

AMP Open Forum Notes

(Oct 26, Oct 27, Nov 1, 2010)

AMP Mission – tried to focus on what SU does and what it does well. Question was asked about the context used for developing the mission, goals & objectives; thought it listed many of the things that we already do well.

Challenge – to distinguish ourselves, identify our niche sharply – we are not PSU, we are not the other PASSHE schools. Identify the things that are unique to the relationship between our students and faculty – what are those indicators – that we do or are prepared to do – what are the signature experiences? E.g. undergrad research.

Who is the audience for the AMP? *The entire university.*

Our personal attention to students etc. that are addressed in the document are going to be jeopardized by the budget issues.

Our personal approach is important in terms of classroom experiences & how Ship compares to other universities (which have large lecture classrooms). Our extras are consistent with ritzy private schools. So we are unique in not having the first and also having the second. Maintaining this balance is difficult with respect to 4/4 faculty teaching load. Strategic planning & marketing – large class sizes will work against how we are unique. Small class sizes are unique to PASSHE and other schools.

Does the SU mission statement align with this mission statement?

Goals – AMP goals are broad and far-reaching with respect to Academic Affairs, and in many cases cut across colleges, departments, and curricula. Colleges and departments are expected to develop more specific goals, objectives, and action items that align with the AMP goals and objectives.

Goals and objectives – are meant to identify what is important – fix the values – these are not the action items.

Mission – 1st PP, last sentence – list of stuff – what's missing is classroom teaching – this should be reflected in the mission with respect to personal attention that we provide to students – classroom settings that facilitate personal interactions and personalized attention. (*Note added after the fact: If you look at the new mission statement, we responded to this suggestion.*)

Amp should inform every program in the university since academics is the heart of the university's mission.

Everyone (departments, divisions, colleges) should be able to tie their activities and directions to the AMP goals and objectives.

Action items – developing now via small groups who are working on the action items for the themes and goals and objectives – showed the matrix and themes.

There is value that comes through creativity & innovation. Valuing & considering contributions from different perspectives – feeds creativity & innovation. We need to include various perspectives in the AMP.

Goals 3 & 4 – currently focusing on things that are co- or extra-curricular. Doesn't talk about resources. Strengthen – these are things that are “deeply embedded and supported in the curriculum” – they are not add-ons supplemental – integral to the curriculum. (*Note added after the fact: Used this phrasing in the mission statement for added strength*).

Faculty time & workload –

- Can't build a program in which the strength of the program occurs offload. This model is not a clear statement of the value of these things.
- There is sometimes a disconnect of priorities/values and time usage.
- Recommendation – make the faculty promotion/tenure process more transparent so that people see those “extras” are indeed valued.
- Are we allocating resources consistently with the value we place on certain activities? Perhaps embed these extras more into the classroom experience – then it's onload and in the curriculum.

Importance of interdisciplinary work – theory & practice – need to be able to speak, work, and think across disciplines (*potential action item*)

Implementation – how do we do this?

Graduate education – cultivate & support grad programs & students – reflect these uniquely in the action items (*working on this in potential action items*)

4.1 – varied assessments, especially as move into practical and field work

Professional documents – how do students stay up to speed after graduation? Do we have programming options for our graduates to continue study with us, e.g. in the form of professional development certificates in their field?

Broad range of students at SU re: academic preparation. As an example, Hagerstown Community College assumes that many students are underprepared & have a culture to meet those needs. Our culture – meets the broad range of needs, expectations, and starting points. *Potential action items: Need to enhance recruitment of better students. Need to provide academic services for underprepared students.*

Open houses – parents don't understand the new PDE certification levels – we need to educate incoming students and parents about the new and transitioning programs so that students are fully aware when they arrive. *This was speaking specifically to the open houses implying that students who come in as undeclared or in another major will be able to transfer into education and this is seldom the case.*

- What is our responsibility to the community/parents? Tie into recruitment discussions – is this the university and program for your child. Also plays a role in first generation college families.

The larger impact on curricular changes – e.g. math content, sections. Need more cross-curricular conversations. *Any time a new program is considered, the impact of this program on other programs must be discussed (e.g. exercise science and biology).*

Need to write an AMP vision statement – what do we want to be in the future – what is the long range target?

Student Recruitment:

- Goal 2 – 1/2/3 – focused on getting students up to speed. But don't forget the high ability/performing students, need to challenge them/mentoring, advising, support for national programs & graduate study. Retention/persistence factors, specific to each group of students, needs to be considered. This needs to be reflected in action items. *This issue is currently being worked on in a subcommittee on the student recruitment and retention action items.*
- *We've lost the culture that we had at one time – the more selective school as compared to the safe school.*
- For working class students – our mentoring, advising, out of classroom experience that lets them go further than they ever dreamed. Changing our classes to larger sizes works against that and does help our students distinguish themselves from other students.
- One-on-one relationship with faculty. Influences – retention, success, give back as alums.

Can we consider the academic mission separate from the student affairs arena? Links to student affairs, community affairs, external relations should be strengthened to enhance the academic experience. Honors living learning pilot in Seavers has proven successful – demonstrates the importance of these links. This is something we expect the university to do – living learning component, etc. *This is being addressed in the themes with specific action items.* If Academic, student, external affairs, etc put their minds together – a lot of things we want to happen for some time would finally happen.

Need to increase cross-talk of committees – very little common space for discussion. Lots of work and recommendations in the past that don't progress.

