Strategic Plan Implementation Team Leadership Meeting Minutes

February 28, 2011

Attending: Robert Dillman, Yun Kim, Henry Gardner, Vicki Sanders, Gerard Rozea, Chin Hu, Doreen Tobin, Frank Falso, Van Reidhead, Angelo Senese, Mary Frances Postupack, Rich Staneski, Joann Stryker (recorder)

I. **Team Reports**

   a. ***Globalization and Service Implementation Team – update provided by Dr. Hu.***

   A summary report of meetings held during the month of February was distributed.

   The Globalization Implementation Team (GIT) is working to create a database inventory of global knowledge resources available to the University community. GIT is collaborating with International Programs Office on this initiative. The GIT is also examining existing measures to assess global cultural literacy of ESU students. GIT is collaborating with the University Assessment Committee on this initiative.

   Discussion: Dr. Dillman asked who would be implementing the assessment of global cultural literacy? Dr. Hu indicated this effort would be a collaborative one involving both the University Assessment Committee and the Implementation Team.

   The Service Implementation Team (SIT) is moving forwarding with their plans to create a more interactive webpage that includes volunteer opportunities as well as information on courses incorporating a service-learning component. SIT created a mock webpage and met with the university webmaster to discuss whether this type of interactive page would be possible with ESU website. It is so development will be moving forward.

   Discussion: Dr. Reidhead asked if outside entities would be able to come to the site and recruit students. Dr. Chin indicated that would be part of the interactive nature of the new website design.

   SIT is also working on a creating a database of existing service-learning courses at ESU. An information collection form has been designed and is currently being pretested by Service-Learning Initiative faculty members. The form will be revised based on the feedback obtained during this pretest phase. Distribution to

ESU faculty is scheduled for March 14th and data collection will last through the spring 2011 semester.

SIT is also working on the development of a Community Resources database. This should be completed by the end of the academic year. The measure will be designed in March and data collected during April.

Discussion: Dr. Dillman mentioned this is an aggressive timeline for the Community Resources collection of information when you factor in IRB review. Dr. Chin indicated she will be contacting Dr. Shala Davis regarding the IRB review.

Ms. Postupack indicated the team has had multiple discussions about the need for a freshmen survey every year to measure the incoming student baseline information in several areas. Dr. Dillman commented there is then a need to follow up several years later on these same areas to see the impact of the ESU educational experience students. Dr. Kim mentioned a new collaborative cross-divisional initiative has been started to provide coordination of surveys at ESU.

b. People and Resources Implementation Team – updates provided by Mr. Staneski and Dr. Sanders.

A chart outlining the focus areas of the Resources subgroup was distributed. The subgroup has been focusing on the following three elements: changes to the budget process, Campus Master Plan information distribution, and fundraising at ESU.

Budget Process: A change has been implemented whereby the University Senate is now providing recommendations to Dr. Dillman for consideration prior to the preparation and distribution of the President's Guidance Memorandum to the university community. In addition, Dr. Carducci, Ms. Bulzoni, and Dr. Kim are developing recommendations for assessing performance of the budget process.

Master Plan: Presentations have been made to the implementation team and as part of university events. Additional presentations of information will continue this spring semester.

Fundraising: Ms. Russo and Mr. Falso from the ESU Foundation presented information about the fundraising plan to the implementation team. The team was surprised to learn about the amount of planning involved in this endeavor. The next step is to get a report of fundraising results.

A handout was distributed outlining the work of the People subgroup. The subgroup has conducted a gap analysis looking at the division and college strategic plans to determine how people as a topic was addressed in them. The plan was to interact with areas whose plans did not include people; however, all plans did. Consistency in the strategic plans was found in the following areas:
  o Provide better service to those served by specific areas – both individuals served on campus and students.
  o Recognition for good work – particularly administration and staff.

o Professional development – provide educational opportunities for staff and administrators.

Needs Assessment of Professional Development Needs: Ms. Fritsche gave a presentation to the subgroup on this topic. Survey of professional development needs was conducted and the data will be available in March.
Recognition: The subgroup has had conversations on how to implement this. They are focusing on no and low cost options and will be putting forth recommendations.

