



Shenandoah Conservatory Futures Group Retreat No.2

From Key Themes & Opportunities to DEFINING PRIORITIES & ACTIONS FOR IMPLEMENTATION

LEANER & STRONGER



Cool Spring Retreat Center
1:00pm – 5:00pm, January 14 2019
9am – 5:00pm, January 15 2019

Overall Agenda

LEANER & STRONGER



BOLDLY REIMAGINING UNDERGRADUATE CURRICULUM

- How do we provide students with **stronger industry/career preparation**, offer programs that make make Shenandoah Conservatory **more distinctive** and **more attractive to potential students**, and **further infuse rigor, nurture, and innovation** throughout the undergraduate curriculum?
 - a. EXERCISE 1 (Mon afternoon): By creating an exceptional culture of collaboration and entrepreneurship
 - b. EXERCISE 2 (Tue morn): By innovatively infusing support for student mental health & wellbeing throughout the curriculum
- How do we better ensure **financial sustainability**?
 - a. EXERCISE 3 (Tue afternoon): By addressing most critical cost centers, and further building programs that bring in additional tuition-paying students

Agenda – Monday, January 14, 2019

1. Welcome
 - a. Affirming Scope & Context of Work, Overview of 1.5 Days
 - b. Preliminary Task (Shared): Fears & Hopes 2.0, Reviewing Ground Rules
 - c. Journey Map (Shared)
2. Exercise/Activity (Groups*): ***Boldly Reimagining Undergraduate Curriculum to Create an Exceptional Culture of Collaboration and Entrepreneurship***
3. End Task (Shared): Wrap-Up/Closing Reflections/Preparation for Day 2

| WHEN | WHAT |
|-------------|---|
| 1-1:15pm | Gathering |
| 1:15-1:30pm | Welcome (MS & MW), Thank you, Participant Check-in |
| | Affirming Futures Group membership |
| | Scope and context of our work |
| | Overview of the 1.5 days ahead |
| 1:30-1:45pm | PRELIMINARY TASK – Fears & Hopes (2.0) PRELIMINARY TASK – Reviewing Shared Ground Rules |
| 1:45-2pm | “Journey Map” – reviewing and building on core themes emerging from last retreat (Facilitated Discussion) |
| 2-3:15pm | EXERCISE/ACTIVITY – Creating an Exceptional Culture of Collaboration and Entrepreneurship <ul style="list-style-type: none"> - Divide into the groups below - Assign a scribe (will write out final response on flipchart and lead the “Report Out”) - <i>Answer the following three questions, with the scribe recording the answer to each on the flipchart</i> <ol style="list-style-type: none"> 1. What experiences could we provide to all undergraduates that would <u>powerfully strengthen their comfort with and skill in cross-disciplinary collaboration AND their entrepreneurial mindset?</u> (<i>brainstorm before picking your best 2-3 ideas</i>) 2. What are some powerful ways that <u>faculty could model and contribute to that culture of collaboration</u> - working with each other, working with students - |

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| | <p>working within current workload parameters? <i>(brainstorm before picking your best 2-3 ideas)</i></p> <p>3. Give examples of ways we can balance supporting students' disciplinary expertise with strengthening their skill in cross-disciplinary collaboration. <i>(brainstorm before picking your 2-3 best ideas)</i></p> <table border="1" data-bbox="592 348 1308 884"> <tr> <td data-bbox="592 348 950 615"> <p><u>GROUP 1</u> Salley Marlatt O'Neill Adams</p> </td> <td data-bbox="950 348 1308 615"> <p><u>GROUP 2</u> Standerfer Robblee Zoeter Fraga Hudson</p> </td> </tr> <tr> <td data-bbox="592 615 950 884"> <p><u>GROUP 3</u> Jones Zerull Pardo Trump Edwards</p> </td> <td data-bbox="950 615 1308 884"> <p><u>GROUP 4</u> Landless Romine Oltman Chen Ingham</p> </td> </tr> </table> | <p><u>GROUP 1</u> Salley Marlatt O'Neill Adams</p> | <p><u>GROUP 2</u> Standerfer Robblee Zoeter Fraga Hudson</p> | <p><u>GROUP 3</u> Jones Zerull Pardo Trump Edwards</p> | <p><u>GROUP 4</u> Landless Romine Oltman Chen Ingham</p> |
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| <p>3:15-4:15pm</p> | <p>A. Report from each group on responses to three questions (reports by question)</p> <p>B. Vote on best <i>overall</i> ideas for each of three categories:</p> <ol style="list-style-type: none"> 1. Experiences for all undergraduates 2. Powerful ways for faculty to model/contribute 3. Supporting both disciplinary expertise & cross-disciplinary collaborative skills | | | | |
| <p>4:15-5:00pm</p> | <p>EXERCISE/ACTIVITY – Wrap-Up/Prepare for Day 2</p> | | | | |

