3-29-2017

Leadership Forum: Progress and Next Steps

Plymouth State University

Follow this and additional works at: https://digitalcommons.plymouth.edu/plymouthclusters

Recommended Citation
https://digitalcommons.plymouth.edu/plymouthclusters/63

This Text is brought to you for free and open access by Digital Commons @ Plymouth State. It has been accepted for inclusion in Clusters by an authorized administrator of Digital Commons @ Plymouth State. For more information, please contact ajpearman@plymouth.edu, chwixson@plymouth.edu.
LEADERSHIP FORUM | March 29, 2017 | 5-7:30 p.m.

On March 29th, there was a follow up forum with more than 50 department chairs, staff directors, program coordinators, PAT/OS/Faculty speakers, and Cabinet members that participated in a forum to explore progress made to date and identify activities to be completed over the next 6-9 months. Areas of activity related to curriculum development; instructional delivery and logistics; general education; facility development; external partnerships; and recruitment and retention. With a foundation of progress and collective understanding of where we are, the group moved into identifying next steps related to these areas as well as where in the institution these steps could be addressed or carried out. Documentation of planning and next steps are below.

NEXT STEPS: CURRICULUM DEVELOPMENT
What steps need to be taken this year?
1. Establish university wide-learning outcomes
   a. Identify internal and institutional needs
   b. What do we mean by curriculum?
2. Put structures in place to coding courses and how credits will be awarded
   a. Share list of types of codes for feedback
   b. Roll out phase 1 of cluster code exps.
   c. Roll out phase 2, begin/pilot new cluster experiences (help faculty engage with these experiences in programs)
3. Students
   a. Student forum
   b. HS juniors focus group?

What roles? Who should work on this?
1. GenEd
   a. Campus forum?
   b. Faculty, staff, students, athletics, student activities
   c. Share with Student Affairs (Mark and Janette)
2. Curriculum Committee
   a. CC and forum
   b. CC; student’s feedback
   c. Faculty, programs, staff?
   d. Cluster leaders? Faculty who have piloted this
3. Mark/Student Affairs/GenEd

When:
1. May 2017 (NEASC?) to faculty, University week workshops
2. April 2018, October 2017, October 2017
3. Late April/May 2017

NEXT STEPS: INSTRUCTIONAL DELIVERY/LOGISTICS
What steps need to be taken this year?
1. Work groups with stakeholders to address/then solve conflicts with block scheduling; 4-credit model
2. Technology tools to assist with complexity of change both organizationally and instructionally
3. In service workshops to assist faculty to teach in a new different format to address variability in student learning; team teaching
4. Create inventory of current experiential learning opportunities/authentic experiences
5. Discuss workload issues with faculty and administration

What roles? Who should work on this?
1. Workgroups – stakeholders (faculty/staff) with minimal/maximum (programs with accreditation) conflicts/issues – block scheduling/4-credit
2. Center for Transformation
3. Each program

Top-3 Steps to be in taken in next 6-9 months:
- Work groups – 4-credit model/block scheduling
- Professional development (UDL)/In-service/inventory
- Create inventory of current experiential learning opportunities/authentic experiences – high impact learning experiences

NEXT STEPS: GENERAL EDUCATION

What steps need to be taken this year?
- Create new position for Gen Ed Point Person w/ resources
- Develop program outcomes
- Continue developing FYS course/fellows
- Capstone/INCO – implement
- Assessment/student LO competencies
- 3 or 4 credits/full-time faculty buy-in
- Themed general education, pathways
- External Advisory Board w/ internal representation
- Cultivate student buy-in/external partners to tell students what they want students to know when they are hired. Connecting this to Gen Ed.

