2025-2028 Academic Plan – Final Draft

Timeline

January 2025:

- √ [01/20/25: SWOT analysis of previous Academic Plan](#)
- √ First draft of new goals & objectives developed

February 2025:

- √ [02/03/25: Summary of SWOT feedback shared](#)
- √ [First draft of Goals & Objectives developed and shared](#)
- √ [Feedback on first draft of Goals & Objectives received and shared](#)

March 2025:

- √ [Working Draft of 2025-2028 Academic Plan shared](#)

April 2025:

- √ Receive and share feedback Working Draft of 2025-2028 Academic Plan
- √ Develop and share Revised Draft of 2025-2028 Academic Plan and First Draft of Implementation Plan
- √ [Receive and share feedback on Revised Draft of 2025-2028 Academic Plan and First Draft of Implementation Plan](#)

May 2025

- √ [Complete and share Final Draft of 2025-2028 Academic Plan and Revised Draft of Implementation Plan](#)

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Guiding Principles

People First

Decisions should prioritize the experiences, expertise, perspectives, and outcomes for the students, staff, faculty, and community members most impacted by those decisions.

Minoritized Voices Matter

The perspective, experiences, and voices of minoritized people and communities must be prioritized in decision-making implementation processes to mitigate inequity.

Write in Pencil

The Academic Plan is a living document, always open to revision based on new information. Regularly sharing actions, results, and feedback is essential.

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Implementation Structure

Hub for Collaborative Review & Action

Academic Council is an existing campus committee with the kind of purview needed to house the overall review and oversight of the Academic Plan. Its membership is already widely representative of campus stakeholders and includes elected faculty representatives from all divisions. Academic Council holds open meetings for any faculty, staff, or administrators to attend.

Recommendation: The Implementation Plan will include a reporting structure for Academic Council to regular receive reports and offer guidance on the development of the 2025-2028 Academic Plan.

Goal- or Objective-based Working Groups

Many of the strategies and actions listed in this plan fall within the purview working groups that already exist on campus. There are some places where new groups may need to form, existing groups may need to expand their membership, while others may need to collaborate or combine.

Recommendation: The Implementation Plan will map strategies to appropriate working groups and include recommendations for new groups, expanded membership, or collaboration and combination.

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Goal, Objective, Strategy, & Action Scorecards

Once objectives have been assigned to working groups, each working group is responsible for developing a scorecard for each strategy and its associated actions.

Modeled on the scorecard used in the college-wide strategic plan, the scorecard will include the following elements:

Goal, Objective, Strategy, or Action	4 Year Outcome	Scale	2024 Goal	2024 Outcome
Example	Example	Example	Example	Example
Objective 2.1 – Academic Integrity	Achieve at least a 3.00 GPA yearly weighted average in Fall semester at transfer destinations through 2027.	5 = Above 3.50 4 = 3.26-3.50 3 = 3.00-3.25 2 = 2.75-2.99 1 = Below 2.75	3.00 GPA	Fall 2024 Transfer GPA – 3.35/4.00

Scale

1	Alert
2	Area of Concern
3	Goal Met
4	Stretch Goal
5	Super Stretch Goal

Caveats

- Some decisions remain the managerial purview of the Board of Trustees, the President, and the Cabinet.
- Some matters will always be governed by the Collective Bargaining Agreements with the college's unionized staff and faculty.

2025-2028 Academic Plan – Final Draft Implementation Resources

SMARTIE Structure[1]

Each goal, objective, strategy, and action should follow the SMARTIE structure to ensure that they are:

- Strategic
- Measurable
- Ambitious
- Realistic
- Time-bound
- Inclusive
- Equitable

Choice Points[2]

Choice points are forks in the road where some paths replicate the status quo while other paths open opportunities for equity, inclusion, and belonging. Choice point thinking invites us to pause and ask:

- What is our current approach and what is the result?
- Who benefits? Who is burdened or disadvantaged?
- How could we create more equity, inclusion, belonging? What changes can we make to ensure more equitable results?

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[1] For more on the SMARTIE structure, visit "SMARTIE Goals: How to Drive Equity, Inclusion, Results."

