

## Planning Council Minutes

### December 16, 2015

Present: Dan Bothe, Michele Corbett, Matthieu Rouffet, George Latter, Pam Macias, Holly Irwin, Caye Smith, Jeff Bolster, Kevin Modesto, Sara Choung, Ross Oakes-Muller, Mark Mann, Brent Goodman, Skip Rutledge, Kerry Fulcher, Conni Campbell, Rob Gailey, Jill Monroe, Joe Watkins, Jim Diachendt, Kim Bogan, Greg Crow, Karl Martin, Sheryl Smee, Bruce Kunkel, Jill Hamilton-Bunch, Frank Quinn, Tim Whetstone, Jeffrey Carr, Cindy Chappell, Mary Paul, Susan Rogers, Brian Becker, Dave Phillips, Ethan Hamilton, Rosco Williamson, Lindsey Lupo, Christina Gardner, Dawne Page, Bob Brower and Maria Zack

Guest: Thomas McMillan from Signal CSK

Meeting was opened by Bob Brower

#### Introduction of Signal - Bob Brower

- They have been engaged in a fairly lengthy process gathering information about PLNU
- This has been a good process
- What they have found rings true

#### Background about the Data - Maria Zack

- Is qualitative and not quantitative
- Provides insights
- Their findings seem to capture who we understand ourselves to be

#### PLNU Identity Research Presentation – Michele Corbett and Thomas McMillan

- Goal to identify what is true, meaningful and different about the institution
- They conducted 22 hour long interviews with faculty, staff and administrators at PLNU
  - Summary high-level insights presented
- They talked to nine segments:
  - Current PLNU undergraduate students
  - Target undergraduate students (accepted but did not enroll)
  - Current PLNU graduate students
  - Current PLNU degree completion students
  - Target adult learners
  - Current PLNU undergraduate parents
  - Target undergraduate parents (their students may not have considered us)
  - PLNU alumni
  - PLNU donors
- Insights about PLNU from these nine audiences summarized around:
  - Choice factors
  - Perceptions of PLNU and competitors
  - Their description of the “Ideal University Experience”

## Communication Platform Presentation – Michele Corbett and Thomas McMillan

- Four Dimensions
  - What kinds of traits do we modeled and instill? *Generous, Rooted Authenticity*
  - How do we act and engage with one another — and the world around us? *Inspirational Mentoring and Service in an Engaged Community*
  - How do we demonstrate the nature and value of the academic experience? *Critically Exploring Life's Profound Questions and Expert Knowledge*
    - Can this be changed to: *Critically Exploring Life's Profound Questions and Developing Expert Knowledge*
    - Another comment likes "*Critically Exploring Expert Knowledge*" because knowledge is changing and needs to be explored.
    - Question: Which of the two of them is what we mean? Or do we mean both?
    - Another comment: Could "Expert Knowledge" be "Expertise"
  - How does PLNU help me to become the whole person I'm supposed to be? *Discovering and Cultivating Your Full Potential*
- Central Message – “The Promise” – The commitment that is at the heart and soul of PLNU
  - *Fully Becoming Who You are Called to Be*

## Group Discussions Applying the Research

Each group was given an area on which to focus (see attached sheets in pages 8-11). The four topics:

- *Generous, Rooted Authenticity*
- *Inspirational Mentoring and Service in an Engaged Community*
- *Critically Exploring Life's Profound Questions and Expert Knowledge*
- *Discovering and Cultivating Your Full Potential*

## Group Debrief Comments

### ***Generous, Rooted Authenticity***

- Idea of generous being more than giving back to the university but more of an ethos of giving in every way and model ourselves to show what a full person may practice
- Observation that all four quadrants are the responsibility of all distinct areas
- Generosity is the standard expectation and not the exception
- It can be seen in who we honor each year for alumni of the year. We don't just honor those who make or give the most money.
- Internships and love works gives our students the opportunity to demonstrate these values.
- Also there are many offices and areas who sponsor various clothes, food drives, etc. opportunity to participate in Special Olympics each year.
- Also look at the number of students who are actually involved in various programs. 200 students for Special Olympics, 100 students for this, 50 students that, etc. The numbers add up to a substantial number of students.
- For extended learning there are not many opportunities to program or exhibit, but intentional ways are needed to include the value in curriculum.

- Day of giving was a great way to give the community to practice generosity and was a great success. How to capture and repeat this.
- Areas to improve is in diversity. Some of the hidden messages in the challenges shared today were financial, and fitting in and this is a subtle reference to socio-economic, and other diversity related categories.
- Hospitality and openness to others who are different is an opportunity for authentic generosity shown in generosity in spirit.
- How to welcome all to our community that is firmly rooted in Wesleyan and Christian, but may not currently reflect those same values.

