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Summer Check-in Report

Plymouth State University

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Cluster Projects

Progress on Goals/Deliverables:

- **Review inventory of completed projects**
  Progress noted below.
- **Revise project funding process**
  We were in the middle of that a couple weeks ago, then we saw some messaging about projects that threw us off a little. We’ve made a recommendation to deans regarding new levels and funding assumptions (June 29th). Have not heard from deans about that.
- **Identify Professional Development opportunities for new projects**
  We are working on a manual and orientation scripts for upcoming opportunities.
- **Document progress and outline next steps**

What we are doing
The University has accumulated considerable experience with project work over the past year. During this summer we are collecting, appreciating, analyzing, and reporting what has been accomplished and learned.

Why we are doing this work:
We seek to make project forms, process, support, communication, and results better. Specifically, we want the current and potential project community to understand what projects are, what they have done/can do, and how to successfully create them.

Who are we doing this work for? Who is our audience?
We seek the existing and potential project community. We aim to inform students, colleagues, the community and our partners regarding project work. We hope to reach anyone proposing, accomplishing, or appreciating project work at PSU.

Minding our method:
- We are not evaluating or “grading” individual projects (good project/bad project) or necessarily providing feedback on individual projects.
- We identify who we are, what we are doing and why we are asking when we seek consent for further inquiry.
- We take an “appreciative inquiry” approach to our work: read/listen more than transmit. We appreciate as we inquire.
- Our inquiry itself is key. One goal is to find the aha!/eureka moments, perhaps create some of those as we inquire and promote reflection.

Levels of investigation:
- Level I = Read through existing project documents and reports
- Level II = Request, collect and analyze other documents (email threads, blogs, posters, publicity, and other allied information)
- Level III = Interview (in person or via email) concerning specific issues or questions
- Level IV = Focus Group with more than the project proposer to seek collective wisdom

Our Questions and Interest
- Core questions
  - How can PSU make the project forms and invitation better?
  - How can PSU make the project application and approval process better?
  - How can PSU better support approved projects?
o How can PSU better communicate with proposers, project runners, partners, stakeholders, and the community?
o How does PSU experience with projects define what projects are, what projects have done, and what projects can do?

- Specific questions and issues for inquiry/collection
  o Are projects financially sustainable?
  o What important lessons have proposers learned about doing projects?
  o What have students learned from projects?
  o What have partners or the community learned from projects?
  o How are projects understood conceptually and practically (definition)?
  o What makes “a” project good?

Reflective Questions:

- **What connections/intersections do you see between the work your team is doing and that of other teams?**
  o We see a lot of overlap; however, we are concerned about cooperation. We note some messaging was released concerning project work without consulting our group. This put a monkey wrench in what we’ve been doing.

- **What do you see as the most productive outcome (realized or potential) from the work being done this summer?**
  o We hope to improve and expand the role of projects in the advancement of cluster education initiatives.

- **What, if anything, is getting in the way of you getting your work done?**
  o We had hoped to hear from deans about the project level/assumptions recommendations by now. We would like to participate in decisions and messaging regarding the ongoing update to project forms and process. There has been a hiccup there. We would like to have a larger discussion with colleagues and the larger project community about the purpose of the project program and specific responses to salient questions we’ve been having about the efficacy of ROI, the use and protection of collected data, where diversity factors into the project regime, and the differences between project management, administration and leadership. We’d also appreciate knowing better the certain connections between our summer endeavors and shared governance.
Cluster Partnerships

Progress on Goals/Deliverables:

- **Create inventory of existing partnerships**
  - In process, see the full list in the link below, which is being cleaned and built-out.
  - [https://plymouthstate.sharepoint.com/sites/IntegratedClusters/_layouts/15/guestaccess.aspx?guestaccesstoken=%2bWU4KIhbCs%2bGVCMU12QObRXcxbS7pLNI5brUDnVX5y%d&docid=2_1aae5542ed46a4c088930c4dc33c56907&rev=1](https://plymouthstate.sharepoint.com/sites/IntegratedClusters/_layouts/15/guestaccess.aspx?guestaccesstoken=%2bWU4KIhbCs%2bGVCMU12QObRXcxbS7pLNI5brUDnVX5y%d&docid=2_1aae5542ed46a4c088930c4dc33c56907&rev=1)

- **Make recommendations for marketing of partnerships and projects.**
  - See comments below. A closing report will be generated at the end of the summer.