[2] For the five steps to optimize Choice Points , visit "Use Choice Points to Advance Racial Equity and Inclusion."

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Goal 1 – Access

Improve access to adult education[3] and post-secondary[4] programs and pathways for District 511.

RVC Pillar I – Access; Pillar II – Education

Guiding Question(s)	Theory of Change	Outcome	Lagging Metrics
How are the adult and post-secondary educational needs of our community changing? **How can we ensure that everyone in our district has access to adult and post-secondary education?**	If Academic Affairs leadership, faculty, and academic staff improve access to adult education and post-secondary programs and pathways, then individuals within our community will participate in learning throughout their lifetime.	Credit enrollment will remain stable at 115,000 CHs through 2028.[5] Non-credit enrollment will increase to 20,000 seats by 2028. Adult education enrollment will stabilize at 1000 unduplicated headcount through 2028.	Credit Enrollment[6]: • 2022 – 111,994 • 2023 – 112,590 • 2024 – 115,517 FY28 Goal: 115,000 Non-Credit Enrollment[7] (Seats): • 2022 – 10,767 • 2023 – 12,971 • 2024 – 10,867 FY28 Goal: 20,000 Adult Education[8] (Unduplicated Headcount) • 2022 – 917 • 2023 – 1039 • 2024 – 891 FY28 Goal: 1000[9]

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[3] Adult Education refers to educational services for adults who are 16 or higher and 1) not enrolled, or required to be enrolled in secondary school, 2) basic skills deficient, 3) do not have a secondary school diploma, and/or 4) English language learners.

[4] Post-secondary education refers to all credit and non-credit certificate and degree programs for students who have completed high school or its equivalency.

[5] Because of expected demographic changes in our region and other factors creating uncertainty in higher education, the College is planning to remain stable at 115,000 credit hours through 2028.

[6] "Enrollment Target 1: Credit Hour Enrollment" 2024 State of the College, p. 20.

[7] "Enrollment Target 2: Non-credit Enrollment" 2024 State of the College, p. 25.

[8] Reported directly by Director of Adult Education.

[9] Actual adult education population served depends on availability of federal funds.

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Objective 1.1 – Programs & Pathways

Cultivate adult education and post-secondary education programs and pathways to meet the needs of our community.

[RVC Pillar II – Education](#)

Guiding Question(s)	Theory of Change	Outcome	Lagging Metric
What adult and post-secondary education programs and pathways will serve the needs of our community?	If Academic Affairs leadership, faculty, and academic staff cultivate our adult and post-secondary education programming to meet the needs of District 511, then the number of new students who enter – and current students who complete – our educational programs will increase.	New Students will represent 30% of the student body by 2028.	New RVC Students[10]: • Fall 2021 – 27.9% • Fall 2022 – 26.7% • Fall 2023 – 27.1% • Fall 2024 – 24.7% 2028 Goal – 30%

Strategy 1.1.1 – Educational Needs

Align new and existing programs, pathways, and initiatives to the educational needs of District 511.

1.1.1 Actions

1. **Trends:** Identify expected trends and changes in demographics and job trends for District 511.
2. **Gaps:** Identify achievement gaps in disaggregated education attainment data for K-12, adult, and post-secondary education in District 511.
3. **Alignment:** Map the educational needs of District 511 to new and existing programs, pathways, and initiatives in and across the following categories:
   a. Non-Credit

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[10] New RVC Students are first-time students, new pre-college students, and new transfer students in the fall semester. Data is reported from [Data Brief: Student Profile – Arts, Sciences, and CTE Education](#).

   i. Adult Education (e.g., Adult Basic Education[11], Adult Secondary Education[12], English Language Learners)

   ii. Community Education (e.g., lifelong learning)

   iii. Workforce Education (e.g., certificates, re-entry programs, custom trainings, workforce education, apprenticeships, continuing education, etc.)

  b. Credit

   i. Non-Degree or -Certificate Bearing

    1. Developmental Education

   ii. Degree or Certificate Bearing

    1. Career and Technical Education (CTE, AAS)

    2. Liberal Arts and Sciences (AA, AS, AES)

Strategy 1.1.2 – Community Partners

Nurture new and existing community partnerships within District 511.

