

October 7, 2022

Dear members of the candidate review team:

Please accept this letter as my statement of interest for the position of Provost and Vice President for Academic Affairs at Emporia State University. After 14 years in an administrative role in higher education I am excited to consider the role of chief academic officer as the next step in my career. I have reviewed the position profile and I believe that my work experiences match the position and the described duties. Please allow me the opportunity to describe my background for you to determine if they are a match for this position, for the institution, as well as for the direction of its faculty, staff, leadership, and students.

Since 1996, I have held the roles of faculty member, department Chair, Faculty Senate President, department Chair Council president, interim Dean of the Graduate School, Vice Provost, Acting Dean of the College Business and Professional Studies, and now Associate Provost. My C.V. provides the timeline, but the high-level description is that I spent 12 years in the faculty role (in which I was promoted to Associate Professor and granted tenure) and 12 years in an administrative role with an additional two years in between that were a transition in both roles. In 2010 I stepped into the role of Vice Provost and began my full-time service as a university administrator. My current role as Associate Provost includes the oversight of the 6 professional schools comprising of 6 school directors and 131 faculty. There are an additional 70 staff members in my reporting line that work within these schools, or within the other units that I manage (the Graduate Office, International Affairs, and the Online & Learning and Teaching Center). The six academic units that I work with directly are: Agricultural Sciences, Education, Business, Health Science & Wellness, Communication & Mass Media, and Computer Science & Information Systems. The School of Agricultural Sciences manages the university farm with swine, beef, and dairy herds as well as over 400 acres of crop production. Additionally, the School of Education has a laboratory school with elementary level instruction as well as an early childhood center with infant through pre-Kindergarten children. In all, this places over 25% of the university's workforce, as well as over 80% of degree-seeking undergraduate and graduate students, in my area of responsibility. I have been entrusted with great responsibilities and I am proud of the work that each unit has done to sustain the institution's reputation and financial viability.

The position profile highlights the expectation to work with cross-functional teams to support an enrollment management plan that. My experience has focused on enrollment growth through many multiple student segments and delivery modes while maintaining expectations in measures of student success. Since my roles overlap in a dean role of six academic units, the graduate office, online education, and international affairs, I have had a unique opportunity to streamline conversations, plans, and contribute to the strategy to bolster enrollments in areas that could grow. In the past five years graduate enrollment has increased an average of 30% each year (from 864 in 2017 to 3,197 this year). In this same time international enrollment has averaged 24% growth each year. Online enrollment since 2017 grew from 333 students to 2,587 undergraduate and graduate students this year (an annual growth of close to 500 students each year in online programs). Much of this growth has been in Computer Science, Business, and Education in the first four years of this trend, but I am pleased to see additional

programs from the College of Arts and Sciences adding to our growth in the last 18 months. I can also share that student success measures such as retention, persistence, and completion have improved through this enrollment plan, including the decrease in equity gaps in these measures as tracked for underrepresented student success performance.

I have had the opportunity to work on academic space and programming from both the faculty side as well as the administrative side. Many years ago, the Academic Space Group went through studies and reports, mostly internally generated, that informed our understanding of present use of instructional environments. I would now consider that to be my baseline understanding of space utilization with respect to academic programming needs. In 2012 the institution underwent an academic reorganization which included reduction in force of staff and faculty as well as curtailment of academic programs. After this time we utilized the RPK Group to assist with using enrollment data by undergraduate program review the efficiency and productivity of programs, particularly with a focus for maximizing yield of some programs. This was completed in 2016 but even in our most recent Academic Plan (June 2022) we are still using the methodology from RPK and current enrollment data. Some of that information was used to move our discussions forward in 2019 to move more undergraduate programs online.

In 2016 I worked with our university leadership to bring the model of working with online program manager to assist with online enablement services to transform that particular student segment. In December 2016 we signed the agreement with Academic Partnerships to start with the MBA and three graduate education programs in Fall 2017. Before we began, our online enrollment was at 219 students and had been at this level for nearly a decade. This week our online enrollment is approaching 2,700 with over 700 being new starts this term. We currently have over 50 undergraduate and graduate programs working in this online enablement model and an additional dozen certificate or teacher licensure programs. My current task is to get the contract renegotiation finalized a full year before the first 7-year contract period concludes. My objective is to continue to add more programs in that renegotiation period. As you would be acutely aware of, this is all through a balance of preserving local enrollment of traditional age students on our physical campus. I am aware that Emporia State has also worked with Academic Partnerships but we do have different program managers. I included Silas Bowler in my reference list and he would be able to speak to my management of this initiative.

I have had the opportunity over the last decade to guide academic units and faculty through local changes as well as broad changes across the university. This has included a new system of program review, a new titled faculty role (senior instructor, as a promotion opportunity for our instructors), and faculty evaluation as a result of changes in the faculty handbook. I have either been directly involved, managed, or lead many of these efforts in my administrative roles. I have worked with over 70 individual faculty since 2011 on portfolio evaluation for tenure and promotion and just as many that have been promoted or granted tenure. I do not think I could count the number of faculty that I have assisted with the recruitment and onboarding over this time period, but the recruitment, development, and promotion of faculty is a very important part of my work.

The last area I would like to share with you is a description of how I approach leadership and my work with others. My leadership style and practice has been informed by the leadership competency framework developed by the Korn Ferry consulting firm, which my university uses. The competencies that I align as strengths are: instilling trust, driving vision and purpose, being action-oriented, driving engagement, and managing ambiguity. I regularly evaluate the tendency to be “over-skilled” in each of these areas regularly whether in informal self-reflection, or in more formal evaluation processes. I enjoy collaborating with teams and leaders to solve problems or to develop multi-year strategies to reach unit-level or institutional-level goals and objectives and I admit I still have much to learn and skills to develop. My institution’s satisfaction survey has consistently placed me on the leading side of “manager effectiveness,” “engagement with workers,” and “overall quality of leadership.” I am proud of the work that my units accomplish and I do my best to make sure that work is recognized.

I have separately included my C.V. as well as a list of references for your review. If there is an opportunity in your search process that would advance me to a next level of discovery, I would be interested in learning more about the people, the programs, and the students at Emporia State University. I am hopeful that my background, experiences, leadership drive, as well as academic fit, are suitable for consideration. Thank you for letting me explain my background as well as interest in this position and let me know if you have any questions or areas that I can provide more clarity. Again, I appreciate your time and consideration.

Sincerely,



Greg Haddock