

Big Ideas Summit - PM SESSION

	Next Steps: Specific Actions	Other Considerations
<p>Group 1: Outreach Innovation</p>	<p>AA students who are seeking education degrees on an alternate route basis; Community outreach working with local governments as well as non-profits and churches to offer courses there; Need to target particular students (a new cohort of students) and be deliberate about how we do that; Admissions is anxious to think about breaking with tradition to enhance what we do; reallocation of resources; L and C targeting high schools and did presentations to advertise our offerings. Bilingual, ESL and languages a program to train teachers to offer our programs. We don't know how to market what we do. We think there's a market for it, but we're not sure how to reach them; Education has it, in the MAT program. We need to be open about telling people that they can come back and get a second undergraduate degree to join the MAT Alternate Route and increase their GPA; Professional Development Schools network in Bergen and Passaic County; The university rapidly needs to develop dual enrollment programs NJIT Parsippany high freshman year of high school. Parsippany faculty are teaching the courses; Sugg. for Admissions list of things that you need from department to help with dual enrollment. We need: 1. What is the faculty specific research interests are 2: what are the career outcomes of a program or department?</p>	
<p>Group 2: Signaling Student Belonging</p>	<p>(1) Faculty toolkit for signaling student belonging, shareable best practices for signaling to students that they belong (in their program, at this institution, in college at all). (2) Publishing the "hidden curriculum" to convey "cultural capital" to first gen and other students; involving students in the colating and publishing of this. (3) Improve faculty-student mentoring, redefine the "office" in "office hours".</p>	<p>Special problems that might arise, for example: for international students</p>
<p>Group 3: Scheduling/Delivery Innovations</p>	<p>1. Should continue with the models used during the pandemic. 2. Better ways to coordinate scheduling with other departments. 3. Differentiate with different scheduling models, different weeks. 4. What are the successes coming out of Covid; what do the students want? 5. Different Scheduling models will work well with graduate students. Non-traditional scheduling around the students' needs. 6. Depends on the type of program you have, such as WPonline.7. Offering a variety of teaching models: some f2f, syn online etc. 8. No one size fits all. What do students want and what works with a particular program? 9. What does the student customer want? 9. Offer more hybrid choices: both online and f2f.10. Get more outside-the-university students to take our courses with these new scheduling models.11. Delivery innovation: questions about. 12. Offer flexibility with scheduling; make summer offerings less confusing. 13. Might be a better model for our students: 7 week model for example.</p>	
<p>Group 4: Translating Academic Speak</p>	<p>Helping students navigate the academic environment: (1) Review how we present courses (e.g., course description) and use a language that is accessible to broader audience. Option to use other media (e.g., videorecording) to advertize/describe a course. (2) Simplifying language on institutional/departmental website (e.g., how we present our disciplines to the public). (3) Syllabus, office hours, grading % - do students understand what these terms mean? Create a lexicon with definitions available to students. Create a short video that explains these terms or demonstrates what the steps are. (4) Blackboard: How to help students become skilled at understanding the terminology of Blackboard and navigating and using blackboard - can we offer students orientation/training sessions where they learn how to navigate/use blackboard? (e.g., teaching students how to see their grades, how to submit assignments) (5) How can we feed the information the students need to know rather than expect them to find the information on their own? e.g., Orientation webinars with focus on basic skill building to increase students' ability to search for the information they need.(6) Add to WillPower course a section that shows how to use WPCconnect (e.g., where can you check your grades?). Create a session for transfer students that orient them to WPCconnect.</p>	
<p>Group 5: Recommendations around Meta-Majors</p>	<p>Define what is a meta major: Cluster of already existing majors, cross disciplinary programs, large societal problems ie: Climate change. Learning communities cohorng according to colleges or interests but the problem arises that students might choose a pathway but not succeed in it. Interdisciplinary helps to not close options, also thematic. Making it easier to take a tasting of interdisciplinary meta courses, and maybe start with the student's idea for career and then building their courses on that inclusive of english and other early professional writing courses etc. This is where you can create different sections of a course. Educatoin , business and nursing are very scripted so that certification is possible. BUT maybe have an education major (k-12) and cohort students by career choices. Implications: Kind of degrees we are going to give (either cluster or cross disciplinary or thematic) Bring back the UCC with implication for student protofolios. Identify how all their courses come together to support their diverse courses. Educational leadership needs students to reflect on what they learned and synthesize what they learn. BARRIERS: Silos This is a start to a career (meta major) . Georgia state tool: Students get range of majors identified but our students come in focused on a career, not the educatoin. Have students identify the things they are interested in - then track them into a first year meta-major. Interdisciplinarity is the focus - the interdisciplinary courses in the beginning help them to explore their majors - work with the career center. Opportunity for diversity to get international students together to introduce them to topics of diversity. POSSIBILITIES: Meta-majors Pilot themes for UCC 4 5 and 6 that all students who graduate need to have, diversity, justice etc. We can have majors from other majors in there. The student will not just be a business major but will be a better business major.</p>	<p>How to package the students with coursewise. Options and opportunities. We need to make sure they have relevant coursework that meets the demands of the careers.</p>

Next Steps: Specific Actions		Other Considerations
Group 6: Toolkit for Working Students	<p>If classes in person, weekend and evening hours (6pm) and reserved parking, offering credit for classes in person, evening classes and reserved parking for those coming straight from work, offering credit for life experience, publicizing this opportunity more effectively to advisors and students, evening hours for deans, financial aid, student enrollment, etc, support groups for working students once per month or week led by PsyD students in clinical psychology, online asynchronous except for these support groups, child development center should take appropriate steps to offer child care for parents who are students, comprehensive handbook on how to register for classes, meal options into the evening at all class locations, off-hours advisement only by those faculty who are amenable to it,</p>	
Group 7: Characteristics of a Culture for Help	<p>Role definition - Advisors; Establish standards for faculty (e.g. having virtual office hours); Make it easier for students to access. Make requirements for faculty office hours posted in Digital Measures/Faculty pages a more consistent and strict requirement. Consistency is important. Help ticket or another tech support for registrar issue? Training advisors (resources/tools available; how to use the tools).; Characteristics of a culture for help: 1) Availability/Accessibility, 2) Accuracy - e.g. Nursing has the powerpoint slides that explain several cases; 3) Responsiveness; 4) Respect; 5) Flexibility; We need more resources (e.g. website; FAQ page) to help advisors and students. Examine how faculty/staff interactions pose barriers to student success.; Maybe having a centralized customer-service center or faculty or student resources.</p>	<p>Social marketing/branding for help seeking behavior to reduce feelings of being a "bother" when asking for help; Another branding campaign (that can appear on our website) - encouraging help seeking, self-efficacy, overcoming challenges and barriers.</p>