1.1.2 Actions

1. **Secondary Partnerships:** Nurture new and existing community partnerships with and for Secondary Education:
   a. High School to RVC Enrollment Pipeline
   b. Dual Credit at the high school
   c. On Campus programs
      i. Running Start
      ii. Dual Credit
      iii. Senior Semester
      iv. Career Pathways Jumpstart
   d. Special Education
2. **Non-Credit Partnerships:** Nurture new and existing community partnerships with and for Non-Credit Education:
   a. Adult Education (e.g., Adult Basic Education, Adult Secondary Education, English Language Learners)
   b. Community Education (e.g., lifelong learning)
   c. Workforce Education (e.g., certificates, re-entry programs, custom trainings, workforce education, apprenticeships, continuing education, etc.)
3. **Credit Partnerships:** Nurture new and existing community partnerships with and for Credit Education:

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[11] Adult Basic Education: Adults who read below 9th grade.
[12] Adult Secondary Education: Adults who read at or above 9th grade, but do not have a high school diploma (a.k.a., GED programs).

a. Non-Degree or -Certificate Bearing
   i. Developmental Education
b. Degree or Certificate Bearing
   i. Career and Technical Education (CTE, AAS)
   ii. Liberal Arts and Sciences (AA, AS, AES)

Strategy 1.1.3 Strategic Initiatives

Strengthen existing - and develop new - programs, pathways, and initiatives to support under- and un-addressed educational needs.

1.1.3 Actions

1. **Downtown West**: Details Pending
2. Community & Continuing Education: Details Pending
3. **HSI**: Hispanic-Serving Institution[13] (HSI) Initiatives, Details Pending
4. **GECC:** Develop a cohorted evening schedule for adult learners to complete the General Education Core Curriculum Credential.
5. Alternate Credit Programs:
   a. **Credit for Prior Learning (CPL):** Establish processes to review prior learning for credit based on military and industry experience as well as portfolio reviews.
   b. **Competency-Based Education (CBE):** Establish at least one optional CBE pathway within an existing program.
   c. **Community College Baccalaureate (CCB) Degrees[14]:** Identify possible CCB degree programs (pending state approval and ICCB guidelines).
6. Secondary to Post-Secondary Education Pipelines
   a. **HS Graduates:** Review secondary graduation and post-secondary matriculation data to identify enrollment opportunities for recent high school graduates.
   b. **Dual Credit:** Details Pending
   c. **Running Start:** Details Pending
   d. Special Education: Details Pending

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[13] [RVC was officially designated as a Hispanic-Serving Institution in 2024](). The designation is given to institutions where Hispanic students make up over 25% of the total enrollment. [In Fall 2024, Hispanic or Latino students made up 26.2% of RVC's student population]().

[14] In May 2025, Governor Pritzker proposed expanding access to baccalaureate degrees by permitting [community colleges to develop plans to offer select baccalaureate degrees]().

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Objective 1.2 - Barriers

Reduce barriers to adult and post-secondary education and increase student academic success.

RVC Pillar I – Access

Guiding Question(s)	Theory of Change	Expected Outcome	Lagging Metric
What obstacles hinder our students' capacity to enroll, persist, and complete their course of study? **How can we eliminate those barriers?**	If Academic Affairs leadership, faculty, and academic staff reduce barriers to adult and post-secondary education, we will increase rates of non-credit to credit transition, graduation, and transfer-out.	Transition from non-credit to credit pathways will [developing].[15] Rates of graduation and transfer-out will increase by 10% and equity gaps[16] will decrease to 0% by 2028.	Graduation[17] 2023 – 40% 2023 Graduation Equity Gaps Status Gender Male: 39.0% (-1.0%) Female: 40.0% Race/Ethnicity Black: 22% (-22%) Hispanic: 41% (-3.0%) White: 44% Transfer-Out[18] 2023 – 17% 2023 Transfer-Out Equity Gaps Status Gender Male: 18.0% Female: 17.0% (-1.0%) Race/Ethnicity Black[19]: 24% Hispanic[20]: 10% (-14.0%) White: 19% (-5.0%)

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[15] A metric to track non-credit to credit transitions does not yet exist. The working group for this objective is tasked with developing one.