- **Create templates of agreements, MOUs, and potential options for addendums.**
  - MOU templates already exist through the Center for Business and Community Partnerships.

- **Develop tactics to support existing partnerships.**
  - To be completed in final report at the end of the summer.

Reflective Questions:

- **What connections do you see between the work your team is doing and that of other teams?**
  - To date the committee has not reached out to other teams as we are still organizing the master list of partners. There is obvious potential to reach out to other groups but until the list is more developed we decided to hold back. We have reached out to numerous other groups and departments across campus to invite them to contribute to the list and share any updates which has been included in the attached current master partner list.

- **What do you see as the most productive outcome from the work being done this summer?**
  - This has been a very organized group with strong diversity of roles across campus. We have well scrubbed but certainly not finalized list of partnerships across campus. This process has been well done starting with productive strategy meetings, a successful campus wide survey and then adjustment. We have also created a proposed diagram on how we see partnerships being housed on campus and their opportunity to be reference internally and externally with a diverse group of stakeholders.

- **What, if anything, is getting in the way of you getting your work done?**
  - We as a committee have become aware of the importance of broad campus wide support for this initiative to be as fruitful as possible. The simple process of evaluating and organizing current partnerships is relatively simple if not easy. The concern is that this will be an effort that once completed will return to a fractured resource on campus with many silos of data being managed by a decentralized group with no structure. These partnerships represent countless hours of relationship building and we see partnerships as a core resource to support successful cluster initiatives. The committee will be recommending multiple full time positions to monitor and assure clear communications between the full faculty and staff across campus and the input and organization of data to keep the database updated and complete. If the database is not accurate or complete in nature we will continue to see inefficiencies in our system wide engagement with partners and miss opportunities to combine initiatives that are already discovered in this process.
  - A second concern comes from the sheer number of current partnerships that we have at this time. There are simply too many partnerships for the university to successfully manage and therefore some form of ranking partnerships may be needed to help identify where time should be spent for maximum immediate benefit to the campus.
Student Experience

Progress on Goals/Deliverables:

- **Facilitate three hours engagement for faculty with new students through varied programming at Panther Days**
  - After consultation with Mark Fischler and the staff planning Panther Days, a plan for two faculty-led classes has emerged.
  - Faculty will lead First Class on Friday September 1st for one hour (this is a continuation of a program that has been used previously)
  - Faculty will lead Cluster Intro on Friday September 1st for one hour (this is a new program – a lesson plan, powerpoint, and guided small group exercise have been designed for it and distributed to Mark Fischler)
  - Faculty have also proposed to Mark Fischler and the Panther Days Team various activities in which students and faculty could interact informally (i.e. floating the Pemi, faculty-student softball game, etc.)
  - Potential Challenges Identified: Recruiting enough faculty to participate both as instructors and in informal activities

- **Create plan for Student Development Series of three events/programs in Fall semester focusing on soft skills**
  - Faculty have identified three themes that they would like to address: 1) Financial literacy, 2) Coping with challenges faced in college, 3) “What I wish I knew then” Student Panel
  - Rough dates have been identified for each event
  - A brief sketch of material to be covered has been written for each event
  - We have partnered with Denise Hutchins’ Event Marketing class to put on the third event
  - Next step: talk to Matt Curtis
  - Potential Challenges Identified: Getting students to attend… we’ve been brainstorming various forms of bribery

- **Develop baseline survey for new student on expectations of Integrated Clusters experience**
  - The team has identified concepts to be measured in the survey
  - Time has been set aside during panther days to administer the survey
  - The survey will be administered electronically (i.e. they can take it on their phone/laptop)
  - Questions have been developed for some of the concepts
  - Potential Challenges Identified: Need to keep the survey short and sweet so students will complete it

- **Develop a defined tiered system of engagement that unites faculty understanding of student engagement through shared language**
  - Faculty have outlined 4 tiers of student engagement in clusters – powerpoint slides have been developed to illustrate these tiers
  - Tactical approaches and strategic outcomes have been identified for each tier
  - A brief summary of the overall goals of cluster involvement and the role of each tier has been constructed
  - Next steps: Share with other campus constituencies, who may find it of use in terms of guiding curricular recommendations (i.e. how much involvement in each tier students can/should take on at once)
  - Potential Challenges Identified: We don’t want to exclude students from participating in cluster work, but we don’t want to overwhelm them with too much cluster work either… this is meant as a guide only, but could help inform students and advisers if recommendations are made

