SEARCH PROSPECTUS:

VICE PRESIDENT OF ACADEMIC AFFAIRS
AND CHIEF ACADEMIC OFFICER

Bryant & Stratton College
FOR EVERY & IN LIFE
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Bryant & Stratton College (BSC) is excited to relaunch the search for Vice President of Academic Affairs and Chief Academic Officer (CAO) as a hybrid position. While the appointed candidate will spend substantial time at the BSC system office, permanent relocation to Buffalo, NY is not required. With a strong online presence and 19 locations in New York, Ohio, Virginia and Wisconsin, BSC, has been helping working adults continue their education to advance their careers for over 165 years.

This profile provides background information for candidates who may potentially be interested in this unique opportunity; nominations are also invited. The CAO is expected to begin the position during Fall 2021.

**BRYANT & STRATTON TODAY**

Bryant & Stratton College offers many different academic programs at various degree types, including the diploma, associate degree, and bachelor’s degree levels. Degree programs represent the career options students are interested in, ranging from accountants and business managers to nurses and paralegals. Class schedules are flexible, with on-campus daytime, evening, and weekend options and online programs enabling students to earn an education in a way that fits their lives.

By partnering with employers to find out what skill sets they are looking for in employees, BSC is able to develop courses around career-specific competencies and essential workplace skills, providing a competitive advantage in the workplace. Areas of study include business, technology, education, criminal justice studies, legal and human services, healthcare, hospitality, and design.

BSC is accredited by the Middle States Commission on Higher Education.

**MISSION**

Bryant & Stratton College offers a personalized career education and experience leading to high-demand professions, so graduates are prepared for their careers and life pursuits.

For over 165 years, Bryant & Stratton College (BSC) has built its reputation and success on a commitment to excellence and high standards. BSC students come from many different backgrounds but share a desire to change their future. The College’s focus on student preparedness stems from the belief that students need more than career skills to succeed in their chosen fields. They also need life skills – the important intangibles like critical thinking, interpersonal skills, problem solving, teamwork, and time management.
ACADEMICS & STUDENT SUPPORT

FACULTY
Bryant & Stratton College faculty are committed to the scholarship of teaching and learning. This group of over 1000 professionals combine their passion for the learning process with an emphasis on maintaining currency in their fields of study. The College’s career mission and teaching and learning philosophy guide faculty in their approach to the classroom, instruction, and the learning process.

TEACHING & LEARNING PHILOSOPHY
Bryant & Stratton College, a career-institution of higher learning, is committed to fostering the achievement of clearly defined program, institutional, and career-related outcomes for learners. The College supports achievement of learning through the development and delivery of a contemporary, career-based curriculum offered in multiple learning modalities (face-to-face, Online, and blended). Faculty create and facilitate an active and “authentic” learning environment by incorporating a defined set of principles, Seven Principles of Good Teaching Practice, within frameworks that include Community of Inquiry (CoI) and Rigor Standards Framework (RSF).

Faculty apply Bloom’s Taxonomy, the basis of the RSF, to the development of course objectives and instructional pedagogy to promote higher levels of thinking and cognitive development. They embrace a holistic approach to educating learners by guiding them to make connections through formal and informal learning experiences, and by fostering inquiry, collaboration, exploration, and reflection within the context of career and life experiences. Through evidence-based instructional methodologies, faculty create an environment guiding students to become independent learners and future professionals within their career field. Faculty embrace the philosophy as it unfolds in the following ways:

- Faculty provide detailed rubrics to learners for each major assessment; thus, increasing their ability to meet or exceed expectations.
- Faculty facilitate student learning by providing course material in manageable chunks and offering meaningful and frequent feedback.
- Faculty collaborated to align first-term coursework so that:
  - Major assignments and assessments are distributed throughout the term to avoid competing deadlines; and
  - Complex concepts, technologies, or skills are not expected or applied before they are introduced and reinforced.
- Faculty deliver college-level curriculum at appropriate rigor levels as defined by the RSF, a set of standards based upon Bloom’s Taxonomy, which provides detailed guidance relative to the breadth and depth of course content, instruction, and instructor support to ensure the learning experience is facilitated with the most appropriate levels of intellectual and academic challenge.
Faculty voice is integral to the direction and fabric of the College. Faculty are involved with, and serve a crucial role in, the academic development of the College. This includes involvement in the curriculum development and renewal process and participation in standing committees such as the Faculty Development Committee (FDC) and the Diversity, Sensitivity, and Inclusion in the Classroom (DSI) Committee.

