

One Penn State 2025

Realizing Transformation

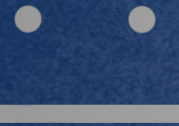
Virtual symposium
February 10, 2021



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Guiding principle 1:

**Provide a seamless
student experience**



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Presenters

Team Co-leads

Andrea Dowhower

Associate Vice Provost for Student Affairs

Melissa Kunes

Assistant Vice President for Undergraduate Education
and Executive Director for Student Aid

3 Key Sub-Categories/Groups for Improvement

Creating Seamless Cocurricular Experiences

Co-chairs: Scott Simonds and Dan Murphy

Improving Student Academic Mobility and Navigation

Co-chairs: Janet Schulenberg and Ashley Adams

Creating Streamlined Student Business Processes

Co-chairs: Bill Fritz and Misty Patcyk

Primary Philosophies

Focus on the student as the center of the conversation.

Remove systemic barriers on policies and processes.

Eliminate inequities to help close achievement gaps.

Support concepts from the Presidential Commission on Racism, Bias, and Community Safety.

Shared resources in a one University –
Geographically Dispersed model.

How can we achieve our goals?

Recognize what has been accomplished to date

Through shared commitment and grass roots efforts

Only together – and we need your help

Join the conversation
on the 3 Key Sub Categories/Groups discussion

We will be asking to engage the University community
in implementation strategies

Guiding principle 2:

Achieve curricular coherence



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Presenters & Team Members

David M. Callejo Pérez (Presenter)

GP2 Team Members

Mary Beth Williams, Co-chair

Jackie Edmondson, Co-chair

Andrew Cole

Annie Taylor

Darcy Medica

David Callejo

David Smith

Dennis Shea

Felisa Preciado Higgins

Harold Hayford

Ivan Esparragoza

Jeff Adams

Karen Pollack

Laurie Breakey

Maggie Slattery

Michele Duffey

Ivan Rodgers, student member

Kelsey Watson, student member

Tim Tierney, student member

Coherent Curriculum

University Faculty Senate has explicitly addressed and supported a coherent curriculum through its analysis and recommendations in reports that include the Curricular Process Reform Task Force Report.

Curricular Process Reform Task Force Report

It prioritizes providing holistic and equitable educational experiences to all undergraduate and graduate students.

It has transparency and clear paths for all students.

It allows all students to understand and actively engage in decisions about their education.

It involves iterative and purposeful experiences that build on one another.

It presents opportunities for all students to reflect on their learning.

It provides flexibility for all students to engage the curriculum on their own terms.

Faculty Communities

The coherent curriculum is implemented in coordination with staff through faculty communities, which:

are empowered to design and implement curriculum that allows faculty, staff, and undergraduate and graduate students to flourish,

involve trust, collaboration, open and clear communication, and a shared commitment to the community's learning outcomes,

are distinguished by kindness, trust, and respect for one another,

advance the mission of teaching and learning,

consider the perspectives of staff such as advising and career services,

and allow all students to move from one degree program to another without unintended negative consequences as their education journey evolves.

Faculty Communities & Curricular Neighborhoods

Engagement with “curricular neighborhoods”,
or degree programs that are similar to one another,
is fostered by faculty communities, which:

are faculty-driven,

are empowered to design and implement curriculum,

are undergirded by a shared commitment to learning outcomes,

advance the mission of teaching and learning,

provide clear pathways for students,

and are creative and collaborative partnerships (e.g., research or curricular).

Development of Faculty Communities

Why do faculty communities develop,
particularly when they did not exist previously?

What are the various purposes and composition of these communities?

What is needed to support faculty communities?

How do we identify strong faculty communities and
what are their distinguishing factors? What data is needed?

What are the barriers to collaboration within curricular neighborhoods,
and how can University leaders work together to reduce these?

Guiding principle 3:

Design relevant and responsive programs



Relevant ☒
Responsive ☒



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Presenters

Scott Wing

Associate Professor of Architecture, College of Arts and Architecture

Elizabeth Wright

Associate Dean for Academic Affairs,
Office of the Senior Vice President for Commonwealth Campuses
and Director of Academic Affairs, Penn State Hazleton

Design Relevant and Responsive Programs

Twenty-four members, representing:

Six campuses

Six colleges

Six administrative units

Students, instructors, and staff

Our Guiding Question:

“How do we best serve the academic interests of our students where they are now...and will be in the near future?”

