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
o FYS fellows – redesign of course focus/ enhancing to align with clusters
o Talking about a mechanism to assess GenEd (what?) (learning outcomes?)
  o Sent a faculty team to national GenEd conference
  o Discussed creating INCOs and other GenEd components that will embed in multiple disciplines that
    are related in some pertinent way
  o INCO as a capstone discussion started
  o GenEd structured interdisciplinary Directions

**Facility Development**
(Co-location and building out open labs):

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

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

  o USNH Open Ed initiative
  o PETC collaboration/cluster project
  o PEHE TC Health Related Fitness – Concord HS
  o Working with Trout Unlimited
  o Happiness Project
  o PSU participated in statewide survey on school partnerships
  o Alternative spring break projects
  o Partner of CFALHC w/ Common Man
  o 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
o Advisor Councils (letters to accepted/admitted students, career counseling)
o Student success coaches and collaborative
o Student mentoring and tutoring organizations
o Pinning ceremonies, end of year ceremonies
o Student-driven science investigations
o Building departmental social media
o Redesigning major FYS (CJ)
o More FT faculty teaching FYS
o Cluster comp.
o Incoming students choosing courses (increased choice)
o Establishing institutional fit with an inquiry/future student through major and program
o There has been some news attention paid to marketing graduate programs (more to do, but progress made for sure!)
o 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):
o Identify institutional/internal needs (student life, etc.)
o Help staff better education
o Find campus partners
o Plan for campus-wide conversations about what we want in the curriculum
  o What do faculty need to develop curriculum?
  o What do we mean by “cluster curriculum?”
o Learning Outcomes – university-wide (Gen Ed) When? May?
o How do these connect with Gen Ed outcomes?
o Look at K-12 benchmark framework?
o Structures in place for coding course and how credits are awarded
  o CC by Oct – read out Phase I
  o Guidelines
  o Initial RD of curriculum exp.
  o 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):
o What are the process for resolving the inevitable conflicts that will emerge from implementing “block” scheduling?
o Is block scheduling set in stone or is there still opportunity to adjust it?
o 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.)