- **Have a plan in place to launch in Fall to pilot increased communication/documentation through Student Success Collaborative**
  - A team of staff has been working on creating a mechanism through which increased communication can occur
It is unclear what role, if any, faculty are playing in this process, or how/when this new model will be presented to the whole faculty
It is unclear what information will be communicated

Develop plan to pilot faculty-res life partnership model in Fall 2017
Met with Mark Fischler to continue moving toward a faculty-res life pilot this Fall
Current desired goal (which may or may not be met) is two faculty members associated with each of the 5 traditional residence halls that will be on line in the Fall (a sixth is under renovation)
Made recommendations to Mark regarding the role of faculty and identified faculty members that could potentially be interested
Recruitment of faculty has begun
Potential Challenges Identified: Getting enough faculty involved... the amount of service being pushed to faculty, especially under cluster team leadership models, is quite high, and with a push to minimize release time, it could be challenging to get many faculty involved

Reflective Questions:

What connections/intersections do you see between the work your team is doing and that of other teams?
Several members of the team have expressed concern that faculty will not participate in Panther Days because they will be burned out after University Days, Cluster Days, and retreats. The effect of this remains to be seen.

What do you see as the most productive outcome (realized or potential) from the work being done this summer?
I wouldn’t want to point to one subgroup above the others as the most productive. All the groups are working hard!

What, if anything, is getting in the way of you getting your work done?
It’s unclear what kind of input faculty have had/will have in terms of the initiative toward increased communication between faculty and staff regarding students. I do think faculty should be at least asked what kind of additional information they, as advisors, or professors, would want to have about their students. It is possible that this is already happening, but most of my offers to help/questions about the program have gone unanswered.
Additionally, getting people together to meet has been a challenge, due to various travel schedules, etc. And some people are more responsive than others over email.
Institutional Logistics

Progress on Goals/Deliverables:

- **Participate and report on discussions of the Gen Ed Task Force on scheduling**
  - The Institutional Logistics Task Force has been meeting bi-weekly. We have been discussing variations on the scheduling grid, and what the impact of each might be on different programs on campus, as well as on campus culture. At this point, we need a direct conversation with the Gen Ed Task force as well as the faculty curriculum committee. These entities have not yet posted briefs on the cluster task discussion forum, but we are reaching out to them this week leading into our scheduled meeting this coming Monday.

- **Initiate a discussion to establish a framework of lab space on campus**
  - Jo-Ann Guilmett, Bob Bruemmer, and Bret Kulakovich have been brought into conversations towards this end. A clear model has been described among them. The goal for the summer is to generate a list of spaces for initial inclusion, as well as the list of descriptive taxonomies.

- **Explore collaborative opportunities among disciplines for audience development**
  - I have had meetings with Marlin Collingwood, Stuart Crowell, Cynthia Vascak, and Melissa Furbish in varying combinations. We are discussing opportunities to create memberships, lists of patrons, and other systems for subscription to PSU events. I will be reaching out to Development as well in the next week to discuss these concepts further. We will also reach out to the Student Design Company and the marketing program, presenting events on campus as an opportunity for course work in branding. The performing arts on campus are unique in that they are a high-dollar commodity being marketed to the immediate community around campus. We intend to establish this as a model that can be pushed outward for many types of event on campus.
IT Project Support

Progress on Goals/Deliverables:

- **Deliver the Phase 1.0 functionality for the Cluster IT Project by end of summer**
  - The IT Project Steering Committee continues to meet regularly with 7Summits. We are tailoring an installation of Sales Force Communities to serve as a platform for communication and idea sharing across all clusters. The project has a timeline that will deliver a beta version of the software by University Days. At that time, we intend to use a panel of PSU faculty and staff to demonstrate and test the software, with more versions following immediately in the mid-fall semester.