What roles? Who should work on this?
- Gen Ed working group/FYS Council
- Gen Ed committee
- Institutional Effectiveness person
- Full faculty collaboration on selecting Gen Ed Point Person, putting resources into Gen Ed such as: Director/Senator

Top-3 steps to be taken in the next 6-9 months:
- Create position for General Education point person
- Develop program outcomes
- Continue developing FYS course/fellows program

NEXT STEPS: FACILITY DEVELOPMENT

What steps need to be taken this year?
- Publish a map with inventory of open lab spaces and assets
- Flexible setups in spaces
- Plan for health services, well-being, facility for students and staff (primary care emergency)
- Provide for food and hydration on Holderness Campus (AWN) (PE café), Café/Food Service
Safe walkways on North River Road
Academic technology should coordinate furniture types/flexibility in spaces in partnership with FSB to meet curricular need
Need space planning committee (stop the telephone game) w/ right people at the table

What roles? Who should work on this?
Facilities, JoAnn Guilmett

Top-3 steps to be taken in the next 6-9 months:
1. Include faculty/instructors in planning for classroom design; IT and furniture
2. Publish inventory and map of all open labs on campus
3. Work with Academic Technology to ensure spaces are flexible and accessible

NEXT STEPS: EXTERNAL PARTNERSHIPS
Steps for this year:
Inventory and share the existing MOUs + contracts (past, present, future)
Inventory and share existing relationships with external partnership (past, present, future) within 3 months
Develop protocol or process to evaluate feasibility and sustainability of present and new partnerships/future opportunities within 6 months
Execute protocol or process to evaluate partnerships and opportunities for relationships
Develop and communicate a system of support for faculty who want to develop relationships and partnerships (writing MOUs, finance, grant, etc.)
Develop and sustain system of communication for existing/emerging partnerships, internal and external partnerships
Make visible, market, and share information about Center for School Partnerships & Education Preparation as part of “Current Resources”
Marketing of accomplishments, projects, and campus happenings (Corey Hoyt within 2-3 months)

NEXT STEPS: RECRUITMENT & RETENTION
What steps need to be taken this year?
Living learning communities – create cohort development comm., Mark Fischler to facilitate
Increase transferability in/out of PSU both internally and for those who come from outside
Develop activities that are more geared to where students are. “Coffee house” type events.
International initiatives to make sure we have what these people need a reason to stay
Improve the level of cross communication making sure we are all on the same page. Left hand does not know what the right is doing.
Find ways to integrate off campus undergrads and grads in the comm.

What roles? Who should work on this?
All
Top-3 steps to be taken in the next 6-9 months
Ask students what they want and look at it from their point of view (not an institutional view)
LEADERSHIP FORUM | March 29, 2017 | 5-7:30 p.m.
The following is a transcription of the brainstorming notes that were documented on posters and photographed. Photos of the original posters can be found here.

DOCUMENTING PROGRESS:

Curriculum Development
(Interdisciplinary courses, cross-listed courses, integration of Graduate studies, development of new majors, and implications for accreditation):

- Initiating discussion re: cluster curriculum codes and offerings (Curr. committee & ICGs)
- Cross-listed cluster projects (CoBA and Graphic Design)
- Building cluster projects into curriculum
- Meeting internal needs through curriculum
- Meeting accreditation standards
- Keeping courses current, integrating real world needs
- Required Wellness/ Health Living credit course WECO
- New connected learning curriculum in IDS, Domain of One’s Own
- FY Council and Fellows beginning work on the new FYS for Fall17
- FYS and GenEd revision planning groups
- Cluster Comp (EN)
- Cluster project support activities included in courses (ex. storm weather theater camp)
- Use existing governance process and structure consensus and approve
- Grad and UG term alignment
- Make possible cross-cluster collaborations: Are clusters for administration on curriculum
- A&T, lots of conversation (Toolkits, common INCO, TECO)
- Elementary education Grad and UG will co-list 3 courses in the Fall
- Cross-listing some ES&P UG and Grad courses
- Discussion started on integrating environmental themed programs such as Environmental Science & Policy, Env. Planning, Biology, etc. with Sustainability minor GIS certificate
- Scheduled forum on curriculum
- CJ has created variable course offerings/special topics
- Cyber Security minor (CS & CJ)
- Welfare Justice for C8 Y certificate
- Human Trafficking “Open Lab” course