Agenda – Tuesday, January 15, 2019

1. Welcome
 - a. Overview of Day
 - b. Briefing (Sarah Celec): Themes from Student Focus Group
2. Break
3. Exercise/Activity (Groups*): ***Boldly Reimagining Undergraduate Curriculum to Support Student Mental Health & Well-Being***
4. ***Lunch / Walk***
5. Briefing (Stepniak): Pressing Financial Needs and Charge
6. Exercise/Activity (Groups): ***Boldly Reimagining Undergraduate Curriculum to Support Sustainable Business Model***
7. Break
8. End Task (Shared): Top commitments and Initiatives / Next Steps

| WHEN | WHAT |
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| 9-9:10am | Coffee & Refreshments |
| 9:10-9:15am | Greetings, Participant Check-in Overview of the day ahead |
| 9:15-9:25am | BRIEFING – Themes from student focus group (Sarah Celec), and Q&A |
| 9:25-9:30am | <p>OVERVIEW of EXERCISE/ACTIVITY – Mental Health & Well-Being</p> <ol style="list-style-type: none"> Exercise 1: Deep Dive into Student Focus Group data. Read and review data from Student Focus Group. After reviewing the issues students have affirmed/revealed, identify the <u>most significant takeaways</u> (What is surprising?, What is expected?, What is most significant?) Exercise 2: Leading thinking/practice regarding student well-being. Read assigned articles noted below. What ways have institutions addressed student well-being from an academic unit? Exercise 3: Synthesize Data. How do we balance disciplinary expertise and interdisciplinary collaboration? <p>GROUP ONE: Salley, Marlatt, O'Neill, Adams, Jones GROUP TWO: Standerfer, Robblee, Zoeter, Fraga, Hudson GROUP THREE: Jones, Zerull, Pardo, Trump, Edwards GROUP FOUR: Landless, Romine, Oltman, Chen, Ingham</p> |
| 9:30-10:15am | <p>EXERCISE/ACTIVITY – Deep Dive into Student Focus Group data</p> <ul style="list-style-type: none"> - Complete the following exercise with the scribe recording the answer to each on the flipchart - Exercise 1: Deep Dive into Student Focus Group data. Read and review data from Student Focus Group. After reviewing the issues students have affirmed/revealed, identify the <u>most significant takeaways</u> (What is surprising?, What is expected?, What is most significant?) |
| 10:15-10:30am | Share findings from each group |
| 10:30-10:40am | Break |
| 10:40-11:40am | <p>EXERCISE/ACTIVITY – Readings – Student Well-Being</p> <p>Exercise 2: Leading thinking/practice regarding student well-being. Read assigned articles noted below.</p> <ol style="list-style-type: none"> <i>What are the most important takeaways from your readings for our work with our undergraduate students?</i> (come up with at least 5 before picking your top 2-3) If we were to truly embrace the implications of those takeaways and what you gathered from the Student Focus Group data, what could we do within the undergraduate years/degrees to |