Reflective Questions:

- **What connections/intersections do you see between the work your team is doing and that of other teams?**
  - Scheduling obviously overlaps greatly with curriculum. The lab-framework will potentially deliver a huge marketing tool for recruitment, as well as throwing fuel into the propulsion of projects and anything lab-related. Audience development is directly tied across discipline to cluster-leadership.

- **What do you see as the most productive outcome (realized or potential) from the work being done this summer?**
  - This is a very large question, and time does not quite permit me to address this at this time.

- **What, if anything, is getting in the way of you getting your work done?**
  - We do not always see clearly what work is being done by the other task groups. The discussion site is intended to keep everyone in the loop on each others’ work. However, the faculty curriculum and gen-ed groups, for example, have not published briefs yet.
University Days & Cluster Days

Progress on Goals/Deliverables:

- **Plan and facilitate Cluster Days (Aug. 28-29)**
  - Decided to complete University Days before completing Cluster Days
  - Designed and tentatively outlined the two Cluster Days
  - In process of planning workshops and contacting presenters
  - Completion of Cluster Days by July 21st

- **Assist in planning and facilitation of University Days (Aug. 23-25)**
  - Numerous meetings held over the past few weeks
  - Finalized the schedule of University Days
  - Approval of University Days schedule
  - Completing the workshop descriptions and contacting presenters
  - Finalizing room assignments
  - Completing lunch and breakout food stations
Cluster Leadership Design: Justice & Security

Progress on Goals/Deliverables:

- **Revisit and revise mission statements, as needed**
  - The team has discussed a few potential changes to the mission statement that the cluster guides had been working on in the Spring.
  - It has been decided that the group will make some proposals regarding changes to the mission statement to the cluster as a whole during cluster days (assuming time allows) and allow the cluster to vote on it.

- **Validate & Update IC Data Elements**
  - A list of corrections regarding programs in the cluster have been sent to Ross Humer (and received by Corey Hoyt, based on recent emails)
  - A list of corrections regarding faculty within the J&S cluster, and faculty who should be cross-listed in the J&S cluster has been sent to Ross Humer

- **Finalize Functional Assignments (In & Out)**
  - The team has finalized which functional assignments will be adopted by the cluster (or by programs within the cluster) and which assignments we wish to be handled externally.
  - The team has met with administrative staff in the cluster and worked with them to finalize which functional assignments we would like to be exported

- **Identify Functionally Accountable LT Positions**
  - The team has identified 5 LT positions
  - Brief descriptions for the 5 positions have been identified
  - The team has begun to divide functional assignments into each of these positions
  - Necessary release time has been identified, where appropriate
  - The team has also discussed the role of program coordinators, what current chair duties should and should not fall into that role, and what kind of release time would be appropriate

- **Define IC Support Model**
  - In exploring tasks that the team would like handled outside the cluster, some tasks are already handled externally and some are not. For those that are not currently handled externally, we didn’t feel right recommending what current positions should take them on, but we do feel that there are tasks currently handled by programs/clusters that should be centralized
  - Questions about staffing have led the team to wonder whether additional admin-assistant-type staff will be hired for the cluster or whether existing program admin assistants will be required to take on the cluster work, and what happens with admin assistants who currently work for two different programs in two different clusters… answers to these questions will help inform whether the team leadership model identified is sufficient

- **Create Transition Plans**
  - A timeline has been formed for transitioning to the cluster leadership team
  - LT members will be nominated and voted on in the Fall – the transition will begin in the Fall, with LT members taking on full duties in the Spring
  - Terms of service have been identified for all LT members and rules have been created regarding serving consecutive terms, etc.
  - A timeline has been formed for transitioning from department chairs to program coordinator roles – the transition will begin in the Fall with a reduction in release time from 6 credits to 3 credits (coinciding with a shift from chairs to program coordinators) occurring in the Spring

Reflective Questions:

- What connections/intersections do you see between the work your team is doing and that of other teams?
There’s a great deal of overlap with other clusters that are piloting, obviously. I think it would be valuable to know what kinds of decisions they are making and why. Also, I think our work intersects with work being done to restructure the university in general, in terms of where duties will fall, etc.

- **What do you see as the most productive outcome (realized or potential) from the work being done this summer?**
  - Hopefully a functioning leadership model...