Dr. Bonnie Green came to the last team meeting and gave a presentation on the ESU Employee Satisfaction Survey results. Dr. Angelo will be meeting with Dr. Green next week to discuss the results in-depth. The results indicate that communication should be the first area initiatives are developed to improve.

Discussion: Dr. Kim asked if there were any concrete suggestions yet for recognizing staff. Dr. Sanders indicated the subgroup is considering a how-to training for managers stressing the importance of incorporating public recognition for good work for their staff.

c. Engaged Learning and Collaboration Implementation Team – update provided by Dr. Reidhead.

A list of proposed workgroups and a framework of key components were distributed.

The team leaders have been distilled all proposed action items into five core areas. These five areas are research, linking co-curricular to classroom, university project/theme, professional development for teaching, and annual ESU conference. The core areas will be taken back to the whole team and subgroups formed to address each one.
Research: Develop an ESU definition of engaged learning and distribute to university community. Identify best practices from the literature for implementation at ESU.
Linking Co-Curricular to Classroom: Create deliberate connections between what is taught in the classroom and what is happening outside the classroom in co-curricular settings such as student organizations and service projects.
University Project/Theme: Adopt the standard practice of professional organizations of adopting an annual theme.   Use this to create common connections and to get everyone thinking about what they are doing in new ways; how what they are doing relates to bigger issues.
Annual ESU Conference: There is wide support for this concept within the team.

Professional Development for Teaching: This is key to change classroom pedagogy at ESU.

In order to be successful, these must be housed within a campus-wide entity such as the Committee for Excellence in Teaching and Learning. There are some key components where this all comes together – established undergraduate and graduate learning outcomes, faculty development, staff development and continuous improvement. Collaboration with all other implementation teams will be necessary for success. For example, for the faculty and staff professional development area collaboration with the People subgroup will be key.

Dr. Tobin stated these core areas are about to be taken back to the full implementation team and the team will be moving into a subcommittee format.

Discussion: Mr. Staneski asked about how the research conferences already held at ESU will fit into the annual conference. Dr. Reidhead and Dr. Tobin explained there is a need to move what is being done into a structure that is greater than individual disciplines. The interdisciplinary nature of the annual conference concept is very important.

Ms. Postupack asked about the role of research in engaged learning plans. Dr. Reidhead stated research is central to the team's approach. We plan to look at what our faculty are doing and identify ESU best practices. These best practices can then be shared through faculty professional development initiatives. A coordinating, central structure is needed to do this effectively.

Dr. Dillman stated the five undergraduate outcomes are important. Engaged Learning is about getting students involved in and close to that learning. Lecture is a passive situation. If you do it, you learn it.
Through assessments we understand students are not learning what the world is demanding of them after graduation. Students go out in the world and they are not able to demonstrate the knowledge, skills and abilities our university student learning outcomes state they should. We are held accountable as a university. Important to assess and understand what outcomes our students have and have not mastered. World is moving quickly. We need to look at our General Education courses. The content material may not be as important as the learning from engaged activities.

Dr. Reidhead stated the University-wide Curriculum Committee assesses a syllabus describing a delivery plan for how they are addressing student learning outcomes for each course reviewed. However, there is no mechanism in place for monitoring the degree to which this plan is applied.

Dr. Tobin shared there are many great examples of engaged learning at ESU. Student organizations that are linked to academic programs and using D2L to share presentations of professional information.

Ms. Postupack reminded everyone to not lose sight of the role the Business Accelerator plays in providing opportunities to apply knowledge.

Dr. Senese stated he sees engaged learning from the perspective of what happens from student to student and from student to professor. When approaching this we need to consider the logistics that support these interactions in the classroom. These logistics include things such as technology and class size. ESU needs to consider how these things occur and provide support.

II. **Budgets**

Dr. Kim reminded team leaders about the budgets that have been provided to support their initiatives. If your team has a concrete initiative to roll out, talk to Dr. Kim about resources. Dr. Kim is hopeful unused budgets will roll-over into the next fiscal year.