[16] An equity gap is calculated by subtracting the highest-performing group from the lower-performing group, as defined in *From Equity Walk to Equity Talk* (McNair, Bensimon, and Malcom-Piqueux, 2020).

[17] "Disaggregated Three-year Graduate Rates: First-time, Full-time Students" 2024 State of the College, p. 37.

[18] "Disaggregated Three-year Transfer-out Rates: First-time, Full-time Students" 2024 State of the College, p. 38.

[19] Black/African American

[20] Hispanic and Latino

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Strategy 1.2.1 – Enrollment Barriers

[Academic Affairs is collaborating with Student Affairs on the overlaps between this section and the Strategic Enrollment Management plan]

Strategy 1.2.2 – Success Barriers

Nurture new and existing learner supports to increase student success.

1.2.2 Actions

1. **Pivot Points:** Review relevant disaggregated student success data to determine optimal ratios of the following:
    a. Modality: Online, hybrid, face-to-face
    b. Time: Morning, afternoon, evening
    c. Instructor Status: Full- or part-time faculty and academic staff
2. **Special Populations:** Support new and existing learner supports to address the needs of special populations groups identified by Perkins V[21]:
    a. Individuals with disabilities
    b. Individuals from economically disadvantaged families
    c. Individuals preparing for non-traditional fields
    d. Single parents, including single pregnant women
    e. Out-of-workforce individuals
    f. English learners
    g. Homeless individuals
    h. Youth who are in, or have aged out of, the foster care system
    i. Youth with a parent who is a member of the armed forces
3. **Learner Supports:**
    a. Estelle M. Black Library
        i. Create a dedicated quiet space within the library for students with disabilities.
        ii. Develop embedded librarian services within Canvas/EAGLE.
        iii. Increase access to high quality research databases for faculty and students (e.g., Statista, Libkey++)
        iv. Facilitate use and creation of Open Educational Resources.
    b. Tutoring Center, Writing Center, Math Lab
        i. Implement and review assessment of learner supports and allocate necessary resources to foster high-impact practices within the Tutoring Center, Writing Center, and Math Lab.

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[21] Perkins V is a piece of federal legislation the purpose of which is to "develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in CTE programs and programs of study."

    ii. Assessment
    iii. Embedded Tutoring
        1. Increase the number of courses with embedded tutors by building faculty buy-in for the program.
        2. Allocate necessary resources to sustain the embedded tutoring program.

4. **Contact Relationship Management (CRM):**
   a. Identify meaningful opportunities to use contact relationship management[22] tools to more effectively and efficiently support the academic needs of students.

5. **Campus Locations:** Evaluate learner support needs and allocate appropriate resources in campus locations:
   a. RVC Main Campus
   b. Downtown West
   c. Advanced Technology Center
   d. Aviation Career Education Center
   e. Online Learning

6. **Affordability:** Leverage new and existing opportunities to make college more affordable, including but not limited to:
   a. Increase use of Open Educational Resources in classes
   b. Expand availability and awareness of internal and external scholarship opportunities
   c. Increase the availability of Federal Work-Study positions across campus units

7. **Non-Credit to Credit:** Identify preparedness markers and create pathways for adult education and continuing education students who are:
       i. Seeking proficiency in adult education or continuing education curricula
       ii. Seeking transition to post-secondary programs through
           1. dual enrollment in adult education and post-secondary pathways
           2. completion of adult education or continuing education pathway prior to post-secondary enrollment

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[22] Student Affairs engages students for enrollment and advising SalesForce for Education.

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Goal 2 – Learning

Create exceptional learning environments for all students.