- **What, if anything, is getting in the way of you getting your work done?**
  - We have a lot of unanswered questions. For example, if we want to give things away (i.e. we don’t want the cluster to be accountable for them), does that mean that they will become someone else’s job, or will we be overruled? How are other initiatives at the university (such as the revisions in financial services) going to affect what the cluster may or may not be responsible for? How are the changes going to affect our current program administrative staff? Will separate administrative staff be hired for the cluster?
Cluster Leadership Design: Exploration & Discovery

Progress on Goals/Deliverables:

- **Revisit and revise mission statements, as needed**
  - Yes! We worked on this and have a new draft.
  - However, we are entirely unclear about the process for realignment and “rebranding” (and creating a new mission). We asked about what the process was/is, but we have not received information on this aspect of the transition. Decisions must be made – right away. “We are working on it” can no longer be the answer...

- **Validate & Update IC Data Elements**
  - The title of this area is entirely vague – please use common terms that an educated person can understand (are data elements really people?). That said, we think you are talking about who counts in our “cluster home” for E&D.
  - How do folks change clusters and realign? Again, we do not understand the process for individuals, departments, disciplines, adjuncts, staff to change clusters. We reviewed who is in our cluster now, but we don’t know what to do about changes. We had also been told that we would get updated lists but have not yet seen them. The list does not appear accurate and there is at least one program left out. Hope to find out at this meeting.

- **Finalize Functional Assignments (In & Out)**
  - We have reviewed all of the chairs duties and all of the members of the E&D Leadership were unanimous in insisting that >90% of those duties remain at the department level, in the Chair’s list of duties.
  - We do not know what functional assignments the deans might move to clusters and are very concerned by this. In particular, we are concerned that there is a movement to move administrative tasks from administrators like Chairs and Deans (who have release time for this) to faculty (who don’t). When will we have some information on this?

- **Identify Functionally Accountable LT Positions**
  - What is LT? Please define uncommon acronyms. I don’t recall having these (CC)
  - We have tentatively identified two possible models and are currently deciding (EG)

- **Define IC Support Model**
  - We have a recommendation for doing this (EG)
  - I don’t understand what in “IC Support Model” is and I don’t recall having one (CC)

- **Create Transition Plans**
  - We are hoping to have time during University or Cluster days to orient, solicit feedback and launch pilot

Reflective Questions:

- **What connections do you see between the work your team is doing and that of other teams?**
  - We are watching closely what TESD is doing. We’d like to have joint session with them. However, we are a very different cluster than they are as they do have a central theme.

- **What do you see as the most productive outcome from the work being done this summer?**
  - A leadership pilot for E&D

- **What, if anything, is getting in the way of you getting your work done?**
  - Response from administration concerning duties to be moved to clusters. Definition of cluster home for FT faculty and others. Process for rebranding and realignment. Lack of clarity on exactly what the role of the leadership three day consultation/session is in summer work. Purpose of Cluster days. Purpose of University Days. Trying to think about a “one size fits all” in terms of cluster administration (and we are fearful that the administration will take this ‘one size” approach). Some of the clusters are more like departments while others are more like colleges. Five days of meetings was generally deemed excessive by the E&D Leadership.
Cluster Leadership Design: Tourism, Environment & Sustainable Development

Progress on Goals/Deliverables:

- **Revisit and revise mission statements, as needed**
  - Have not reviewed recently, not our highest priority. Have considered a name change and will bring this to our full TESD group for discussion at our retreat on August 28th from 10:00 a.m. until 2:00 p.m. We mostly have trouble with the “Development” tacked on the end because “sustainable development” is a specific, recognized field of study which is not our mission. We have considered “tourism, environment and sustainable societies.”

- **Validate & Update IC Data Elements**
  - I am not sure what this means? We did update our website information with a list of our funded projects and descriptions.

- **Finalize Functional Assignments (In & Out)**
  - I am not sure what this means? I think this may be covered in our plans.

- **Identify Functionally Accountable LT Positions**
  - We have created two new positions as part of our structure. We are calling these a guide and guide elect. We have defined their job responsibilities. They will serve as a team and will meet and divide up the list of duties.

- **Define IC Support Model**
  - We are requesting a fulltime AA for our TESD cluster as well as a fulltime PAT support person. We have created a list of job responsibilities for each.