- AMP – establish common ground to move forward.
- AMP – set a timeline of specific action items rather than just wishes.

Diversity – non-traditional students often struggle on this campus. How we build the course catalog; when courses are offered; when offices are open – is this part of our mission and if so, how do we better meet those needs.

- Diversity components – veterans, older students– how do you incorporate their experiences into the classroom to enhance the academic experience.

Concern – when theAMP is completed – whether there is any basis for implementation. What is the difference between wishful thinking and allocation of resources?

- AMP provides a prioritized list for directions in the future. Valid concern especially in these budget times, first time implementation how to tie priorities to planning, budget, values. Have to be realistic. This is what provost takes to univ planning and budget.
- Annual reporting plan in the future – to division, college, department level.
- AMP – continuous annual evaluation of how things are going. *This is part of the plan.*

Arts – deepening professional understanding. How to do it without a major? Not enough courses – music.

New programs – must have an external study and validation to show whether or not there is the need for a new program. Lots of arts education majors. What about music education majors? Potential action item – need administrative support for new program development, specifically for an external review and environmental scanning, to support the UCC process.

Doesn't believe that it clearly states what we do. Have to read the whole way through the paragraph to get the information. Use bullet points along with paragraph to clearly state points. Afraid they will not read the whole thing.

Goal 1 – The largest college is undeclared – are they fully represented in the goals and objectives? Maybe some of them belong in a liberal studies degree program? Undeclared students have difficulty entering many majors that are overenrolled or require higher than 2.0 GPAs for admission. Does the AMP address the needs of the undeclared student. Some action items are being worked on – waitlisting, declaring majors.

Alumni – Tim presenting it at the board mtg next Saturday to get some feedback.

Goal 4 Item 4 – What were some examples that were part of this goal? Context?

Ex. – UG Research Conference time was changed.

How the federal law applies – Human Understanding Grants.

Two things we are not doing now or that we should do better:

- Be more accommodating to non-traditional students(action item)
- All grads to be global students, 6 PASSHE international campuses (Chancellor goals) - thinks AMP needs to include these goals in the plan.
- International studies curriculum is poor while there are 68 faculty with international teaching or research interests, few are actually engaged in teaching international/global courses.Sax asked Jon Skaff to forward her the info on the Chancellor initiative and the information on this issue.
- No online majors. Online only during summer and winter. Sax clarified the restrictions on distance education – these come from Ship's policies, not the statewide APSCUF CBA.
- 10 yrs behind in online areas/dist ed
- Goal 2#4 – better collaborations between student affairs and academic affairs
- Do you have sense where the money is coming for academic buildings, specifically FSC. Money is there for new dorms and that plan is going forward, but no talks about redoing FSC.
- Capital project money will be used? Dorms are coming from student services with loan funding.

Ship has a good reputation among former students and their relatives. Important to preserve that reputation for alums and for natural marketing.

- Career expo – lots of SU alums as reps of employers. Rep “one of the best career expos I’ve ever been to”. More impressed with SU expo than PSU state college expo and the professionalism of our students.
- Comprehensive educational experience that extended beyond the classroom – encourages employers to tap SU students for internships and employees. Students and parents see these as a unique value and that’s why they come – we need to protect this. Also influences alums to give something back after they leave and when they are in the workforce.

High quality, high value, consistent experience

3rd pp – major programs of studies – 4 goals – like this. A good balance and mix of emphases.

Faculty Recruitment:

- Goal 4.3 – align resources & structures – how do we do this?
- Especially concerned about library – books & database costs continue to increase, but budgets decrease – at some point we may not be able to keep pace in resources for students & faculty. In fact have seen a decline – new faculty are shocked by what they cannot get – this is a recruitment and retention item, as relates to support of research and productivity. Possible action item.
- Size and depth of faculty recruitment pools are troubling. We are competing with schools that have better resources and a 2/2 load.
- Goal 4 Item 1 – To where does faculty diversity extend ? Sex, discipline, division, age, religion? In some cases it is a matter of context – e.g. the typical demographic of faculty in one discipline may be very different from that in another discipline. Wouldn’t diversity be defined differently in those two disciplines? Whose making the context call? There is a need for clarification of the definition of diversity, and how/who sets that definition.

Susan Rimby – co-chairs faculty recruitment committee – AMP will reach out to get any recs they have

Distinctness – don’t see much in mission/goals/objectives – Lipmann Hearn provided us some guidance, where has it gone and not gone yet? Where is the next phase of that marketing plan?

Problem – SU has been robbed of its identity by PASSHE – our trustees are fighting against this – PASSHE at Shippensburg – consolidation. Need to be able to differentiate ourselves from the other PASSHE schools. Should/could we have the resources to be a separate state related institution, like Penn State?

Trustees feel tuition should be increased. Need to try to get Board of Governors & state to pay more attention to PASSHE.

Need to provide clearer examples of how students from SU can and have succeeded in a big way?

Information about the student profile – would like to see that shared more widely with department chairs. Climate – need to share information more. Incoming and outgoing profile – where they go and what they accomplish.

Private education at public price. Facilities are a marketing tool - – one reason to have the new residence halls.

Students come from high schools with better science labs. K-12 teachers say their high school classrooms are better outfitted with technology than SU. These are marketing tools.

Where are we with honors college? Answer: progressing. How/where/when?

- If we are going to reach out to honors students – need to do it in a concerted way, and to support those students uniquely when they get here.