Instructional Delivery/Logistics
(Curricular logistics, implications for block-scheduling, team teaching, workload, scheduling, open labs and office-campus, and 3-credit/4-credit integration):
- Creating and defining some existing spaces as open labs
- Course releases for course development
- Organizing staff/finance to efficiently pay partners & for course development
- Deliberate schedulers to allow for field based. School based work
- IDS- open evenings and weekends, hybrid delivery
- FYS and EN1200 changed to themed
- Team teaching FYS/Composition classes > linked classes?
- English department > 4 credits
- POW co-listed courses
- Evaluated potential for block scheduling
- Zoom
- Using “flipped” classroom – online
- MTW, MTR, MTWR courses allowing unbroken contact
- Using more video-conferencing technology
- Hiring an academic operations manager
- Blended courses
- Extended class meeting time (4 credits) for more activity-based/ project-based learning
- Cross-departmental teaching
- Open-lab experiences, already in BIO, CHEM and in new spaces
- Using more tech. projects and open lab equipment
- Integrating faculty research into open lab classes
- Unified Grad and UG calendar
- CS & CJ offer Cyber Security minor
- Art, Theatre, and Science collaborations using course work
- Gallery exhibits created by students in courses
- CJ/HX team taught HX of Punishment course
- Discussion within my department on block scheduling
- GR Elementary program moves to the semester schedule (effective Fall)
- POW co-listed courses
- Team teaching PATH/OATH graduate
- 3 day weekend classes

**General Education**

(FYS/GenEd, assessment of learning model, themed GenEd, micro-credentialing, and staffing GenEd sections):

- GenEd changing credit hours to “at least 3” for Connections
- GenEd is its “own beast: and it shouldn’t be
- GenEd working group upcoming retreat for major issues
- Break major GenEd barrier by better integrating disciplines and GenEd
- Simplify curriculum for GenEd
- Allow more choice by students (flexibility) if you are making major changes then abide process for faculty deliberation/approval
- Avoid special internal groups, self-appointed experts
- GenEd Comm. Having discussions about theming GenEd courses microcredentials
- FYS fellows – redesign of course focus/ enhancing to align with clusters
- Talking about a mechanism to assess GenEd (what?) (learning outcomes?)
- Sent a faculty team to national GenEd conference
- Discussed creating INCOs and other GenEd components that will embed in multiple disciplines that are related in some pertinent way
- INCO as a capstone discussion started
- GenEd structured interdisciplinary Directions

**Facility Development**
(Completion and building out open labs):

- Proposed renovation of PE Center Field House, move HHP > new facility (open labs)
- Proposed move of CS to D&M
- Additional open labs, maker space, robotics
- Moving administrative offices
- New flex seating in classrooms
- Working on new furniture in some classrooms (Boyd)
- More flexibility with tables and replace broken pieces
- Library open labs (Rm. 031, 114, and MWM)
- Putting departments together by cluster
- “Zoom” conferencing
- Physical education building, renovating Field House
- Center for Transformation in Lamson
- Aesthetic quality of spaces
- Proposing 3D map of all maker spaces and labs on campus showing capabilities and usage parameters
- Frost – integrated student affairs, HR, and Academic Affairs
- Unisex bathrooms beginning
- Speare one-stop student services
- Wishing for a parking garage...
- Hyde renovations in progress
- Courses at the HUB
- Continue more flex classrooms

**External Partnerships**
(Cluster projects, MOUS, intellectual property, and scalability of programming):

- USNH Open Ed initiative
- PETC collaboration/cluster project
- PEHE TC Health Related Fitness – Concord HS
- Working with Trout Unlimited
- Happiness Project
- PSU participated in statewide survey on school partnerships
- Alternative spring break projects
- Partner of CFALHC w/ Common Man
- Nursing and SW > AARP Holistic Nursing Assessment
- Hired a coordinator of community and school partnerships for OEP
- AMC – continue existing MOUS
- Meteorology – NH DOT
- INBRE – NIH
- ATV project, Lancaster NH North Country
- GSC - C+I/SPED
- Process mapping High Impact Learning
- Stormy weather
- Adventure Ed. multiple partners
- CADY
- 20 schools social emotional learning
- CS for NH w/ DOE
- Articulation agreement w/ PRHS and CMS
- Internship agreements
- Mental health presenters at workshops
- Partner fair
- TIGER project
- Advisory board for CoBA
  - classes working on projects
- Center for Active Living
- Rural Educators Network

