Developing tomorrow's leaders: I feel that our department and program is quite connected to our state level program and so our students' involvement is also stronger with our profession.

I need more time to answer this.
My work is already interdisciplinary and crosses over multiple fields. Cluster work would encourage connections across departments, and I hope, enable faculty to work and have release time for scholarship to work with other faculty members and work with students to engage in scholarship. With our current model, it is simply impossible to teach four classes well, engage in service at the level of expectation, and engage in scholarship at a meaningful level.

"It surprises me that none of the clusters represent anything about children and families, teaching, learning and schools. That is the place I would be most connected given I work in elementary education teacher preparation. In the public schools, there is a term "'wrap around services"'. It's used in all sorts of ways but in essence means, "'Can we please just get everybody, and every agency that exists to support children and families/caregivers in the same place? On the same team?'" Community housing programs might partner with school counselors, medical professionals, and so forth. It's good stuff. Rather than just a cluster for academic study of interdisciplinary topics, might we create an institute that does something real and serves the state? Maybe partner our UG and GR programs in human service together to form an institute that offers not only academic degree programs, but also direct fee-for-service contracts to NH communities, PD for educators and service providers, and more? It could be an institute that holds "'clinics" (wrong term?) at the Concord site on Wednesdays, up north in Berlin (WMCC?) on Fridays, and so forth. My main hesitation about clusters is that they are internally-focused and I think our work needs to break out into the world to be real, meaningful, and attractive to prospective students."

Teaching
I think my real world experience in the criminal justice system would help me contribute.

Working with departments like Art, English, Communications, to develop projects for various local/regional organizations integrating technology solutions.

I am in the business of healthcare. I think that a cluster formed around healthcare innovation and policy would be very interesting and something I could contribute to, both academically and professionally.
Not sure yet.
Working with nothing but a title, I feel that all of the mentioned clusters could be nothing more that the renaming or combination of programs that already exist on campus. I don't feel that I have a strong personal connection with departments or programs outside my own.

I don't know. The two I indicated seem most relevant but I would want to know more about them before I would feel confident about it.
No, not really. I'd want to base my contribution on my intellectual and professional background, not a personal connection necessarily.
None of the clusters seem a perfect fit for me despite the fact that I believe my department is highly suited for a cluster approach. The justice cluster would be the closest to my interest although I would need to know more about the way it has been conceptualized before I weigh in.

It is difficult for me to see how might contribute to these clusters until I have a deeper understanding of these groupings. I can see how students in early childhood might work with clusters but it will really depend on the project or process that is the focus of the group.

"Through the following means: - Networking and making the necessary connections to collaborate and enhance both internal and external partnerships. - Taking initiative in developing or furthering projects within the community - Incorporating student involvement in various capacities - Integrating projects in to coursework - Potentially seeking grant funding for relevant projects"

I research critical human health issues.
Unclear at this point since the cluster operating model has yet to be adequately defined.

As someone focused on sustainability and the environment, I would hope to play a central role in such a cluster through leadership, teaching, research, involving students, facilitating partnerships inside and outside of PSU and other activities%o%Û?basically, doing my job under the "header" of a cluster (or multiple ones).

Collaborating with other faculty on special projects; leading a "team" of students investigating topics relevant to the cluster theme, participating in the evolution of how the theme can translate into action initiatives.
I really don't see how I would.
Teaching within, Participating in development of new programs, ie. UG healthcare management or GR Personal Financial Planning, reaching out to industry leaders for support/internship opportunities, i.e. HFMA, healthcare orgs., CFPs, wealth management/financial orgs., etc.

Providing expertise, mentorship, and connections to real world experiences and potential partnerships
I can imagine being part of an education-focused cluster looking at the role of public education in society. My work focuses on the intersections between access, networked and open pedagogy, and interdisciplinarity. As higher education (in particular) changes shape, I would be happy to partner with other learners and scholars interested in developing public-oriented models that leverage pedagogy-driven technologies to centralize students and student need in conversations about the future of education, higher education, and/or public education.

Integrate projects in my courses; my own research; involving students in research; working on co-authored works; assist students or student organizations.

"teaching courses connected to cluster topic. research related to theme"

its hard to answer this question without an explanation of what the clusters are aimed at? These
are just titles. Need a description. Based on the titles I think as a nursing professor I could contribute to: health, technology, leadership, resilience, adaptation, social justice, sustainability, and developing leaders.
I don't know.
My teaching and work experiences are in the health field. However, I think the broader picture of health should include social, regional, and environmental perspectives. I would like to see more collaboration between the majors of Social Work, Criminal Justice, Nursing, Health & Human Performance, Sociology, Psychology, and Early Childhood Ed.

Being that my expertise is in rhetoric (intentional message making, hermeneutic thinking/awareness, writing/constructing arguments, persuasion) and communication ethics/professional civility, my skills, interest, research/scholarship translate to several of the areas (as I interpret the particular nature of the areas identified). In particular, related to developing/mentoring future leaders or organizational performance/innovation. Though I will say, my strongest area, which is key to PSU's developing ethos, is ethics, in particular, communication ethics/ethics applied/dialogic ethics.