[RVC Pillar II – Education; Pillar IV – Culture](#)

Guiding Question(s)	Theory of Change	Expected Outcome	Lagging Metrics
How do we support our students' learning?	If Academic Affairs leadership, faculty, and academic staff create exceptional learning environments, then our students will achieve their academic goals more quickly.	On-time Completion rates will increase by 6% and equity gaps will decrease to 0% by 2028. Three-year Graduation Rates will increase to 38% and equity gaps will decrease to 0% by 2028.	On-time Completion (2 Years)[23] 2022 – 14% 2023 – 13% 2024 – 19% FY28 Goal – 25% On-time Completion Equity Gaps - Data requested Three-Year Graduation Rate[24] 2017 – 31% 2018 – 32% 2019 – 34% 2020 – 34% FY28 Goal – 38% Graduation Equity Gaps 2021 Equity Gaps Gender Male: 26% (-11%) Female: 37% Race/Ethnicity Black: 18% (-16%) Hispanic: 26% (-8%) White: 34%

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[23] ["Student Success Target 1" - Board of Trustees Retreat - January 25, 2025 (page 28)](#)
[24] ["Graduation Rate February 2023" RVC Institutional Research and Effectiveness.](#)

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Objective 2.1 – Academic Integrity

Uphold high academic, professional, community standards and support our students' development as scholars, professionals, and community members.

RVC Pillar II – Education; Pillar IV – Culture

Guiding Question(s)	Theory of Change	Expected Outcome	Lagging Metric
How do we ensure students learn within community-engaged environments of high academic and professional quality?	If Academic Affairs leadership, faculty, and academic staff uphold high academic, professional, and community standards, we will support our students' development as exceptional scholars, professionals, and community members.	Weighted Transfer GPA in the Fall Semester will remain at 3.0 or higher through 2028. RVC students who sit professional certification exams will pass at an average rate of 92% through 2028. RVC students who take community and continuing education courses will report an overall satisfaction rate of X by 2028. RVC's Adult Education program will meet all five performance targets every year through 2028.	Weighted Transfer GPA Fall Semester[25] • 2021 – 3.19/4 • 2022 – unavailable • 2023 – 3.26/4 • 2024 – 3.35/4 Average Professional Certification Pass Rate[26]: • 2019 – 93.8% • 2020 – 91.8% • 2021 – 91.4% • 2022 – 92.1% • 2023 – 94.75% 2028 Goal: 92% Community & Continuing Education Satisfaction Survey • Data requested Adult Education Performance Targets:[27] • FY21 – 5/5 • FY22 – 5/5 • FY23 – 5/5 Goal: 5/5

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[25] "Student Success Target 3" - Board of Trustees Retreat - January 25, 2025 (page 34)

[26] "Licensure Exam Pass Rate" – Institutional Research and Effectiveness, September 2024.

[27] Each year, the federal government sets performance indicator targets for adult education programs. The performance indicators are: 1) measurable skills gains, 2) credential attainment rate, 3) employment by 2nd quarter after exit, 4) employment by 4th quarter after exit, and 5) median quarterly earnings in the 2nd quarter after exit.

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Strategy 2.1.1 – Academic and Professional Expectations of Learners

Hold learners to appropriate academic and professional expectations based on research-based, high-impact practices.

2.1.1 Actions

1. **Expectations:** Affirm academic and professional expectations of students in all areas of the college; create common expectations when possible and unique expectations where needed.
   a. Non-Credit
      i. Adult Education (e.g., Adult Basic Education[28], Adult Secondary Education[29], English Language Learners)
      ii. Community Education (e.g., lifelong learning)
      iii. Workforce Education (e.g., certificates, re-entry programs, custom trainings, workforce education, continuing education, etc.)
   b. Credit
      i. Non-Degree or -Certificate Bearing
         1. Developmental Education
      ii. Degree or Certificate Bearing
         1. Career and Technical Education (CTE, AAS)
            a. Dual Credit at High Schools
         2. Liberal Arts and Sciences (AA, AS, AES)
            a. Dual Credit at High Schools
2. **Academic Integrity:** Revise academic integrity policies and codes of conduct across campus for consistency and relevance, specifically incorporating expectations around the use of artificial intelligence (AI).

Strategy 2.1.2 – Community Expectations of Learners

Hold learners to appropriate community and civic expectations based on research-based, high-impact practices.