In keeping with the College’s expressed values, Bryant & Stratton College is deeply committed to faculty learning and development. A college-wide support framework offers a path to learning and development for all faculty, full- and part-time, facilitated by skilled development professionals. Engagement begins at the point of hire. New faculty members participate in a comprehensive Faculty Onboarding program, offered, and supported virtually. The formal learning process, and informal facilitated peer to peer engagement, continues after Faculty Onboarding. Faculty complete modules designed to help them further assimilate into the College process by participating in-depth learning related to key aspects of the teaching & learning philosophy. After the initial 18-month period, the learning and development process continues as an on-going process for each faculty member, guided by an academic professional, to take an active role in their annual learning and development plans. The College’s commitment to faculty development and learning has benefited faculty and students and has had a direct and positive impact on student learning and related student outcomes.

**BRYANT & STRATTON COLLEGE CURRICULAR ATTRIBUTES**

The College has remained mission-centric relative to developing programs of study and related curricula that meet the needs of the employment community with the utmost care in ensuring the expectations of academic convention. The College lives this approach by constructing a learning experience, both inside and outside of the classroom, which helps students become post-secondary learners while mirroring the culture of a workplace. The College’s ability to deliver and sustain a unique approach to student learning is directly related to the culture of the institution, passion and quality of faculty, and staff members’ commitment to student success.

Bryant & Stratton College offers 48 career-oriented programs at the certificate, associate, and bachelor’s degree level programs. While healthcare offerings, both clinical and non-clinical, have been one of the fastest growing areas for the College, Business, Human Services, Legal Services, and Administrative Support programs have continued to enjoy strong enrollment.

The College approaches curriculum development from a one-college model perspective. The curriculum, developed by faculty work teams, follows a set of guidelines that ensure its effectiveness once implemented across the College. While the curriculum and a significant portion of each course including summative assessments, follow a standard model, a portion of each course is designed by the faculty member assigned to teach the course through supplemental materials, authentic assignments, and active learning strategies. Faculty work teams, facilitated by curriculum managers, are responsible for the development of program area curricula and related courses, college-wide. After completion of an extensive development process and once new program and related course content is finalized, the College’s design team takes over. A team of instructional designers, employed by the College, translate courses into vibrant virtual content, delivered through Bryant & Stratton College’s learning management system and a focus on universal design and student engagement. Instructional designers incorporate design elements that have been demonstrated to be highly effective in virtual learning environments. The design team subscribes to a model that assures each course is developed with an expressed linkage to learning outcomes, incorporation of interactive experiences, and commitment to effective pedagogical approaches. The one-college course content model is applied to all courses within the College’s offering and the virtual content deployed within the Blended and Online course offerings.

One of the most significant curricular attributes of late has been the development of CareerLifePrep (CLP). The essence of the College and its point of differentiation is the personal career education and experience leading to a high-demand profession through Bryant & Stratton College’s CareerLifePrep (CLP) brand promise. CLP, which flows through the entire student experience, is first discussed at the point of engagement with prospective students in the four pillars of CLP; Path, Pro, Plus, and Team. The comprehensive approach to CLP prepares future graduates for a learner-centric environment and support that starts in the marketing process and spans through the admissions process through to the career employment of graduates, as well as preparing the graduates for their life pursuits.
As part of the CLP Path, prospective students begin their individualized journey. Their path is developed through a one-to-one consultation regarding the students’ present life situations, as well as an assessment of career interests, current skills, and competencies. Whether building-based or online, the consultative approach is a needs-based individual assessment completed between a prospective student and a trained professional. Through this process, the College can admit students whose interests, goals, and abilities are consistent with the Mission, Vision, and Values of the College. The College is able to match those attributes of a prospective student to the educational offerings through dialogue and career exploration relative to their goals and expectations. Much of this is accomplished in a personal interview with each prospective student.

The “Path” aspects of the process help to determine the best course of action for students. This is the foundation of the College’s customized educational approach. This customized educational approach helps match the method of instructional delivery to best fit each student’s needs, whether blended or Online.

The College’s CLP Pro has integral ties to the curriculum. The CLP Pro approach offers unique first-term study and related student experience. It purposefully removes early barriers to success. First-term coursework is organized and aligned to ensure complex concepts, technology, or skills are not expected or applied before they are introduced and reinforced; and major assignments and assessments are distributed throughout the term to avoid competing deadlines.

CLP Pro follows a gentle slope of rigor. The amount of rigor increases as the amount of support decreases throughout the student’s program of study, helping students to become independent learners prepared to navigate academic and work life. A set of principles guide the development of the coursework and student experience.