- **Create Transition Plans**
  - We will present our operation plan to the full TESD group at our August 28th. We are seeking to present our plan to the Deans and President before then. We will send a draft of our Bylaws to the TESD group to consider and vote on at our retreat. We plan to vote on the guide and guide elect at our first meeting after the retreat, which will be the fourth Wednesday of September, our regular meeting time for the semester. We expect the two elected positions to ramp up during the fall and start operating with our proposed structure in January ’18. So, we want the guide and guide elect to be able to plan for a course release for spring ’18. We would like to hire a PAT support person as soon as possible in the fall.

Reflective Questions:

- **What connections/intersections do you see between the work your team is doing and that of other teams?**
  - We haven’t been so concerned with this and have been more focused on what we need as a cluster to operate.

- **What do you see as the most productive outcome (realized or potential) from the work being done this summer?**
  - We have met at least 3 times for multiple hours to develop, clarify, and refine our TESD operational structure. We have a clear plan, see accompanying documents, and have started addressing all needs for when Departments disappear.

- **What, if anything, is getting in the way of you getting your work done?**
  - Nothing! We are ready to roll. We have a clear proposal. We are ready to share our plans and listen to others. We are seeking administrative endorsement of our plans. All we have left to do is develop our draft of our Bylaws. Other than those we are ready to meet with our full TESD group.
General Ed Outcomes Task Force

Progress on Goals/Deliverables:

- **Refine the definitions of Student Outcomes**
  We have a very good draft for 4 outcomes which we are calling Habits of Mind. The 4 habits of mind are: Purposeful Communication, Problem Solving, Integrative Perspective, and Self-Regulated Learning. Our idea is that each of the habits of mind can be worked on in every general education class.

- **Develop benchmarks for those outcomes**
  We have very good drafts of benchmarks for each of the 4 outcomes. We are using a mountain metaphor for the benchmarks where we will be assessing students’ progress using “signposts.” We have avoided a “deficit model” for the signposts but instead simply want to assess where students are. We would expect most first-year students to be at “basecamp.” In most of their other general education courses, students will be “climbing.” And in the capstone, most students should reach the “summit.”

- **Complete a report for the Faculty meeting in October**
  We are planning a University Days session to get feedback on our work. We will have a preliminary draft of the report ready before that session to explain what we have done so far.

Reflective Questions:

- What connections/intersections do you see between the work your team is doing and that of other teams?
  - The FYS Fellows will be working with the habits of mind. Eventually, we’d like to see a set of common habits of mind that every department (academic and non-academic) will use in all of their interactions with students. Because of that, we think our work also connects with the student experience group. The habits of mind that we came up with may or may not be those used by the entire University.

- What do you see as the most productive outcome (realized or potential) from the work being done this summer?
  - Given that we have gone 15+ years with this gen ed program and have had no common outcomes for the program, the simple fact that we have addressed this issue (building on the work of the spring retreat of a gen ed working group) is a huge accomplishment. We are also feeling pretty good about the benchmarks (and the metaphor) that we’ve developed for the habits of mind (although we still have some work that we’ll accomplish in July).

- What, if anything, is getting in the way of you getting your work done?
  - We have been very productive but have had some difficulty getting everyone together in the month of July. We are making it work with some virtual attendance at meetings.
Curriculum Committee

The full Curriculum Committee held a full day retreat on June 21st during which it set its timeline and scope of work. The committee is sticking with its stated goal to roll out by October a set of policies, procedures, definitions and templates to support faculty in developing innovative credit-bearing academic experiences aligned with Integrated Clusters Initiatives.

Progress on Goals/Deliverables:

• **Create a definition and policy related to development of Toolkit courses**
  - The working group for this will complete the bulk of its tasks in the first three weeks of August. The final product will include a working definition of a Toolkit course as well the required policies and procedures for approval.

• **Create a “shell” or template for credit-bearing academic “project” experiences, including shared outcomes, required documentation, etc.**
  - The working group for this will complete the bulk of its tasks in the first three weeks of August. “Projects” seem to be the credit-bearing academic experiences that are least well supported by our current curricular structures and procedures. Therefore, the working group for this task will develop a definition, a course template, guidelines, procedures and policies for offering high quality academic “project” experiences that share key characteristics including (most likely) learning objectives or outcomes.