### ***Inspirational Mentoring and Service in an Engaged Community***

If this is true, how would we know?

- Testimony from alumni, testimony from current students
- Much of this is difficult because the payoff is often down the road quite a ways
- Alumni surveys would be crucial as a source. Should we ask of alumni, "If you had a mentor, who was it and how did that person and how did that person mentor you?"

What would our graduates look like?

- Graduates who are more confident in the career preparation
- Well prepared to enter into their field of choice
- Graduates would see their work as an expression of discipleship
- Graduates would be open to mentoring others

Where it is already happening?

- Sheryl reports that the alumni mentoring program is in its fourth year.
- In LoveWorks, Spring build, off campus participation between faculty and students
- Local churches provide ample examples
- Faculty involvement in student clubs and ministries

What could we be doing to improve in this area?

- Find a way to empower staff members to work in those relationships
- Age isn't a factor – you don't age out of needing mentoring
- LoveWorks is a key experience. Could staff members lead without taking vacation time?

### ***Critically Exploring Life's Profound Questions and Expert Knowledge***

#### **Group #1**

How would we know?

- Students would be lifelong learners fearless. Willing to engage ANY question. No question is too big or off limits. God already knows these questions.
- Ask ANY question. no question is off limits
- Asking any question and engaging with anyone who might have a different viewpoint. Moving beyond knee jerk reactions.
- Engage higher level discourse. walk away from conversation, knowing that one has engaged, even if agreement is not found continue to love
- Use good methods of one's discipline for learning and knowing
- Ability to make argument empirically grounded. Learn where to find good information and use it. Sort through great quantity of information. Information literacy.

Editorial comments: possibly drop 'profound' questions and add 'developing' expert knowledge

What supports the work?

- Exposing students to many perspectives, broadening world view.
- Faculty allow space and safety for students to ask questions
- Faculty conduct research with students and co-present and co-author.
- Exposure to professional settings and professional standards
- Capstone courses
- Lab courses, internships
- Co-curricular engagements, institutes
- Classroom must not be 'completely' free. Not the wild west. Developing responsibility, thoughtfulness, and humility in the way students express themselves.
- Faculty model these qualities and help students mature in the ways in which they express themselves
- Graduate students approach difficult issues with more life experience and greater capacity for nuance.

How could this work be strengthened?

- Capstone course in every major
- Vocational grant has helped strengthen awareness of vocation
- Encouraging student research and presentation
- Internships in every major
- Real-world experience
- Funding for research, especially interdisciplinary
- Openness to interdisciplinary or creative majors
- Prioritization cut some majors/courses that were quasi-interdisciplinary

## Group#2

If PLNU is a place where we are exploring profound questions and gaining expert knowledge how would we know? What attributes would our graduates display?

- This is an assessment questions, and we would naturally assess this based upon the success of our graduates--the same kinds of things we would normally us (grad school acceptance rates, etc.). Any regular benchmarking tool would give us this. MFT.
- What employers have to say about our graduates.
- More challenging question is how students are doing exploring profound questions. Some thoughts on how we might do this:
- The actual vocations that our students are pursuing (lives of service?), especially how they might articulate the relationship of their vocation/work in relation to life's big questions
- The types of culminating experiences that our students have--we tend to fall below our competitors in this regard (either not present or students not aware of opportunities)
- More humility, less dogmatism, greater recognition of ambiguity/complexity of life, knowledge, etc.
- Committed to being life-long learners
- Ability to articulate their vocation as vocation and not just career

What are you doing in your work that supports, particularly among students, the exploration of life's profound questions and the acquisition of expert knowledge?

- Life's Profound Questions:
  - The centers provide great support for students to integrate their educations with big questions and how they connect with practical outcomes/life
  - Study abroad, Gen Ed (is it, and is it intentional/strategic), various co-curricular activities, service learning, honors program
- Expertise:
  - True expertise involves deep engagement with the profound questions, these should not be separated.

What do you see going on at PLNU that supports, particularly among students, the exploration of life's profound questions and the acquisition of expert knowledge?

- See above.
- Also, the readings groups that we participate (Science and theology; vocation, etc.)
- Psych 101 does this, FYE sought to do this, etc.
- Ideally, having learning centric classrooms rather than student-centered or professor-centered
- Chapel, Time out, dorm groups and programming, d-groups

What could PLNU be doing that would strengthen our work in this area?