FINANCIAL STABILITY

Bryant & Stratton College as defined by the United States Department of Education is financially responsible and administrative capable. Historical and current financial performance generates sufficient resources to meet the needs of current and future educational programs and services but also excess cash resources to invest in the goals, objectives, and educational and technological advances found within the 2021-2024 Strategic Plan.
CAMPUSSES & COMMUNITY

Bryant & Stratton College operates 19 campuses across four states – New York, Ohio, Wisconsin and Virginia – in addition to an online division serving globally.

The systems office is headquartered just south of Buffalo, New York and shares the same grounds with the Orchard Park campus and on online division. Other campus locations serve the following areas: Buffalo, NY (3), Rochester, NY (2), Syracuse, NY (2), Albany, NY (1), Cleveland, OH (4), Richmond, VA (1), Hampton Roads, VA (2) and Milwaukee, WI (3).

THE FUTURE

The next Chief Academic Officer (CAO) will join Bryant & Stratton College at an extremely exciting time.

Steeped in a rich history and career roots, Bryant & Stratton College is a pioneer in post-secondary career and paraprofessional preparation along with an innovator in the associate degree level online learning arena. The continued focus on growth and renewal, and a commitment to learning and development from a student and associate perspective, has resulted in a learning framework for the future.

Bryant & Stratton College initiated its first virtual courses in 1999. The success of these courses from a student learning and outcomes perspective quickly transitioned into full program offerings delivered in a virtual format. Throughout the next 20 years, the College dedicated resources to further development of the Online learning model with emphasis on sound virtual pedagogy and student engagement. Concurrently, as the model became more sophisticated in design, facilitation, and assessment, faculty and advisement support systems were implemented to ensure that the facilitation of learning, and related student services in this format, were based upon sound learning and advisement theory and practice.

As the Online Learning division grew, an opportunity to offer blended learning became apparent. Driven by student need for flexibility and a global economy, the College developed a model designed to offer courses in a blended format: 51% of course content in a face-to-face classroom setting and 49% virtually. The model incorporated course content that had been translated to a virtual format for Online courses. This maintained college-wide consistency within the one-course model approach while providing an opportunity for students and instructors to engage in a “live” setting to process and reinforce course content and participate in group activities. The model offered the best of both modalities with vibrant high impact virtual content coupled with engaging, “live” interactions in group settings; this is sound pedagogically and in learning design.

The pilot of the blended model, and study of pilot outcomes related to the blended model, supported the intended design outcome: to mirror the workplace and meet the flexibility needs of students. Therefore, in early 2020, only 9-months away from full implementation, Bryant & Stratton College was well prepared to fully implement the model, college-wide, in response to the Pandemic. The implementation has resulted in over 75% of Bryant & Stratton College courses offered in a blended or online format, with robust faculty support and development to ensure student success.

As the College looks forward, the foundation that has been built as a result of Blended and Online experiences inform an exciting future. Bryant & Stratton College’s strategic goal, “to develop and refine innovative and personalized connections for a virtual environment," will result in new and creative endeavors, championed by the future academic leadership, to not only meet students where they are at but also integrate new and emerging ways to prepare students for the evolving world of work. Through the exploration and creation of innovative learning technologies and pedagogies, students will build connections, both personal and from a learning-orientation perspective, from their initial exposure to the College’s learning environment through the academic and career preparation process. Graduates will be prepared not only to commence or further their careers; they will be ready to flexibly navigate and adjust to the swiftly changing expectations of business and industry.
THE POSITION

Reporting directly to the President, the Chief Academic Officer (CAO) provides leadership, vision and strategic direction for all aspects of the College’s instructional programs. In the most exciting and primary role of academic visionary, the CAO will foresee the College’s future innovative pedagogies and learning, primarily in a digital environment.

The CAO is responsible for all instructional planning and improvement of teaching and learning in the college programs. In addition, the CAO promotes the development of innovative instructional programs to meet the educational needs of a diverse student population; works collaboratively with all segments of the college, industry and community partners, supervises, mentors and manages direct reports, manages and monitors the instructional budget, and develops new programs in AAS and BAS degrees within the guidelines of program accrediting bodies and Middle States regional accreditation.

RESPONSIBILITIES OF THE CAO

As the academic leader of the college, the CAO will:

- Collegially work with senior leadership to determine the mission, vision, values and strategic plan of the College.
- Attainment of graduation, persistence, and retention outcomes; and continuing enrollment objectives.
- Utilize innovation and leadership skills to define and implement various pedagogies and instructional delivery models that align with the mission and vision of the College.
- Provide vision and lead efforts to utilize innovative technologies to support effective teaching, learning, assessment and achievement of student learning outcomes and persistence to graduation.
- Provide vision and leadership to ensure student support services maximize the student experience for all learners to persist to graduation and achieve career and life pursuits.
- Provide vision and lead development of systems, processes, instructional design and development and assessment measures to assure student learning outcomes, student persistence and graduation outcomes are achieved.
- Work cooperatively with senior management, campus leadership and institutional assessment in the development, monitoring and assessment of all academic performance metrics that support the College’s mission and vision.
- Provides vision and leadership to the faculty development initiatives ensuring best practices in educational foundations that support the Guiding Tenants of Good Instruction for all instructional delivery models.
- Provides vision and leadership to the faculty development initiatives ensuring best practices in educational foundations that support the Guiding Tenants of Good Instruction for all instructional delivery models.
- Assess, coach, and develop associates, including succession planning, relative to competencies and behaviors necessary to achieve plans, goals, operational metrics, and compliance.
REQUIRED:
The next CAO will have a Doctorate, preferably an Ed.D., a proven track record of successful CAO experience in higher education, and leadership expertise in distance learning.

PREFERRED:
The successful candidate will have robust competency in the following skill sets, that are essential to the CAO role:

Visionary Thinker / Strategic Alignment:
Plays a key leadership role in shaping the organization’s vision, values and goals. Recognizes necessity for change and leads redirection of processes or redefines programs in support of new/different directions. Supports and adopts changes that show promise of improving established ways of operating.

Profession-Related Acumen:
Behavior demonstrated will indicate ability to develop and manage a Systems plan for the Academic function that supports the College’s strategic goals. Stays abreast of developments in curriculum and modalities of delivery and utilizes this knowledge to ensure that the College’s offerings meet the changing needs of our students.

Operation:
Identifies gaps in internal and external resources that impede operational effectiveness; collaborates system-wide and develops strategies to address resource gaps. Sustains the use of performance goals and expectations and communicates to gain commitment to meet goals and expectations. Supports and sustains a culture of empowerment and delegation compliant with consistent, fair and ethical application of rules, policies and regulations.

Accountability:
Creates and models a culture that engages others to make, keep and answer for personal commitments. Drives a culture of accountability for developing system-wide Academics performance expectations and outcomes consistent with BSC vision, strategy and business priorities. Energizes associates in a way that engages their hearts and minds to deliver on expectations. Recognizes barriers and challenges facing the college and articulates a vision and direction to overcome obstacles.

Emotional Intelligence:
Thinks clearly, remains composed and seeks ways to address issues that support the needs of the organization, associates, students and other stakeholders. Grasps social cues, demonstrates a concern and genuine concern for others. Takes action to grasp other’s perspective and matches response to their needs.

Relationship Building:
Identifies areas to build strategic relationships and partnerships. Works with leaders to identify potential areas of mutual, long-term benefit to BSC. Demonstrates the advantages of maintaining professional, objective relationships with colleague’s and key stakeholders. Liaises with a range of stakeholders including other associates and peers within and outside the college.

Influencing:
Effectively persuades others to listen, commit and act on new approaches. Thoroughly considers all possibilities and independently weighs risks/benefits. Provides information strategically and selectively for maximum impact and commitment. Gains support without relying on authority or position.

Customer Service:
Creates a college-wide culture in Academics of consistent responsiveness. Improves customer service systems and processes that promote exemplary effectiveness. Acts as a seasoned adviser, providing independent opinion on complex customer problems and novel initiatives, and assisting with decision-making.
PROCESS OF APPLICATION AND NOMINATION

The search for the next Chief Academic Officer at Bryant & Stratton College is being assisted by Academic Search. Applications, nominations and expressions of interest can be submitted in confidence to BryantStrattonCAO@academicsearch.org.

Applications will be considered as they are received and evaluated on a rolling basis until the position is filled. Applications should consist of a detailed letter of interest that describes the candidate’s interest and alignment with the agenda for leadership, a current curriculum vitae, and a list of five professional references with current contact information. References will not be contacted without the permission of the candidate.

Confidential discussions about this opportunity may be arranged by contacting Jerry Israel, Senior Consultant with Academic Search, at jerry.israel@academicsearch.org.

Bryant & Stratton College is an Equal Opportunity Employer.
ABOUT ACADEMIC SEARCH

Academic Search is assisting Bryant & Stratton College in this work. For more than four decades, Academic Search has offered executive search services to higher education institutions, associations, and related organizations. Academic Search was founded by higher education leaders on the principle that we provide the most value to partner institutions by combining best practices with our deep knowledge and experience. Our mission today is to enhance institutional capacity by providing outstanding executive recruitment services, executive coaching, and transition support, in partnership with our parent organization, the American Academic Leadership Institute. For more information, visit www.academicsearch.org.

Committed to IDENTIFYING AND DEVELOPING LEADERS by providing the highest level of EXECUTIVE SEARCH to our higher education partners.