Providing core content that will be defined by disciplinary faculty, as well as elements responding to professional and societal needs in a time-critical fashion

Supporting flexible approaches to providing professional content

Supporting flexible approaches in timing and scheduling

Exploring alternate curriculum structures

Ensuring robust student support offerings

Promoting acquisition of professional skills

2 Task Forces Focused on 2 Topics & 7 Objectives

Curriculum

Identify social and professional competencies and needs

Create mechanisms for identifying, creating, approval, and recording alternative credentials and comprehensive learning methods

Develop a pre-college preparation program

Create a “MAX Penn State Plan” for professional skills development and credentialing

2 Task Forces Focused on 2 Topics & 7 Objectives

Alternative Access

“How will our students gain better and more convenient access to more course content?”

Provide access enabling digital technology that will reach all students

Expand access to flexible instruction methods and course term durations

Create an expanded "course repository" accessible year-round for all students regardless of their campus home

Next Steps and to Learn More

Lightning talks later this morning:

Curriculum proposals

Alternative access proposals

Interested in joining us?

ejw12@psu.edu; sww10@psu.edu

Guiding principle 4:

**Engage learners
throughout
their lifetimes**



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Presenters

Tracy Hoover, Ph.D.

Associate Dean for Undergraduate Education
College of Agricultural Sciences

James Nemes, D.Sc.

Chancellor and Chief Academic Officer
Penn State Great Valley

Our Goal

Penn State will engage learners throughout their lifetimes with content that is timely, topical, and relevant to their personal and professional wellbeing.

“Today it’s almost certain
the first person to live to 150 years
already is walking among us.”

Dr. David Sinclair, aging expert at Harvard Medical School

Georgia Tech Commitment

Part One: The Georgia Tech Commitment to a Lifetime Education

In the mid-nineteenth century and in the immediate aftermath of the American Civil War—around the same time as the founding of Georgia Tech—American higher education was in a state of flux, much like the one it finds itself in today. The needs of a growing nation demanded a shift from using the age-old classical European model for educating a small slice of the population to coping with the effects of an industrial revolution. It was a new age of machines that would need factories, businesses, railroads, mechanized farms, and new technologies to support them.

The nineteenth century was a period of experimentation in education. New universities were created to serve students interested in engineering and the sciences. Existing institutions, such as Brown University, experimented with more flexible pathways, including shorter degree programs than the typical four years. The bachelor of science was created at Harvard University during this era to recognize and give currency to learning in the emerging science disciplines.

The Morrill Act of 1862 was landmark legislation that created a national network of public universities focused on the practical needs of the country. Today there is a new industrial revolution and a new machine age, driven by many of the same forces that were at work at Georgia Tech's founding and requiring the same reimagining of higher education. But America in the twenty-first century is also different in fundamental ways.

Global communications, artificially intelligent machines, automation, data in previously unimaginable quantities, and accelerating cycles of innovation, for example, are transforming the nature of work and the workplace.

Workers in the twenty-first century enter workplaces where knowledge churns at an accelerating rate and skills must be renewed to remain relevant. Graduate degrees and credentials signifying mastery of specific skills that would have propelled past generations through careers spanning forty years or more are becoming less important than acquiring skills that grow over decades and allow individuals to master the churn of knowledge.

Moreover, there are fewer 18- to 24-year-old Americans in the college pipeline. Younger and older learners are already challenging the idea of what it means to be a Georgia Tech student. An increasing percentage of Georgia Tech undergraduates enter with two or more semesters of college credit.

