

**Administrative Retreat
Academic Master Plan Activity – Group Reports
May 10, 2010 (v2, 6/2/10 revisions)**

Table 1

- Follow through with a major revision of General Education (Goal 1, #1), including a First Year/Entry Year Experience course (FYE): This will create flexibility within (major) programs as well as general education & develop innovation itself. (Diversity requirement: ¼ of students in such a course do not realize they are in a diversity course.)
- Create capstone experiences for all majors (& students will be prepared to take the capstone course). [For example, use e-portfolio] For some programs, the number of Gen. Ed. credits means no flexibility in the # of courses for the program. [no free electives] With e-portfolio students get to pick work that addresses student learning outcomes; papers from non-majors courses may be better to demonstrate student learning outcomes for writing.
- Curriculum changes in service courses: we need to do a better job communicating with each other. Do we know what goes on in those courses to avoid redundancy? Curriculum mapping can help with this.
- Note: In Goal 1.4, how does “core program” include graduate students? We need to make sure language in Goals and Objectives reflect graduate students also.
- Emphasize lifelong learning: Program can offer continuing education program to emphasize importance of lifelong learning. Perhaps through extended studies or offer conferences or a series of workshops (not just those programs with certification requirements)
- Goal 1.1: There are too many “pathways.” Perhaps we should say streamline or communicate better.
- Climate (Goal 2.2), tenure/promotion: recommend language about respect/courtesy/etc. How students are treated by some faculty, that when disrespectful should be reflected in T & P. Respect, etc. starts with how faculty treat their students.
- Need resources for gifted students in addition to underdeveloped. How talented students leave SU because we have students in class who are not ready and the talented students feel they are wasting their time.

Table 3

- How do we maintain quality academic programs with limited resources? (Private support, SU Foundation, grants)
- Deliberate and appropriate expansion of summer course work. Something to aspire to with planning. Meeting the needs of individuals who need instruction. Look critically at internships; need to look at education outcomes and revenues.
- Continue to look at engineering as a potential program. Graduate & professional program expansion through appropriate advertising of programs. Invest resources in these areas.

- Need more Adirondack chairs and tables on campus to create more of a sense of community on campus.
- Goal 3 objectives seem to be practice & not theory. There is an assumption that we are doing the theory.
- Link the various service learning / volunteer service programs, both Academic Affairs and Student Affairs, where appropriate.
- Make internships a required part of the curriculum?
- Look at creative incentives for community partners, students, and faculty to be involved in internships.
- Rethink internship policy. Look at scholarships/scholarly opportunities for internships.
- Looking at ways to reward students and faculty for participating in research, undergraduate and graduate.
- Basic principles across the University for the completion of research and internship opportunities.

Table 5

- Encourage / support continued General Education Review and Revision: structure, governance, curriculum
- Focus on writing as Middle States recommends
- Goal 3: Faculty & management should work together on the next CBA to include Undergraduate Research, internships, etc. within faculty workload. Undergraduate research and related activities can lead to external monies coming into SU.
- Goal 1 (#3): Continuing education program (promoting lifelong learning) could be enhanced.

Table 6

- Goal 1
 - Weekend colleges, majors required courses flexible times night/weekend/online (faculty resources, adjuncts)
 - Quality in/out of class interaction. Advising – more time needed for this
 - (all goals) Transportation needs for faculty-student experiences off-campus (internships; field experiences as a part of class time, etc.)
- Goal 3
 - On-campus internship; stipend internship, non-paid internship
 - Scholarship & internship – local businesses
- Goal 5
 - Student member of Shippensburg chamber of commerce – add students to other boards to get direct experience in local community
 - Capitalize internship across the curriculum
 - Faculty/mentoring and beyond
 - Local/generalized faculty commitment, reward structure, where does it fit?
 - Retaining students is cheaper; development; honors; social-positive high end role models

Table 7

- **Action 1.** Use various relationships (local organizations, student teachers, internships) to recruit further diversity directly from our community (Cumberland County (Valley), Susquehanna Township, Adams County, Upper Adams, Biglerville). The diversity is already here but we need the relationship to recruit further diversity. (Goal 2: #3 & #4)
- **Action 2.** Study abroad: Devise creative ways to bring international scholars to campus. We are currently not a J1 qualified institution. Pay attention to other institutions – forming relationships with international institutions to bring in international students. (Goal 5: #3)
- **Action 3.** Support services to meet students' academic needs. Create a center facility physically in the center of the campus and virtual sites. Make information available to students and how to get that information efficiently & effectively on their own. E.g., orientation items, service learning projects, living/learning programs in new residence halls, etc. (Goal 2: #1 and Goal 3: #2)
- **Action 4.** Grants to ramp up support and fill in the gaps. (Goal 4: #5)

Table 9

- Goal 1.1. Cross listing courses
- Goal 1.3. Expand & enhance experiential/experimental learning across campus
- Goal 2.2. Implement degree audits to ensure that students are getting the guidance they need.
- Goal 2.3. Collaborate with community colleges. Establish academic partnership with some key local high schools.
- Goal 2.5. Highlight students' achievements frequently on the web or other media outlets.
- Goal 3.1. Implement entrepreneurship initiatives across campus.
- Goal 4.4. Implement activities within first-year experience that allow students & faculty to interact out of the classroom.
- Goal 5.3. Expand and enhance international exchange programs.
- Align the allocation of resources with data from programmatic assessment.
- Miscellaneous strategies:
 - Devise a standard language for the syllabus dealing with stress management.
 - All campus communication
 - Freshman first year experience
 - Create more lounge rooms across campus for commuter students and non-traditionals.