**Recruitment and Retention**
(streamline curricula, advising, first-year experience, and marketing):

- Well along in process of acquiring software to manage, showcase, and archive cluster activity
- Withdrawal survey online – data about why students are leaving
- Connecting with professional associations
- Attending professional conferences
- Advertising
- Experiential learning
- Academic student advocate (Zher)
- Admissions networking
- 6 week grades for all students
- Student – faculty – staff activities “fun events”
- Professional clubs – building community
- Meeting with majors each semester
- Work study
- Career development for day one
- Living Wisely
- Panther Days
- Revise orientation again – make choices simple and grade-level reading appropriate
- IDS program growth
- Redesign of Accepted Student Day in CoBA
- using student collaborative to redesign delivery of advising CoBA
- Advisor Councils (letters to accepted/admitted students, career counseling)
- Student success coaches and collaborative
- Student mentoring and tutoring organizations
- Pinning ceremonies, end of year ceremonies
- Student-driven science investigations
- Building departmental social media
- Redesigning major FYS (CJ)
- More FT faculty teaching FYS
- Cluster comp.
- Incoming students choosing courses (increased choice)
- Establishing institutional fit with an inquiry/future student through major and program
- There has been some news attention paid to marketing graduate programs (more to do, but progress made for sure!)
- Community partnerships for recruitment

**NEXT STEPS BRAINSTORM**

**Curriculum Development**
(Interdisciplinary courses, cross-listed courses, integration of Graduate studies, development of new majors, and implications for accreditation):
- Identify institutional/internal needs (student life, etc.)
- Help staff better education
- Find campus partners
- Plan for campus-wide conversations about what we want in the curriculum
  - What do faculty need to develop curriculum?
  - What do we mean by “cluster curriculum?”
- Learning Outcomes – university-wide (Gen Ed) When? May?
- How do these connect with Gen Ed outcomes?
- Look at K-12 benchmark framework?
- Structures in place for coding course and how credits are awarded
  - CC by Oct – read out Phase I
  - Guidelines
  - Initial RD of curriculum exp.
  - April 18 – forum – share brainstorm list of types for feedback

**Instructional Delivery/Logistics**
(curricular logistics, implications for block-scheduling, team teaching, workload, scheduling, open labs and office-campus, and 3-credit/4-credit integration):
- What are the process for resolving the inevitable conflicts that will emerge from implementing “block” scheduling?
- Is block scheduling set in stone or is there still opportunity to adjust it?
- The mix of 3 and 4 credit classes/programs creates problems for interdisciplinary collaborative programs
Governance (curriculum committee) are slow – how can we revise our curriculum in this time frame?

- Stakeholder meetings for 3-credit and block scheduling transition
- Discuss workload issues with faculty and administration
- Develop workgroups to recommend solutions to issues related to team-teaching and alternative frameworks and instructional space
- Get tech. tools to assist w/ the complexity of change
- Workshops on learning to teach in new formats

**General Education**
(FYS/GenEd, assessment of learning model, themed GenEd, micro-credentialing, and staffing GenEd sections):

- Assessment (student competency in learning outcomes)
- Capstone/INCO connection
- 3 or 4 credits (load for teaching, FT faculty buy-in)
- Themed GenEd/Pathways
- Conceptual program for developing program outcomes
- Find a GenEd point person **
- External/internal reps and student advisory board *
- Develop FYS (continue to develop the new FYS model) ***

**External Partnerships**
(cluster projects, MOUS, intellectual property, and scalability of programming):

- Communicate
- Existing MOUS and agreements (what are they and who are they with?)
- Tell/share what has been done (put on the website, internal/external PR)
- Re-evaluate/assess existing MOUs/Trach
- Who? What? When (end dates)?
- Why? What is the purpose of each partnership?
- Decision rubric for MOUs and deciding value
- Think of partners as supporters
- Don’t wear out partners
- Explore new ideas with partners to expand student opportunities
- Need info on structuring partnerships (rates)
- Need better process for working on MOUs
- How to expand partnerships? Ex. with school expand to interns in accounting/graphics/communications to work, inter with school admin.
- Support people for MOUs, need to think holistically and interdisciplinary way
- Need to support seedlings created by others (such as faculty)
- Standardize systems (CRM, calendar system, etc.)