- Add cross-cultural experiences
- Interdisciplinary team teaching
- General Ed reform in which these things are more strategically/intentionally
- Hiring practices
- Making part of tenure and promotion
- Have each program look at culminating experience with expectation that they develop them if they do not already have them, if they do, improve them
- Add this to ILOs and PLOs
- Consider creating a course dealing with the theology of work;
- The value of faculty reading/discussion groups in helping create faculty who model ability to model dealing with big questions in integrated ways.

### ***Discovering and Cultivating Your Full Potential***

#### **Group#1**

If PLNU is a place where students are discovering and cultivating their full potential and building a life of meaning how would we know? What attributes would our graduates display?

- Students believe/articulate they have had impactful or moments of discovery at PLNU that will shape their future.
- Students can articulate that they know more about who they are...becoming more self-aware.
- Students have developed some tools to reflect upon, identify and discern the path to whatever is next as they begin to seek to become who they are called to be.
- Develop curriculum to develop more reflective disposition in students or promote self-reflection in the curriculum.

What are you doing in your work that supports the discovery and cultivation of an individual's full potential and calling?

- Telling the story of students and alums in powerful ways that provide resources to stimulate the context
- Modeling reflection and discovery
- Designing curriculum that promotes self-reflection

What do you see going on at PLNU that supports discovery and cultivation of an individual's full potential and calling?

- OSV - Network 9 events
- Peer Bible studies
- Post LoveWorks reflection

What could PLNU be doing that would strengthen our work in this area?

- Develop curriculum that promotes self-reflection.
- Creating space for reflection within the community

## **Group #2**

If PLNU is a place where students are discovering and cultivating their full potential and building life of meaning: How would we know?

- Where students choose to live and choose work upon graduation
- They would not separate work and life: Do not choose a major, choose a mission
- Regardless of the job, seeing your work as having meaning and purpose (whether ministry or other type of jobs)
- Involvement in a Christian community
- Alumni giving back to PLNU (money, time, etc.)
- Preparing yourself to live out your purpose.
- Life satisfaction Survey

What are you doing in your work that supports the discovery and cultivating of an individual potential and calling?

- As faculty: we communicate the concepts that students have a call on their life and taking this course is one step towards their call and potentials
- Hiring Students workers: give them projects to stretch them.
- Create and modeling a healthy working environment in every departments. How to support parents and students.
- Modeling Relationships
- Living out our faith
- OSV
- For faculty it is more than a 4 year commitment; long term relationship.

What could PLNU be doing that would strength our work in this area?

- Training academic advisor in strength and vocation
- Help departments realize that the staff are more than what they do so they can invest in the community.

Workday update – Corey Fling

- Time tracking begins in Workday December 21
- Log in December 23 to approve time cards
- There will be additional training available in January
- There will be support for questions the week of December 21 and the week of January 4.
- System for logging tickets: help.pointloma.edu

College of Extended Learning Update – Kerry Fulcher and Dave Phillips

- Restructuring to create an enrollment experience for graduate and degree completion students. The enrollment support process will begin from the time of expressing interest in a PLNU program through graduation. The new process was designed with the assistance of a consultant and he has been retained to help us in making the transition.
- This function will be coordinated by Dave Phillips and he will become a Vice Provost.
- Dave will also remain the Dean of Extended Learning

Next Steps – Maria Zack

A calendar was distributed showing how today discussion fits into the overall plan for developing a framework for strategic planning followed by filling in the details of the plan (see page 12).

## **Fully Becoming Who You are Called to Be**

### **Table Discussion Materials**

Pick someone in your group to serve as the record taker (you are going to need to send your notes to Maria electronically or on paper)

#### **Topic: Generous, Rooted Authenticity**

*Personifies the authentic warmth and open-hearted nature of PLNU and its people.*

*Reflects the Wesleyan tradition of genuine humility lived out in who we are.*

*Our focus on others (rather than on ourselves) leads to a readiness to give to others more than is necessary or even expected.*

*A strong internal moral compass means integrity in all actions and decisions.*

Answer the following questions:

- If PLNU is a community where people are generous, rooted and authentic how would we know? What attributes would our graduates display?
- What are you doing in your work that encourages and supports the living of generous, rooted and authentic lives?
- What do you see going on at PLNU that encourages and supports the living of generous, rooted and authentic lives??
- What could PLNU be doing that would strengthen our work in this area?