• **Create a written description of the overall framework the committee is using to implement these innovative options, which includes consideration first and foremost students and their experience and engagement and also ease of implementation and processing for faculty.**
  - Members of this working group have been individually drafting parts of the description. They will meet Thursday, July 13th to continue their work. They will complete their work during the first several weeks of August. The goal is to provide a clear explanation and rationale for the committee’s proposed first phase of implementation of innovative academic experiences aligned with Integrated Clusters.

• **Draft associated policies related to the activity above.** See above.

• **Plan and facilitate workshops during either University Days or Cluster Days to collect faculty feedback and input**
  - The committee chair arranged two workshop sessions during University Days. The committee will meet in early August to plan these workshops and develop materials.

Reflective Questions

• **What connections do you see between the work your team is doing and that of other teams?**
  - The committee’s work is so specific that overlap with other working groups this summer is unlikely. However, the framework the committee is developing for Clusters and Curriculum is very focused on the student experience so there are likely good connections to make with the Student Engagement team moving forward. Curriculum is so central that there are probably connections of some sort to the work of most summer work teams.

• **What do you see as the most productive outcome from the work being done this summer?**
  - The most valuable outcomes of this summer’s work are the following: 1) Development of a system for labeling academic offerings to make them easier for students to find and understand. A key component of students’ education should be to aid them in understanding and articulating the value of their educational experiences. The committee’s approach aims to facilitate learning and teaching in this area; 2) Development of mechanisms to facility design and offering of innovative academic experiences such as projects.

• **What, if anything, is getting in the way of you getting your work done?**
  - As of now, the committee is not facing any specific obstacles.
First Year Seminar Fellows

Progress on Goals/Deliverables:

• **Create a foundational syllabus that fellows and future instructors can adapt to maintain consistency in our student’s experience**
  o We have a foundational syllabus that focuses on the identified goals of FYS.
  o Cathie LeBlanc is working on an open educational resource (OER) textbook focused on the common goals of FYS. This textbook will provide common readings for all sections of FYS. The resources in the textbook come out of the work that the fellows group did in June. This resource will provide some common and consistent readings for first-year students. In addition, Cathie is working on an OER instructor’s manual to accompany the course.

• **Design assessment tools for the course that will be the cornerstone of program assessment, developed in relation to whole educational experience culminating in a capstone experience (INCO)**
  o A subcommittee of FYS fellows is currently working on a survey-type assessment tool that will be delivered in a pre-post format to all students enrolled in FYS.
  o Additionally, the FYS fellows have committed to a common final assessment that will allow students to share their work with both the campus and larger community. The common final assessment will involve a poster presentation during finals week.

• **Teach two sections of FY Seminar to be taught in Fall or Fall/Spring**
  o Each fellow (as well as some additional instructors) are committed to teaching their FYS sections.

• **Build a connection with the first-year student experience outside the class itself**
  o Our final assessment (see above) will provide an opportunity for students to share their work with the campus and larger community.
  o Many sections of FYS have identified outside partners that will work with students both inside and outside of the classroom.

• **Provide recommendations for V2.0 of the syllabus coming from assessment of how things go in the fall**
  o We have a retreat scheduled for September 1st and we are working on scheduling reflective practice groups for the fall semester. The work around recommendations will happen once fellows have had a chance to teach FYS.
  o Additionally, we are exploring the possibility of a January Jamboree session to inform the larger campus community about what we learned.

Reflective Questions:

• **What connections do you see between the work your team is doing and that of other teams?**
  o It seems like there are a lot of connections to the groups that are working on both curriculum and student experience. Specifically, we see connections between (1) the student experience group, (2) the gen ed outcomes task force, and (3) the gen ed working group, particularly around the connections between FYS and the INCO course.

• **What do you see as the most productive outcome from the work being done this summer?**
  o The fellows are excited about the changes to the first-year seminar and the possibility of getting students involved in active learning and taking ownership over their own education.

• **What, if anything, is getting in the way of you getting your work done?**
  o The FYS fellows group has faced two main challenges:
    1. Getting all the first year fellows to have a common experience with regards to planning the course. Scheduling difficulties with summer time as well as the number of people involved made it difficult to get everyone in the same place at the same time.
    2. Timing has also been a challenge. For example, we need to teach the course this fall, but the general education outcomes aren’t yet finalized, so that has made it challenging for us to design an assessment that addresses those outcomes.