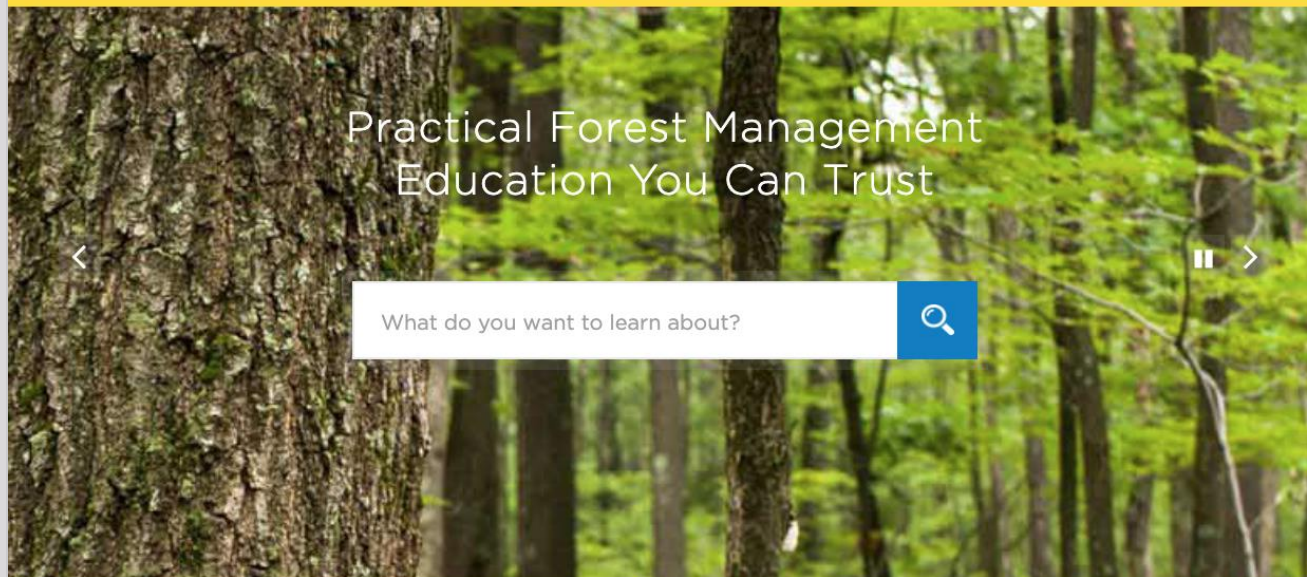


Priorities

Focus on audiences we serve well
and where our portfolios are strong

Start with existing, successful non-credit offerings

Program and audience research in-progress



Practical Forest Management Education You Can Trust



What do you want to learn about?



Featured Online Courses



ONLINE COURSES

Retail Farm Market School

Sections **9**
Length **6 hours**



ONLINE COURSES

Teach for Forests: Forest Education for Teachers and Youth Leaders

Sections **6**
Length **10 hours**



ONLINE COURSES

Getting Involved in Your Pennsylvania Local Government

Sections **4**
Length **4 hours**




ONLINE COURSES

Beef Production and Management

Sections **7**
Length **19 hours**





PennState Extension

MENU

SEARCH

ACCOUNT

CART


LEARN HOW TO STOP THE INVASIVE SPOTTED LANTERNFLY

CORONAVIRUS: INFORMATION AND RESOURCES FOR THE EXTENSION COMMUNITY

See All Business Management

SEARCH BY ZIP

Enter ZIP Code

10 miles

APPLY

365 Results

View 18 results

Sort by date posted

Filter results by keyword

EDUCATION FORMAT

ONLINE:

☐ Articles (255)
 ☐ Guides and Publications (6)
 ☐ News (29)
 ☐ Online Courses (7)
 ☐ Tools and Apps (7)
 ☐ Videos (29)
 ☐ Webinars (22)

IN-PERSON:


☐ Workshops (8)

APPLICATION

☐ Commercial (13)
 ☐ Classroom (1)


LANGUAGE

☐ English (346)




WEBINARS

Lehigh Valley Grower Meeting Series




WEBINARS

FarmSense
 When 09:00 AM 02/03/2021 - 03:00 PM 02/24/2021
\$350.00




ARTICLES

Shipping Dairy Foods Direct to Consumers
 By Sarah Cornelisse, Ginger D Fenton, PhD




ARTICLES

Pepper Production
 By Lynn Kime, Jayson K. Harper, Ph.D., Elsa...



ARTICLES

Onion Production
 By Elsa Sanchez, Ph.D., Thomas Ford, Lynn Kime...



NEWS

'Portrait of a Pennsylvania Farmer' Extension Video Series Recently Launched
 Date Posted 10/21/2020