2.1.2 Actions

1. **Civic Action Planning:** Develop a Civic Action Plan to foster community and civic engagement for all learners.

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[28] Adults who read below 9th grade
[29] Adults who read at or above 9th grade, but do not have a high school diploma (a.k.a., GED programs)

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2. **Curricular and Co-Curricular Community Engagement**: Allocate resources to support and expand existing curricular and co-curricular community engagement opportunities.

Objective 2.2 – Curriculum & Instruction

Invest in research-based, high-impact practices for curriculum and instruction to create exceptional learning environments for all students.

RVC Pillar II – Education; Pillar IV – Culture

Guiding Question(s)	Theory of Change	Expected Outcome	Lagging Metric
What curriculum and instructional practices will best support our students' academic success?	If Academic Affairs leadership, faculty, and academic staff invest in research-based, high-impact practices, we will create exceptional learning environments for our students, and they will return to campus the following fall semester until they complete.	Fall-to-fall retention rates will increase to 60% and equity gaps will drop to 0% by 2028.	Retention • 2019 – 54.8% • 2020 – 51.1% • 2021 – 50.8% • 2022 – 52.3% • 2023 – [30] 2022 Equity Gaps Status FT: 61.6% PT: 45.3% (-16.3%) Gender Male: 53.0% Female: 51.8% (-1.2%) Race/Ethnicity AI/AN[31]: 43.6% (-11.5%) Asian: 52.1% (-3.0%) Black: 37.4% (-17.7%) Hispanic: 55.1% White: 53.6% (-1.5%) Age Traditional: 54.0% Female: 47.0% (-7.0%)

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[30] Forthcoming
[31] American Indian/Alaska Native

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Strategy 2.2.1 – Continuous Improvement

Foster continuous improvement through student success data, assessment for student learning, program review, accreditation, and advisory committees.

2.2.1 Actions

1. **Support Gaps:** Address student learning gaps as identified in disaggregated student success, program review, assessment for student learning data, and other evaluation tools in all learning areas of the college.

    a. Modality: Online, hybrid, and face-to-face learning environments
    b. Non-Credit
        i. Adult Education (e.g., Adult Basic Education, Adult Secondary Education, English Language Learners)
        ii. Community Education (e.g., lifelong learning,)
        iii. Workforce Education (e.g., certificates, re-entry programs, custom trainings, workforce education, continuing education, etc.)
    c. Credit
        i. Non-Degree or -Certificate Bearing
            1. Developmental Education
        ii. Degree or Certificate Bearing
            1. Career and Technical Education (CTE, AAS)
                a. Dual Credit at High Schools
            2. Liberal Arts and Sciences (AA, AS, AES)
                a. Dual Credit at High Schools

2. **Barriers:** Identify and respond to barriers for faculty and academic staff to participate and engage in assessment for student learning, program review, and other continuous improvement practices.

3. **Response Plans:** Create response plans to continuous improvement opportunities identified by accrediting bodies, program review, and advisory committees.

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Strategy 2.2.2 – High-impact Practices

Implement common high-impact practices in all learning environments.

2.2.2 Actions

1. **Caring Campus**[32]**:** Foster buy-in from relevant stakeholders by developing tiered implementation initiatives for Caring Campus.
2. **Culturally Responsive Teaching**[33]**:** Foster buy-in from relevant stakeholders by developing tiered implementation initiatives for Culturally Responsive Teaching.
3. **Universal Design for Learning**[34]**:** Foster buy-in from relevant stakeholders by developing tiered implementation initiatives for Universal Design for Learning.
4. **Quality Matters**[35]: Foster buy-in from relevant stakeholders by developing tiered implementation initiatives for Quality Matters.
5. [36]**Equity Gaps:** Refine curriculum and instruction based on disaggregated data close to practice[37].
   a. Provide all faculty with easy access to disaggregated data close to practice, including but not limited to:
      i. Enrollment
      ii. Course Completion
         1. Create reporting mechanism to distinguish student-initiated Ws and instructor-initiated Ws from Ds and Fs when report.
      iii. Persistence, Retention, Completion
   b. Allocate resources to train and support faculty to refine curriculum and instruction based on disaggregated data close to practice.

