Shenandoah Conservatory Futures Group

Retreat No.1

Connecting Threads &
Defining Big Opportunities

LEANER & STRONGER

More Financially Sustainable	Stronger Industry/Career Preparation
	More Distinctive	
Further Infuses Rigor, Nurture & Innovation	More Attractive to Prospective Students

Cool Spring Retreat Center
9am – 4:00pm
November 30, 2018

Connecting Threads & Defining Big Opportunities

Agenda

1. Welcome, Affirming Scope & Context of Work, Overview of Day
2. Preliminary Task (Shared): Fears & Hopes, Establishing Ground Rules
3. *Break*
4. Exercise/Activity (Groups*): Revisiting & Affirming Core Values
5. Exercise/Activity (Groups**): Readings & Findings I & II

6. *Lunch / Walk*

7. Exercise/Activity (Groups**): Analyzing Findings & Gallery Walk
8. Exercise/Activity (Groups**): Review/Analyze Nov 26 Division Meeting outcomes
9. *Break*
10. End Task (Shared): Closing Reflections

WHEN	WHAT
9-9:15am	Coffee & Refreshments
9:15-9:30am	Welcome, Thank you, Self-introductions
	Affirming Futures Group membership Scope and context of our work
	Overview of the day ahead
9:30-9:45am	PRELIMINARY TASK – Acknowledging Fears & Hopes
9:45-10am	PRELIMINARY TASK – Establishing Shared Ground Rules
10-10:10am	----BREAK---

10:10-10:30am	EXERCISE/ACTIVITY – Revisiting & Affirming Values
	
	- Divide into the groups below
	- Assign a scribe (will write out final response on flipchart and lead the "Report Out")
	- Read the Values handout (each group to focus on specific response sections, facilitator will walk through assignments)
	- ***Answer the following two questions, with the scribe recording the answer to each on the flipchart***
	  1. What are the most shared and central sentiments/thoughts in the responses you've read? (it may be one, or several)
	  2. What (if anything) is especially noteworthy about the differences or similarities between faculty and student responses?
	
	<table><tr><td>**GROUP 1**
	Reads Faculty Q1 responses & Student Q1 responses
	   Landless
	   Zerull
	   Pardo
	   Hudson
	   Jones</td><td>**GROUP 2**
	Reads Faculty Q2 responses & Student Q2 responses
	   O'Neill
	   Marlatt
	   Zoeter
	   Fraga
	   Adams</td></tr><tr><td>**GROUP 3**
	Reads Faculty Q3 responses & Student Q4 responses
	   Romine
	   Roblee
	   Edwards
	   Coulson</td><td>**GROUP 4**
	Reads Faculty Q4 responses & Student Q5 responses
	   Salley
	   Chen
	   Oltman
	   Ingham
	   Standerfer</td></tr></table>

10:30-10:45am	Report from each group on responses to two questions
10:45-11:15am	EXERCISE/ACTIVITY – Readings & Findings I - Divide into the groups below, as per the assigned readings - Briefly share and discuss your individual notes/observations related to the assigned readings and questions; ***ensure each group member has had a chance to share within the allotted time*** *GROUP ONE:* **O'Neill, Zerull, Fraga, Adams, Jones** 1. In general, do recent graduates from Shenandoah Conservatory's undergraduate degrees seem to feel prepared for industry/career success? 2. Do the Alumni Survey findings reveal important ways that we could strengthen our undergraduate degrees to better prepare students for industry/career success? If so, what are those ways? *GROUP TWO:* **Landless, Marlatt, Zoeter, Pardo, Hudson** 1. Thinking of the zoom interviews we had this semester, and referencing the readings, what do these representative arts leaders say are the most important skills and attributes that students need to possess in order to be prepared for industry/career success? 2. Of the skills and attributes listed, which do you believe are most missing from and should definitely be better supported across (or infused throughout) our undergraduate degrees? *GROUP THREE:* **Standerfer, Robblee, Oltman, Edwards, Coulson** 1. What do these authors say are the most important skills and attributes that students need to possess in order to be prepared for industry/career success? 2. Of the skills and attributes listed, which do you believe are most missing from and should definitely be better supported across (or infused throughout) our undergraduate degrees? *GROUP FOUR:* **Salley, Chen, Ingham, Romine** 1. What do these authors suggest are the most important skills and attributes that students need to possess in order to be prepared for *general career success* in the 21st Century? 2. Of the skills and attributes you've listed, which do you believe are most missing from and should definitely be better supported across (or infused throughout) our undergraduate degrees?

11:15-11:45am	EXERCISE/ACTIVITY – Readings & Findings II - Continuing with above groups… - Having a group member also act as scribe, shape a singular and succinct response to each of the two questions. *Ensure the final version truly reflects and captures your group's shared opinion.* - The scribe should write the final version of the responses to the two questions on your flipchart.
11:45-Noon	Reporting of Group Findings - Each group reads its questions and its final shared response (brief clarifying questions can be asked)
Noon-1pm	---- LUNCH / Walk ----
1-1:45pm	EXERCISE/ACTIVITY – Analyzing Findings (How) - Continuing with the above groups… - Choose a scribe (will be jotting down ideas on flipchart) - Reread your group's final response to the two questions you reported at 11:45am - ***With those responses in mind, make a list of changes that could be made to all undergraduate curricula across the Conservatory that would further strengthen Shenandoah Conservatory's general ability to provide students with exceptional Industry/Career Preparation (no wrong ideas, just list all – can be small or big)*** - Record your ideas on a flipchart - After careful review of your team's responses, identify what your group believe are the top 2-3 "WOW Factor" ideas (everyone will vote on what they feel are the top 2 choices via a Gallery Walk)
1:45-2pm	Gallery Walk Activity

2-2:45pm	EXERCISE/ACTIVITY – Review/Analyze Nov 26 Division Meeting outcomes
	- Break back into your groups
	- Read and review the outcomes of the Nov 26 Division Meeting exercise focused on Identifying and Embracing Distinctiveness
	- Discuss the following question: Which of the ideas provides the Conservatory with GREATEST opportunity to further make our programs/education distinctive and attractive to prospective students?
	- Once you've discussed and identified which offer the greatest opportunity, complete the below sentences
	    o "If we took these opportunities seriously, Shenandoah Conservatory would_____"
	    o "If we not only took these opportunities seriously but aimed to become a school at the *leading edge*

	of practice, Shenandoah Conservatory would_____" - Write your completed sentences on your group flipchart
2:45-3pm	Groups read/present completed sentences (others can ask brief questions)
3-3:15pm	----BREAK---
3:15-Close	EXERCISE/ACTIVITY – Closing reflections - How are you feeling? - What, if anything, has changed about your hopes and fears documented earlier today? - What went well today? - How will you engage the other faculty who did not attend the retreat? How do we get them involved? - What should we be mindful of for next retreat?