Research findings

Focus on professionals

In-person most common

Most require pre-registration

Many offer CEU or other certification/certificates

Cost range \$100 - \$1,000

Preparing for the future

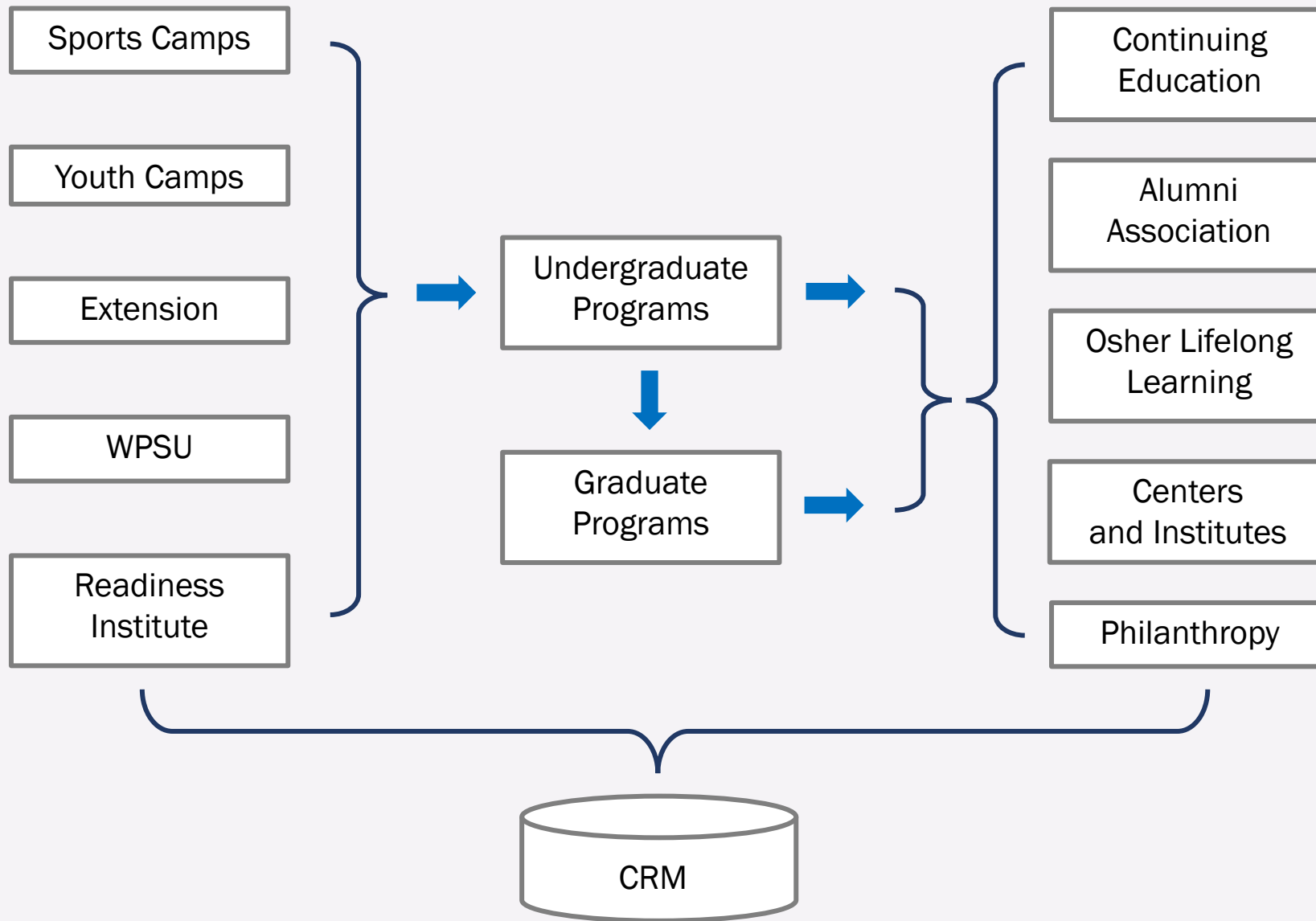
Pipeline to credit

Extend relationship beyond the degree

Incremental, “stackable” credentials

Meet employer needs

Support related university efforts



Impact on current efforts

Minimal, unless partners decide otherwise

Additional layer of access and marketing

Program/academic decisions remain
with academic/administrative home

Could simplify processes like registration
and fee collection

Positioning for success

University CRM that provides a comprehensive view
of our audience relationships

Address privacy policies

Opportunities for administrative alignment

Next steps

Complete non-credit program and audience research

Identify initial programs and begin
discussions with partners

Continue toward CRM decision

Guiding principle 5:

**Achieve the highest
level of efficiency of
University resources**



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Presenters

Co-chairs

Kelly Austin

Associate Vice President for Administration,
Commonwealth Campuses

Jen Stedelin

Associate Vice President, Enterprise Applications,
Penn State Information Technology

Supporting Goal

In 2025, we will leverage digital resources and align faculty, academic, and administrative resources to strengthen learning, research, and student support opportunities, thereby achieving **greater institutional efficiency to address equity of, access to, and affordability of a high-quality Penn State education.**

Four Key Groups

Interdisciplinary learning:

Laura Pauley (Chair)

Review and recommend systems, technologies, policies, and practices that support faculty and their efforts to share and co-create content

Workstream optimization:

Jeffrey Smith (Chair)

Increase the understanding of the staff environment with an eye toward bringing the training, tools, technology to support 21st century office operation and professional growth

Academic integration:

Leo Lo (Chair)

Leverage the knowledge and expertise across the distributed professionally oriented roles

Data-driven decision making:

Kevin Snider and Doug Tice
(Co-chairs)

Recommend processes and procedures to facilitate the interconnection of university data to support a data-informed decision culture

Selected Early Initiatives

Workstream optimization:

Electronic forms in LionPath (tied to GP1)

Electronic signatures

Integration platform for IT systems

Data-driven decision making:

Institutional data repository

Redesign fact book