"I don't know yet"
The law is pervasive and applies in almost any cluster. It also applies tangentially in areas that involve risk management, ethics, social responsibility, leadership, justice, etc.

My current work with the business community, chambers of commerce and tourism providers through the Bienvenue NH project would fit very well with a cluster pertaining to tourism. Attracting more visitors to our area (from Canada) would be a way to generate economic development and potentially environmental sustainability (through preservation of our natural resources). I would love to open my current work to other disciplines such as marketing, entrepreneurship, communications, graphic design, etc.

Assisting with technology efforts
Right now I do not feel a strong personal connection with any of the previously listed clusters. I like technology, problem solving and innovation, which is why I associate mostly with the first two.
"As I teach writing, I am interested in everyone having the benefits of being able to use writing for reflection, creation, deeper thinking and problem-solving. I am also interested in the improvement of the educational system, which would require strong leaders. At the same time, I view education as a continuous process of trying to achieve social justice. We work extensively through the writing project with developing leadership skills and with investigating how to do that effectively and wisely. I have rich experience with working towards cultural change in schools, both in New Hampshire and in the Dominican Republic which I could bring to this work."

Travel with students, Student club creation, Integrating Diversity and social justice into the Teacher leadership role
As an interdisciplinary social scientists who has spent her career exploring the best
methodologies for engaging the public and stakeholders in solving environmental challenges, there are many themes I would be interested in contributing to. I have extensive experience conducting community based participatory research and using stakeholder engagement methods in conjunction with structured decision making approaches to address interdisciplinary environmental challenges. These methods include surveys, interviews, focus groups, community forums, and roundtables. I am comfortable with manipulating both quantitative and qualitative social science data and I enjoy co-developing projects with stakeholders to address mutually interesting and relevant topics as I have been doing with NHDES, Piscataqua Region Estuaries Partnership, Squam Lakes Association, the Upper Valley Adaptation Working Group, the U.S. Army Corps of Engineers Global Change program, and the Hubbard Brook Research Foundation.

Contributing my research expertise in science, teaching courses in/around the topical area (developing new courses).

I would most likely be a minor contributor to a cluster, given my research agenda.

Thinking about the role of educator preparation at Plymouth State, this seems as if it is the best fit for me. I assume this cluster would include educational leadership and teacher leadership (broadly defined). Through my own service with the NH DOE and schools and my leadership within education programs on campus, preparing caring and high quality educators who are thoughtful and service-minded leaders in K-12 settings is at the center of my work.

Art and Design surrounds the human experience at every turn. The space you sit in, unless you are outdoors away from society, your entire environment was designed. Architecture, industrial and visual design and media, time based media, health and wellness (art and craft as therapy, investigation, and a creative endeavor for the mind), archaeology and history, philosophy, social change. There are so many outlets where the arts can contribute (not serve) to these areas. Arts and Media is a crucial driver that relates to our culture and vise versa. There is a cluster the arts fits in but there needs to be room for other interdisciplinary investigations beyond a cluster.

Special education aligns perfectly with health and human engagement. I could imagine cluster experiences focused on how professionals can meet the needs of diverse populations across all ages.

Doing research, through outreach with the community, through education with my students and community outreach

Integrating the research content and off campus partnerships that I have developed for my Ossipee Park book into projects related to tourism, healthy living in the outdoors, developing the organizational performance of nonprofit organizations, preserving and conserving historical resources and sensitive areas of the natural environment in the lakes and mountains region of New Hampshire, using the popularity of the region for national and international tourists to bolster local economies, using partnerships as a learning laboratory for students, providing students with the opportunity to prepare materials for my book or related publications such as maps, visual images, etc., that could be used as resume accomplishments by them, and a possible LinkedIn recommendation for them from me, etc. I see lots of possibilities. I would
also see the possibility of working with other faculty members on projects in this area of common interest that would allow us as PSU faculty to facilitate goal achievement for the missions of our partners (for me, the Lakes Region Conservation Trust and the Castle Preservation Society).

My background in health and healing in personal and organizational well-being has prepared me to work with people that have similar interest. As a change agent I would enjoy looking at organizational, cultural and personal transformation leading to social transformation.

Through research and collaboration. Bringing interested students together to work on problems cross-disciplinarily.

As I am really unclear how a cluster would operate, this is a difficult question to answer. I would assume I would contribute my expertise in appropriate areas and help in the development of learning experiences/courses where appropriate.

I am a scientist. That is what I do, having gone through a peer-reviewed educational system that guarantees quality in areas that grant the Ph.D. As long as I do what I am good at I am fine. If asked to do something I am not good at, I am not happy, nor should students be happy with instructors doing things they are not good at/trained in .. to the extent they (and parents) can judge such matters. The problem with clusters as proposed here is that I do not see peer review quality control. It could be a race to the bottom of quality in a effort to appear trendy. Please be careful with this cluster idea.

I see developing future leaders as a core mission of my job and responsibility

Any aspects related to mental health and improved interpersonal communication.

It's the only one to which I felt at all connected. I think that technology and the arts (performing and fine) have many more connections/applications than can fit into this one cluster title.

I believe that training teachers is important for developing the leaders of the future.