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[32] Caring Campus
[33] *Culturally Responsive Teaching* by Geneva Gay (3rd Edition, 2018)
[34] UDL Guidelines 3.0
[35] Quality Matters
[37] Data close to practice: context-specific information that directly informs and improves teaching and learning decisions.
[37] Data close to practice: context-specific information that directly informs and improves teaching and learning decisions.

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Strategy 2.2.3 – Educational Technology

Deploy high-quality educational technology in all learning environments.

2.2.3 Actions

1. **Digital Divide:** Identify and allocate resources so all students have access to the technology they need for academic success.
2. **Ready-to-Go Software:** Identify, launch, and train students to use a ready-to-go selection of licensed, accessible, high-quality educational technologies for use by students in all learning environments.
3. **Ready-to-Go Hardware:** Identify and allocate resources to support high-quality classroom technology needs to support best practices for students and faculty.
4. **Digital Accessibility:** Bring all instructional materials into compliance with federal digital accessibility guidelines by April 24, 2026, and maintain compliance thereafter.
   a. Identify initiatives and supports needed to implement digital accessibility in all academic areas.
   b. Allocate resources to train faculty and academic staff in digital accessibility.
5. **Response Time**: Collaborate with IT to improve response time for classroom-based technology needs.
6. **Redundancies**: Streamline student-facing processes using best practices and technologies. In particular:
   a. Evaluate the use of Gmail for student email accounts
   b. Increase student access to printers
   c. Integrate systems and tools whenever possible to reduce cognitive load for students with limited technology skills

Goal 3 – Teaching

Create exceptional teaching environments for all educators.

RVC Pillar III – Training; Pillar IV – Culture

Guiding Question(s)	Theory of Change	Expected Outcome	Lagging Metric
How can RVC leadership create optimal working environments for all educators and academic staff?	If Academic Affairs leadership (in collaboration with faculty and academic staff) create exceptional teaching environments for all educators, then our full- and part-time faculty and academic staff will be happier and more fulfilled professionally.	The average response to the Culture Survey question, "I feel my work is valued by the College" will increase to 3.5/4.0 by 2028.	"I feel my work is valued by the College."[38] • 2023: 2.52/4 FY28 Goal: 3.5/4

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[38] "#10 – Feelings of Impact, Belonging, & Satisfaction" – 2023 Culture Survey (Responses by Faculty).

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Objective 3.1 – Culture & Climate

Repair academic culture to ensure faculty and academic staff inclusion in campus life and decision making.

[RVC Pillar IV – Culture](#)

Guiding Question(s)	Theory of Change	Expected Outcome	Lagging Metric[39]
How can RVC leadership create optimal working environments for all faculty and academic staff?	If Academic Affairs leadership (in collaboration with faculty and academic staff) repair academic culture, faculty will be fully included in campus life and decision making.	The average faculty and academic staff response to the Culture Survey questions about respect, cooperation, communication, and belonging will increase to 3.5 by 2028.	"I feel respected by the Cabinet." 2023: 2.57/4 "There is a culture of teamwork and cooperation at RVC." 2023: 2.61/4 "I feel a sense of belonging at the College." 2023: 2.69/4 2028 Goal: 3.5/4

Strategy 3.1.1 – Academic Culture

Repair academic culture.

3.1.1 Actions

1. **Collaboration:** Implement a collaborative decision-making and review process across Academic Affairs, divisions, and departments that elevates underrepresented voices and frontline perspectives.
2. **Restorative Practices:** Implement restorative practices to heal broken relationships within and between Academic Affairs, divisions, departments, and people.
3. **Communication:** Improve communication channels to build transparency and trust within and between Academic Affairs, divisions, departments, and people.
4. **Academic Hiring:** Share nuanced data and insight around full- and part-time hiring, including but not limited to:
   a. Ratios of part-time and full-time faculty and academic staff

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[39] ["#10 – Feelings of Impact, Belonging, & Satisfaction" – 2023 Culture Survey (Responses by Faculty)..](#)

    b. Decision-making process to create or replace a full-time faculty position
    c. Composition, training, and processes of hiring committees

5. **Authority:** Create a Standard Operating Procedure (SOP) which 1) grants the relevant staff and faculty the authority needed to ensure regulatory, professional, health, and safety oversight in their courses, programs, and learning environments, and 2) addresses the oversight, reporting, and liability requirements of the college.