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| | <p>provide Shenandoah Conservatory students with uniquely powerful support for student mental health and well-being? (brainstorm before identifying top 2-3 ideas)</p> <p>GROUP ONE: Salley, Marlatt, O'Neill, Adams, Jones</p> <ul style="list-style-type: none"> • (full version) A Third of Your Freshmen Disappear. How...m? - The Chronicle of Higher Education.pdf • (full version) New wellness programs help USC medical... <p>GROUP TWO: Standerfer, Robblee, Zoeter, Fraga, Hudson</p> <ul style="list-style-type: none"> • Introduction, Result, and Discussion (p.1 and p. 60-66) of "Thinking outside the box: Psychological needs of art students..." • (full version) "Stress in America Gen Z" <p>GROUP THREE: Jones, Zerull, Pardo, Trump, Edwards</p> <ul style="list-style-type: none"> • The following sections from "The Well-being and Flourishing of Students" <ul style="list-style-type: none"> • Connecting the Holes to Produce a Whole: Student Well-being as a Unifying Factor (p.2) • Assessing Well-being as a Function of Learning Well (p.4) • A Provocation: Confirming the Connection of Engaged Learning to Well-being (pp. 9-11) • (Full version) "Dealing with Stress at School in an Age of Anxiety" <p>GROUP FOUR: Landless, Romine, Oltman, Chen, Ingham</p> <ul style="list-style-type: none"> • Abstract and Discussion (p.12-14) from "Institutional factors that positively impact first-year students' sense of well-being" • (Full version) "Colleges Teach Students How to Think. Should They Also Teach Them How to Thrive?" |
| 11:40-Noon | Share findings from each group regarding (1) article takeaways (2) given Student Focus Group data, and findings from readings, what could we could do to provide exceptional support for the mental health and wellbeing of undergraduate Conservatory students |
| Noon-12:30pm | ---- LUNCH / Walk ---- |
| 12:30 - 1:00pm | <p>EXERCISE/ACTIVITY – Synthesize Morning’s Data</p> <ul style="list-style-type: none"> - Continuing with above groups... - Spend time examining the top 2-3 ideas. Final vote is taken across all to identify the very top specific change ideas. |
| 1:00-1:15pm | BRIEFING – Pressing Financial Needs and Charge (Dean Stepniak) |
| 1:15-2:15pm | <p>EXERCISE/ACTIVITY – Performance Credits!</p> <ol style="list-style-type: none"> 1) Continuing with the above groups... 2) Choose a scribe (will be jotting down ideas on flipchart) |

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| | <p>3) Imagine that student performance credit for typical large ensembles, dance productions, and theatre productions was set at 3 or 4 credits (reflecting actual time in students' load and better aligning with actual financial cost/faculty load).</p> <p>a) Given the above change, what are ways (including innovative ways) that an undergraduate curriculum could include many ensemble experiences and not blow out the 120cr limit?</p> <p>i) Example: Could content be integrated into ensemble (releasing that content from that other class)?</p> <p>b) Brainstorm ideas, then identify your top 2-3 ideas</p> |
| 2:15-2:30pm | <p>Reporting of Group Ideas</p> <ul style="list-style-type: none"> - Each group briefly reads its top 2-3 ideas <p>Voting on Top Ideas</p> <ul style="list-style-type: none"> - Final vote is taken across all to identify the very top ideas |
| 2:30-3:00pm | <p>EXERCISE/ACTIVITY – Larger enrollment courses</p> <ul style="list-style-type: none"> - What highly attractive larger-enrollment and cross-listed courses could we envision (taught by FT or PT Conservatory faculty) that could help generate revenue and also help strengthen our culture of collaboration (for students and faculty)? - After brainstorming as many as you can, identify the top 2-3 ideas for courses that you think could truly be most successful |
| 3:00-3:30pm | <p>EXERCISE/ACTIVITY – BA and Other Degrees</p> <ul style="list-style-type: none"> - What BA degrees would likely attract a significantly sized new cohort of talented students, and not require any increased expenditure, because all courses are embedded in a larger BFA or BM degree? (Brainstorm, then identify your top 2-3 ideas) - Is there any certificate or other special degree (including dual degree) that you sense would be especially attractive to new students, bringing in quite a few new students and strengthening tuition revenue (and require minimal additional expenditure)? (Brainstorm, then identify your top 2-3 ideas) |
| 3:30-4:15pm | <p>Groups read/present ideas (others can ask brief questions)</p> <ul style="list-style-type: none"> - BA degrees - Certificate/Other special degrees |
| 4:15-4:45pm | <p>EXERCISE/ACTIVITY – Closing reflections</p> <ul style="list-style-type: none"> - REVIEW: The top ideas from the Futures Group <ol style="list-style-type: none"> a. Collaboration/Entrepreneurship b. Student Mental Health & Wellbeing c. Performance Credit/Larger Enrollment Courses/BA & Other Degrees |

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| | - FUTURES GROUP AFFIRMATION: Are there any priorities/actions here which should definitely NOT be included across ALL undergraduate degrees? |
| 4:45 - 5pm | Brief review of next steps / draft Spring timeline Closing |