BEAMS and IHEP Summer Academy

Woodbury University
Team Assignment #5, July 27, 2007

Project Draft and Action Items

*How we got here:

- NSSE in Spring 2005 showed we perform best in terms of creating a supportive student environment but we need to address enhancing educational experiences and perceptions of co-curricular learning
- Institute for Excellence in Teaching and Learning created in Spring 2005
- Steering committee (WRSC) created for upcoming university reaccreditation
- University identity retreats in January 2006 yielded six basic principles leading us toward a student-centered focus and guiding learning and teaching at Woodbury
- Several focus groups with student groups and organizations in Spring 2006
- Planning for Institute of Transdisciplinary Studies begun in Spring 2006; Institute created in summer 2006
- Integration of BEAMS committee into reaccreditation effort as the Student Success Task Force (SSTF) in Spring 2006 and charged with the review and reform of general education
- Summer academy in Puerto Rico in 2006; plans developed for three-part (faculty, staff and student) learning communities to explore issues of learning outside the classroom and co-curricular integration
- Academic support and student affairs merged into student development in 2006-2007
- Learning communities formed and completed in spring 2007 creating numerous suggestions for action concerning enhancing educational experiences
- Summer academy in New Mexico in 2007; plans developed as seen below

*Where we want to go:

A Vision Statement: Woodbury University is centered on learning; not only student learning, but staff and faculty as well. Woodbury University is centered on teaching; not only faculty teaching, but staff and students as well. The university serves a generation of students who will make a significant impact in the world of business, design, media, social sciences and civic engagement. The students, staff and faculty will model ways to communicate, learn and make decisions that will foster growth and change. Students as well as members
of the Woodbury community will be sought after because of their diverse knowledge, professional skills, developed talents, and transdisciplinary abilities.

More specifically, we want to accomplish several things:

1. Our communication plan allows all members of the university community to be informed participants

2. Our co-curricular process integrates learning inside and outside the classroom

3. Our faculty development program brings full-time and adjunct faculty closer together in creating enhanced teaching and learning

4. Our professional/personal development curriculum for students fully supports the six principles: academic quality, innovation and creativity, communication, transdisciplinarity, social responsibility and the integrated student

5. Our General Education curriculum is an essential and defining aspect of the Woodbury education

How we will get there:

1. Communication plan
   a. develop a master calendar, a one-stop information center for campus activities and programs
   b. create a central, electronic, visual dissemination site
   c. institute regular in-class student announcements to provide direct and personal contact

2. Co-curricular process
   a. create incentives for faculty to develop educational experience outside the classroom, including targeted small-scale grants ($750) for tickets, food and transportation
   b. clarify liability issues and anxieties for off-campus activities

3. Faculty development
   a. create a learning community of adjunct faculty with participation in a FIPSE grant
   b. develop a teaching philosophy workshop for rank advancement and position application
   c. canvas department chairs regarding their roles with respect to adjunct faculty
4. Professional/personal development  
   a. expand first-year and transfer transition, exit preparation, college planning, time management and career development seminars  
   b. develop curricular and co-curricular ideas with current students, especially those relevant to second and third year students  
   c. discuss with current students a common ethos in terms of university history, new campus and academic structures, and current university mission  

5. General Education  
   a. address the unintended consequences of the current program that was transfer-credit centered  
   b. create a specific Woodbury general educational experience that makes it an essential rather than tangential experience  
   c. integrate explicit co-curricular and professional/personal development elements with academic curriculum and degree completion  
   d. prepare regular and adjunct faculty for participation in the general education curriculum through training and workshops, making inclusion a privilege rather than an obligation  
   e. move towards a capstone general education experience that both concludes the program as well as prepares students for the capstone experience in their major  

The specific means towards these ends will include:  

- Presentation and discussion at the upcoming faculty workshop in August about NSSE, BEAMS, the 2006 and 2007 Summer Academies, the Learning Communities and our future projects  
- A new faculty, staff and student learning community process toward implementation of strategies developed from the first sessions  
- A student leadership retreat to both introduce and give feedback to our project  
- The SSTF, which includes the former BEAMS team and students, faculty, staff from across the university, developing
integration between curricular and co-curricular programs and the general education program review and reform.

This work will be done over the three semesters, with completion of plans in January 2009 and submission to the Educational Planning Committee that oversees curricular change.

**How will we know we got there:**

- Programs are in place (through the Office of Student Development) for a master calendar, electronic news site and student announcements by Spring 2008.

- A measurable increase in co-curricular programs linked to curricular learning outcomes (through the Office of Student Development and Academic Affairs) is demonstrated by Spring 2009.

- Students embrace co-curricular activities as part of learning and teaching as assessed through NSSE and focus groups, led by SSTF, by Spring 2009.

- Faculty self-assessments, both full-time and adjunct, (through IETL, academic deans and directors, and the Faculty Association) are regularly done and demonstrate an increased awareness of intentionality, multiple pedagogies, and the linkages between curricular and co-curricular learning by Spring 2009.

- Professional/personal development courses (through the Office of Student Development and SSTF), with students actively involved in planning by Spring 2008, are integrated into the general education curriculum proposal by Spring 2009.

- The SSTF proposes a revised general education curriculum to the EPC that fulfills the conditions above and is approved by the faculty by Spring 2009.

- IR works with faculty and administration to develop new data sets and information by Spring 2008 to guide our decision making, including:
  - Percentages of transfer and concurrent enrollment credits
  - Distribution across disciplines of these credits
  - Distribution across institutions of these credits
  - Distribution of transfer and concurrent enrollment credits within Woodbury’s curriculum.
Demographic data from transfer and concurrent enrollment institutions
- Cross-checking transfer and concurrent enrollment students
- Effect on years to graduation of transfer and concurrent enrollment credits sorted by degree program
- Percentages of students who take leaves of absence, who return or do not, who change majors successfully or not and their correlation to transfer and concurrent enrollment credits

Team members:
- Phyllis Cremer, Associate Vice President of Student Development, phyllis.cremer@woodbury.edu, 818.252.5114
- Douglas Cremer, Director of the Institute of Transdisciplinarity Studies, douglas.cremer@woodbury.edu, 818.252.5146
- Paul Decker, Executive Director of the Institute of the Excellence of Teaching and Learning, paul.decker@woodbury.edu, 818.252.5267
- Vic Liptak, Associate Professor of Architecture and Dean of the Faculty, vic.liptak@woodbury.edu, 818.252.5172
- Ani Okkasian, President, Associated Student Government, aniokk@gmail.com, 818.606.6410