6. **IRB:** Support RVC's Institutional Review Board in collaboration with Institutional Research and Effectiveness by:
    a. Collaborating with faculty to determine the process by which the 3 faculty representatives are selected to serve a 3-year, renewable term.
    b. Create a transparent and efficient review process with Institutional Research and Effectiveness.

Strategy 3.1.2 – Professional Technology

Modernize technology for faculty and academic staff to enhance efficiency and effectiveness, including the integration of artificial intelligence.

3.1.2 Actions

1. **Data Access:** Collaborate with Student Affairs, IT, and Institutional Research to establish processes and platforms to provide faculty and academic staff with easy and ongoing access to disaggregated student success data.
2. **Efficiency:** Streamline the most-commonly-used and most-time-consuming processes and procedures within Academic Affairs using professional technology.
3. **Ready-to-Go Software:** Launch a ready-to-go selection of high-quality professional technologies for use in Academic Affairs.
4. **Ready-to-Go Hardware:** Identify and allocate resources to support high-quality office technology needs to support best practices for students and faculty.
5. **Core Competencies:** Allocate resources to identify, support, and train all faculty and academic staff in core competencies needed to use modern professional technology.
6. **AI:** Allocate resources to identify, support, and train faculty and academic staff in best practices for artificial intelligence in higher education.

2025-2028 Academic Plan – Final Draft

Strategy 3.1.3 – Cultural Excellence & Belonging

Champion a deep sense of culture and belonging in all areas of Academic Affairs.

3.1.3 Actions

1. **Cultural Excellence:** Advocate for community and belonging initiatives in all divisions, departments, and learning environments.
   a. Truth, Racial Healing, and Transformation
   b. Americans with Disabilities Act Commission
   c. Safe Zones
   d. Black History and Culture
   e. Hispanic Heritage
   f. Intercultural Development Inventory
2. **Equity Gaps:** Close equity gaps in Academic Affairs by recruiting and retaining high-quality faculty, academic staff, and administrators.
3. **Support:** Identify and allocate resources to support faculty and academic staffs' day-to-day lives as educators.

Objective 3.2 – Professional Development

Invest in high-quality professional development opportunities for faculty and academic staff.

RVC Pillar III – Training; Pillar IV – Culture

Guiding Question(s)	Theory of Change	Expected Outcome	Lagging Metric
How can Academic Affairs leadership support faculty and academic staff as professionals?	If Academic Affairs invest in high-quality professional development opportunities, faculty and academic staff will have the resources, opportunities, and supports they need to grow as professional educators.	The average RVC faculty and academic staff response to the Culture Survey questions about the efficacy of professional development will increase to 3.5/4 by 2028.	Professional Development Average Rating[40] • 2023: 2.79/4 2028 Goal: 3.5./4.0

Strategy 3.2.1 – Collaboration

Collaborate with all faculty and academic staff to update professional development planning and reporting mechanisms.

3.2.1 Actions

1. **PD Models:** Collaborate with faculty and academic staff to revise professional development opportunities, expectations, reporting processes, and compensation models to foster professional development.

Strategy 3.2.2 – Professional Support

Allocate necessary resources to support professional development and instructional innovation.

3.2.2 Actions

1. **Innovation Lab:** Launch a Faculty Innovation Lab to provide course release time for curriculum revision, instructional development, and research into best practices.

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[40] "Professional Development" – 2023 Culture Survey (Responses by Faculty).

2. **Unique Needs:** Identify and allocate resources to support the unique needs of community and continuing education instructors, instructional staff, dual-credit instructors, part-time faculty, tenure-track faculty, and tenured faculty.
3. **Ed Tech Training:** Allocate resources to train and support faculty and academic staff to implement high-quality educational technology tools in:
   a. Online learning environments
   b. Hybrid learning environments
   c. Face-to-face learning environments