## **Fully Becoming Who You are Called to Be Table Discussion Materials**

Pick someone in your group to serve as the record taker (you are going to need to send your notes to Maria electronically or on paper)

### **Topic: Inspirational Mentoring and Service in an Engaged Community**

*Exemplifies our practice of Christ-like “servant-leadership”—quietly influencing, guiding, and inspiring others to do and be more (versus telling and dominating).*

*Cultivating deep, honest, and engaged human relationships that bring a real sense of joy and togetherness into our community*

*Genuine modeling of personal, one-to-one learning and mentoring among and between students, faculty, and staff that inspires.*

*Our focus on external service to others is a core missional responsibility.*

*Our community itself is a quantifiable attribute; our “others-focused” mindset becomes an ingrained way of behaving that translates to a lifetime of faithful works and service to others*

Answer the following questions:

- If PLNU is a place where inspirational mentoring and service in an engaged community is happening how would we know? What attributes would our graduates display?
- What are you doing in your work that supports inspirational mentoring and service in an engaged community?
- What do you see going on at PLNU that supports inspirational mentoring and service in an engaged community?
- What could PLNU be doing that would strengthen our work in this area?

## **Fully Becoming Who You are Called to Be Table Discussion Materials**

Pick someone in your group to serve as the record taker (you are going to need to send your notes to Maria electronically or on paper)

### **Topic: Critically Exploring Life's Profound Questions & Expert Knowledge**

*An intentional learning environment that challenges the way faculty and students creatively think, explore questions, pursue truth, acquire and master information, and apply learning to real life.*

*Recognizes the vital importance of the acquisition and mastery of knowledge — the critical facts, information, and skills required to become expert in a field.*

*Sets the bar for a high standard of academic excellence rooted in dialogical exploration and critical thinking (not hard for hard's sake nor pure intellectual competition).*

*Implies a unique Christian university attribute of intellectual openness — encouragement to explore deep ideas, hard questions of life and knowledge, and the pursuit of truth.*

Answer the following questions:

- If PLNU is a place where we are exploring profound questions and gaining expert knowledge how would we know? What attributes would our graduates display?
- What are you doing in your work that supports, particularly among students, the exploration of life's profound questions and the acquisition of expert knowledge?
- What do you see going on at PLNU that supports, particularly among students, the exploration of life's profound questions and the acquisition of expert knowledge?
- What could PLNU be doing that would strengthen our work in this area?

## **Fully Becoming Who You are Called to Be**

### **Table Discussion Materials**

Pick someone in your group to serve as the record taker (you are going to need to send your notes to Maria electronically or on paper)

#### **Topic: Discovering & Cultivating Your Full Potential**

*The highly differentiating ability to see and uncover the gifts and strengths that individuals carry — and a willingness to call them out and cultivate those strengths for individual student benefit.*

*The tangible outcome of the personal investment that faculty and staff make in each student.*

*Focus on both internal and external development of the whole person gives students both inner and outer confidence in themselves.*

*Living a life at the intersection of true passion and intentional learning at PLNU leads to a life lived to its fullest potential and meaning*

Answer the following questions:

- If PLNU is a place where students are discovering and cultivating their full potential and building a life of meaning how would we know? What attributes would our graduates display?
- What are you doing in your work that supports the discovery and cultivation of an individual's full potential and calling?
- What do you see going on at PLNU that supports discovery and cultivation of an individual's full potential and calling?
- What could PLNU be doing that would strengthen our work in this area?

## Process Calendar

Nov 12-13, 2015	Steve Garber on campus meeting with faculty and staff leaders in small groups to talk about vocation.
Dec 16, 2015	Meeting of Planning Council
Early Spring	Internal work on Strategic Plan Framework by Cabinet
Mar 4, 2016	PLNU Board Meeting - Strategic Plan Framework Discussed
Mar 15, 2016 (approx.)	Campus Events to Talk about the Domains <ul style="list-style-type: none"> <li>• Focus on how we live into these ideas</li> <li>• What actions can we take?</li> </ul>
March-August	Identify changes that can be implemented early and documented for WASC
May 4, 2016	Review of Draft Strategic Plan Framework by Cabinet
May 5, 2016	Planning Council Meeting <ul style="list-style-type: none"> <li>• Focus on sharing a draft framework for strategic planning.</li> <li>• Feedback from this meeting will be used for formulate final plan framework document for WASC report.</li> </ul>
Aug 15, 2016	Strategic Planning Framework complete. This needs to be incorporated into our accreditation documents.
2016-17 Academic Year	Campus wide conversations to flesh out the Strategic Plan Framework <ul style="list-style-type: none"> <li>• Learning Outcomes</li> <li>• Student Experience</li> <li>• So items to be identified by October 2016 so that they can be rolled into the WASC report</li> </ul>
Oct 31, 2016	Accreditation Report submitted to WASC
2017-18 Academic Year	Become more specific about targeted changes and enhancements needed to more carefully focus PLNU's work with students to live into the Strategic Plan.