Forged new CBL initiatives with: Brockton Public Schools, the Transformative Development Initiative (TDI), and KodeConnect; held a monthly workshop series during the Spring semester to assist faculty members in integrating CBL into their syllabi leading to five new CBL courses that will be offered in the Fall 2017 and Spring 2018 semesters. During the academic year, a total of 42 CBL courses were offered (22 in fall 2016 and 20 in spring 2017).

THE CORNERSTONE PROGRAM OF GENERAL EDUCATION
Completed and disseminated a comprehensive self-study of the Cornerstone Program that included a wide range of assessment data and analysis. Partnered with the Director of the Digital Innovation Lab and the Chief Information Officer to develop a strategic vision for teaching and learning with technology. Developed and piloted successful online and hybrid general education courses and learning communities. Devised and implemented a new and innovative structure for learning communities, “Anchor and Extension,” that promises to enhance and extend community participation and increase the number and variety of offerings. Collaborated with the MacPháidín Library’s Head of Collections, Assessment and User Engagement to develop an online writing assessment for incoming students focused on information literacy through the topic of “fake news.”

INTEGRATING DEMOCRATIC EDUCATION AT STONEHILL (IDEAS)
In the fifth year of the program, applications to the program blossomed—we had three times as many proposed courses as spots. We had the largest number of classes offered (11), the largest number of student facilitators (18) and the largest number of students enrolling in the courses (80). The classes themselves explored original, creative, and deeply relevant topics from “Beyond the Border: Immigrations Stories” to “Harry Potter and Politics,” “Sacred Mind, Sacred Body” (about different understandings of spirituality, religious philosophy, and yoga) to “Food for Thought” (about the relationship between climate change and agricultural practices).
INTERNATIONAL PROGRAMS
39% of the class of 2017 spent a semester, year, or summer abroad in 29 countries. Compared to 2015-2016, we increased the diversity of students studying/interning abroad and where they are going:

• Participation in study abroad by ALANA students increased 38%
• Participation in study abroad by athletes increased 38%
• Honors students participating in semester or academic year abroad programs increased by 45%
• Non-Europe destinations increased 36%, with most of the increase seen in Australia and New Zealand

We also established a new partnership with Champlain College for Montreal Abroad program. The program offers internship opportunities and coursework in Business, Communications, Liberal Arts, Social Sciences, & Computer Science, Technology, Gaming, and Design. First two students are enrolled for fall 2017.

MACPHÁIDÍN LIBRARY
Launched the Collaboratory for Innovative Design (CID) and initiated the “Lab n Lunch” series that informed two WGBH news stories “What’s In Store For Libraries On College Campuses”. Added Yewno Discover (knowledge discovery platform) to our suite of services. Facilitated easier off-campus access to library resources by implementing LDAP. Cataloged a special collection of poetry first editions and related materials from the library of Edwin Honig. Acquired Sister Margherita Marchione Pope Pius XII Collection.

MOREAU HONORS PROGRAM
We see the continued development and success of the Moreau Honors Mentorship Program, which is both student-developed and student-driven, as a crucial avenue to brand and create a distinctive appeal for the Honors Program. Our intention is to develop the Honors Program so that it becomes one of the College’s most distinctive assets, which Admissions can promote to enhance the recruitment of prospective students who are interested in being part of a community that offers an enriched academic program, a strong commitment to involvement, personalized mentorship that nurtures purposeful and intentional goal setting, and opportunities to develop the qualities and skills of gifted leaders.

REGISTRAR
Successfully piloted the College Scheduler, which will be fully implemented for spring 2018 course registration. This program will assist students and advisors to select course schedules more efficiently.