Partnering with outside corporate sponsors to work on real world issues that provoice rich and engaging learning opportunities for our students.

By changing it to meet the needs of the partially self-organized groups that already are functioning along these lines. To improve the clarity of the cluster focus and identify the outcomes, stakeholders (cluster partners, students, outside organizations), and potential funding targets.

I had the strongest connection to human performance and I feel connected to that through my own participation with wellness.

Collaborative research projects with other faculty & students

I would participate if asked.

I've been involved in discussing the nexus of tourism, envt and sustainable dev and teach in these areas. My research is ecological but as such envtl and stresses sustainable processes. I am also eclectic and have an interdisc bend. And, I like collaboration, a lot!
I have a background in medical anthropology and public health, so I could see many ways to integrate with a Health and Wellbeing cluster. I would advocate for expanding the geographic reach of the cluster (thinking about this theme globally instead of just USA or New England), and also for expanding what we mean by health and wellbeing themselves (a more holistic understanding instead of just biomedical). I would be interested in offering courses that appeal to people in medical fields on topics such as global/public health, or cultural competency for health workers.

I see myself contributing to each cluster by playing a supportive role with contracts & grants, university partnerships, mobilizing students, and helping to organize and support teams. I can also contribute to a few of these clusters in my capacity as a scholar and teacher.

Personally producing my academic outputs, and seeing where this cluster thing goes. Producing means not being distracted by too many meetings or other semi-obligations.

Collaborating to develop the cluster's mission, vision, objectives and goals; working with team members to develop cluster related programming to meet said goals; engaging with students interested in the cluster through projects, service learning and courses.

Possible inclusion in curriculum in various Applied Ethics courses as well as possible projects.

I really am uncertain as to how I might contribute to any of the clusters

As nursing faculty I would fit into a cluster that has a relationship with Health.

Though trained as a statistician/mathematician, I have a background in climate research and computing. I see myself as working closely with climate change researchers as a statistical and computing expert.

It is unclear at present time if I would be able to. I do not feel any connection with any of the clusters. However, I feel that I am currently very productive. I feel the same way about others in my area. How will we fit in? Do we need to? Will we be left by the wayside? Will what we are doing matter to PSU going forward?

Classes, Activities/labs, outreach and Research contributions.

I believe Education is pivotal in building tomorrow's future leaders. I am passionate about learning, teaching, advocacy, and philanthropy; all of these areas would develop empathetic, empowered future leaders.

I am not looking for new research opportunities. If my ongoing research can contribute to a cluster, I'm happy to share it. I don't work collaboratively due to the nature of my discipline.

Every fourth semester, I teach a class that could tie into one cluster, and I'd be glad to explore limited experiential learning opportunities in connection with that course.

By offering a course that combines digital technology for another area, such as developing a
course for Business majors that introduces them to the basics of communication design (typography, color use, software integration, etc.).

"Based on research before this year, I have been working in public history. The cluster around "'Exploration, Discovery, and Social Change'" and the one around tourism are two that are easy fits for that work. Based on the work I am doing this year, during a fellowship exploring leadership, the cluster around "'Tomorrow's Leaders'" is a clear fit. As Julie noted in one of the discussions, people won't necessarily be in just one cluster and their fit within clusters will morph over time. I imagine others had a problem picking just one cluster too."

Working with students and other faculty to create projects and/or connections.

My specialties in political science include Civil Liberties and Citizen Politics. No other interests or expertise qualify me to contribute further.

Leaders of tomorrow is a broad term that I see a connection to education. As an educator, I see that my program is tied to developing teachers who influence and develop the minds of youth. Based on the theme name, I see the program and research tied to education as being instrumental.

The program I coordinate and teach in is an obvious match for the Health and Human Enrichment cluster. I also do a fair amount of student and personal research each year and the questions we are posing are always related to Health and Human Enrichment.

I would be interested in contributing ideas around land use and environmental planning. I can also contribute to outreach and forming partnerships with a variety of organizations off campus -- I have a lot of experience with this through the Center for the Environment. Outreach about the cluster would also be an area where I can contribute.

I have a knowledge base in the history and contemporary issues in amusement parks and resorts, an interest in the environment reflected in social action and in engagement with organizations in the past, so the tourism et al one is strongest interest for me, mixing in a little knowledge of late adolescent development and student development. The health one appeals a little, depending on where it ends up.

Research projects, direct community engagement and service with PSU student involvement, expert consultancy

Consulting as an advisor to student projects. Participating in discussions regarding any curriculum developed around the cluster. Team teaching a course(s). I would be engaged in ways that made sense for our students and for me professionally.

Consulting with others to see if ideas are feasible.

Working on raw science, applied science and/or engagement with external partners, and advising students

Helping to design and define the cluster, helping to design the structural elements, teaching intro courses to the cluster, teaching disciplinary courses within the cluster, mentoring students in open lab (although this makes me the most nervous...).
My research area aligns with human development across the lifespan so I imagine teaching courses in multiple disciplines (education, psychology, health, etc)

amongst other things, mentoring projects, teaching classes

Investigating social change over time; historical roots to today's questions/issues of discovery and exploration.