Table 12

- Goal 1. Need GECC input in order to formulate academic environment.
- Pull together commuter service, experiential learning, study abroad, community service into one office. Also would be a cost savings by doing this. Making students aware of these opportunities. For example, College of Business has a formal 'foundations' course in which these opportunities are discussed. Disseminate this information more formally.
- All goals – ensuring student success. Assess student needs in order to retain them (learning center?)

- Online assessment of student skills before freshmen scheduling (proctored at community colleges or on campus).
- FYE that centers on learning skills and identifying weaknesses.

Table 13

- How do we determine priorities among the AMP goals and objectives? It's better to focus on a few things, do them well, and get them done. Don't try to do everything at once.
- If we are truly student centered, then all decisions need to reflect this focus. For example, we are in the design stage of the new housing. Academic affairs need to be directly involved in this process NOW. Academic Affairs needs to drive this process. If we want learning communities, what kind and what should they look like? Should the housing units be smaller than proposed? By college? By status (first year, not-trad, transfer)? By major? Discipline specific or interdisciplinary? And what should the learning/gathering spaces look like depending on the decisions we make? Should there be computer labs and tutoring spaces there? Should there be study rooms?
- Rather than just scholarships, seek funding from benefactors (via the Foundation) for activities that bring students and faculty together for research and mentorship. This would help make the faculty/student connections stronger and have a direct impact sooner. (Conference attendance, joint projects etc.)
- Push more communication through the devices/spaces used by students. Use the technology that students are using (I-pads, e-books, social media).
- Promote global understanding by partnering with other universities overseas. Use technology (video back and forth). Pairings could be by major or departments. Have the students from both institutions learn together – develop common curricula and tie service learning to it for cross-cultural connections (make it international).

Table 14

- Push/Pull between financial shortfalls and academic experience/quality/goals. How do we deliver AMP goals in present financial climate? One Solution: Use retired faculty (APSCURF) for tutoring in student learning center. Expand to undergraduate research, field work, service learning, etc.
- Large sections? New breakout sessions run by retired faculty, advanced students to give a more personal hands-on access.
- Be careful with administration of distance learning. Use when appropriate, but be careful.
- Need emphasis on writing. More at the programmatic/upper division level. Same for spoken communication. Need more writing/speaking across curriculum.
- Need mechanism to move quickly to respond to stresses, budgeting and otherwise. Think outside the box.

Table ?

- Learning Community/ Living Learning Community / Extended Orientation / FYE
- Advising for promotion and tenure

- Support interconnectivity of majors and programs
- Course sequencing to support transitional intellectual development
- Faculty advising/orientation
- Facilities
- Attract non-traditional students

Table ?

- One website for national fellowships & a coordinator of national fellowships (e.g., Fulbright) for students and have a prep team (mock interview, editor) to support that student in application. (Goals #2 and #3)
- Utilize campus expertise of faculty/staff instead of outsourcing (Goals 3, 4, 5)
- More career planning for students during SU career. Impacts advising beyond merely helping with scheduling. (Goals 1 & 2)
- “Art of Being” series should be expanded (helps with lifelong learning) (Goals 1 & 5)
- A global importance rating system tied to all of these 5 goals for out-of-class talks, workshops, events, etc. Also, create an abstract of every talk, event, etc. like for a conference schedule/program.

Table ?

- Goal 1
 - Increase # of courses offered online
 - Integrate a first-year experience into the curriculum – be sensitive to transfer students so perhaps an entry-year experience is better.
 - Standardize entry-year course such as WIFYS.
- Goal 2
 - Create an Honors College
 - Work to create Learning Communities
 - Diversify the student population w/increased scholarships
- Goal 3
 - Figure out how to integrate undergraduate research activities into faculty workload models
 - Increase # of internships/scholarships
 - Subsidize students for unpaid internships
 - Expedite approval process for internships
 - Explore academic year and summer program opportunities for UG research (e.g., SURE program)
- Goal 4
 - Define more clearly academic priorities
 - Find ways to socially mix faculty, students, and staff outside the classroom
 - Develop a graduate dean position separate from the Associate Provost
- Goal 5
 - Encourage study abroad – short and long term

- Expand leadership development program
- Improve campus/community relations
- Look for ways to broadly engage across divisions in civic engagement through incentives

Table ?

- Creating learning opportunity in and out of classroom. (CUB, Adirondack chairs)
- Develop a strategic plan for recruitment and retention sensitive to underrepresented populations.
- Establish baseline data to see where we have been
- Develop support systems within Academic Affairs and Student Affairs to support & nurture new students to SU (Living Learning Communities, FYE)
- Promote experiences that support international exchange especially to underdeveloped countries and Middle East (Messiah model)

Table ?

- (G5) Service learning (academic & civic side) should be more visible part of academic life. Make a general education requirement? Incentive?
- (G5) How do we make our students global and diverse? General educational. Diversity requirement. Globalism across the board.
- (G3) How do we raise resources for Internships and Research? Define a plan and resource it.
- (G4) Students should have rich intellectual exchange as part of Gen. Ed.
- (G5) Continue to investigate and develop Honors College

Table ?

- The need for discussion on distance learning to access implementation (university-wide discussion)
- To engage in a university discussion of how to engage in greater funding for study abroad program so as to enhance our students as well as attracting international students.
- The development of a retreat system that will allow community business leaders and ship family to come together for dialogue on how the bridge the gap between community and university.
- Review the possibility of involving the administration in study abroad programs so as to learn how other universities operate outside the United States.
- The development of services and support for our “non-traditional” students (e.g. issues with time flexibility, convenience, balancing family and school, etc.)