SAC Forward Flow Map Pilot Projects

Chris Steuer, Sustainability Manager
2017

The concepts in this presentation were principally developed by Leith Sharp. The presentation was prepared by Millersville University’s Office of Sustainability in support of the Office of the President. Select icons were provided by Freepik from www.flaticon.com
Timeline

Spring 2016
- Leith Sharp presents at Ware Center
- Develop initial forensic flow maps
- Cabinet retreat

Fall 2016
- Leith meets with Strategic Advisory Council (SAC) (Sep)
- SAC approves pilot forward flow maps
- Dr. Shibley/Mr. Steuer training
- SPSC conducts pilot forward flow maps

Spring 2017
- Forward flow mapping pilot participant workshop
- Develop program recommendations for SAC
Pattern: Flow Happens When There is Adequate Translation & Iteration

The TOS Works Through How to Integrate Something New into All That Is

The AOS Primarily Works Through How a New Idea can Work
TOS focuses on how to bring the new ideas into Millersville’s organizational structure and align them with the University’s mission, goals, and objectives.

AOS develops new ideas and solves how they will work.

**TOS has 4 speeds, not one**

- **Sense**
- **De-Risk**
- **Approve**
- **Scale**

**TOS**

**AOS**

**Generate Idea**

**Champion**

**Pilot**

**Influence Peers**

**Socialize**

**Approve**

**Scale**

**Permit**

**Evaluate Fit**

**Sponsor**

**Sense**

**Approve Scale De-Risk TOS focuses on how to bring the new ideas into Millersville’s organizational structure and align them with the University’s mission, goals, and objectives**

**AOS develops new ideas and solves how they will work.**

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SAC Pilot Projects
# Forward Flow Map Pilot Projects and Faculty/Staff Participants

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Forensic/Retrospective/Value/Vision Discussions

Camp Idea II

- Faculty Development (TOS)
- 80-Day Course Conversions Informal Online Teaching
- 1-Day Tech Showcase
- Online Course Design Workshop (2016)
- 8 units - 3 hours/week - Separately
- 22 long it is how success of lack of community
- Who would be involved?
- IP
- DL Summers
- TOS Mgmt
- 24/7
- Ollie Faculty Director/Online
- Online Programs
- Advisory Council
- - different focus - 24/7 satisfaction & services
- Ollie Faculty Director/Online
- 8 units
- CNDI (TOS) - 22 hours/week
- End of winter (TOS)
- critical mass of fully developed online programs

Writing Center

- Values
- Community/sharing
- WhyCamp Idea II
- - Awareness to Quality
- - What next? Participatants - transitioning to learning

New Employee Orientation

Milestones

1. Annual NEO training
2. Wendy starts, access files
3. Conduct survey of 2015 NEO participants
4. Identify presenters
5. Review hiring trends
6. Meet with presenters
7. Work with IT to identify and use MU Wiki
8. Work directly with recruiters to coordinate scheduling
9. First NEO under new model
Forward Flow Mapping

Camp Idea II

Writing Center

New Employee Orientation
Creativity and Innovation Workshop
Jan 20th, 2017
Creativity and Innovation Workshop, Jan 20th

- **Purpose**
  - Discuss the value of the Dual Operating System (DOS) concept for application at Millersville
  - Decide whether or not to recommend that the SAC consider developing a program centered around the DOS concept
  - If so, recommend design considerations
Findings

• Broad support for developing a “resource-light” program that helps faculty and staff carry a creative and/or innovative idea through a healthy lifecycle.
  ▫ Evolve as faculty and staff become more familiar with, and take more ownership over, the DOS concept.
  ▫ Expand with demand as individuals that have benefited from the program encourage others to participate.
  ▫ Avoid perception that the program draws too many resources during fiscally-constrained times or creates unnecessary procedures that stifle involvement.
Recommendations

1. Provide impartial, internally-sourced facilitators as a resource to University faculty and staff to help them develop their ideas.
2. Designate a modern, inspiring space with up-to-date AV equipment and planning resources (e.g., McNairy 502) as an innovation and creativity planning space.
3. The TOS should identify University programs, teams, or groups that should be encouraged to go through the facilitated sessions.
4. Faculty and staff should be encouraged to voluntarily self-select to participate in facilitated sessions.
Recommendations

1. Provide impartial, internally-sourced facilitators as a resource to University faculty and staff to help them develop their ideas.

Questions

- What should we consider as we look to identify effective facilitators?
- What support can we provide facilitators to help them be successful?
- Other guidance related to facilitators?
Recommendations

2. Designate a modern, inspiring space with up-to-date AV equipment and planning resources (e.g., McNairy 502) as an innovation and creativity planning space.
   - *Does not have to be a dedicated space.*

Questions

- Do you have suggestions for campus spaces that would work well for this purpose?
- Other guidance related to a innovation and creativity planning space?
Next Steps

- SAC endorsement
- Develop draft program based on recommendations
- Soft rollout spring/summer 2017
- Rollout fall 2017

Questions
- Suggestions on how to communicate this to the campus community?

Requests
- Recommend facilitators to Chris.Steuer@Millersville.edu
Additional Slides
Camp Idea II

1. Concept
2. TOS Sensing: Permission and Parameters
3. AOS Sensing: Design CI-2
4. TOS Approval
5. TOS Scale

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<tr>
<td>TOS</td>
<td>1</td>
<td>4</td>
<td>5</td>
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<tr>
<td>AOS</td>
<td>2</td>
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Writing Center

This Writing Center (WC) started in the late 1990s by appointment only and focused on English 110. By 2003, it had been integrated into traditional WC's, and the open access Writing Center (WC) was established. The WC's success, measured by the number of student visits, was correlated with the level of engagement, adaptability, and mastery of student tutors. The WC was founded as an opportunity to enhance the writing center.

http://www.millersville.edu/english/writingcenter/

Participants: Dr. Jeff Adams, Dr. Jill Kivon, Dr. Diane Jimble, Dr. Lisa Shirley, Dr. Lynn Marquez, Dr. William Amthor, Mr. Chris Steuer

KEY TAKEAWAYS

1. WC is viewed as a valuable resource, but could be enhanced to increase numbers.
2. Consider transitioning to one prominent WC space (e.g., library).
3. Historically, the WC has been in a less adaptable space when the student workers (tutors) were naturally creative and engaged. This resulted in the most student participation and testing new ideas. The WC should cultivate a quality Writing Manager (welcome and promotional roles).
4. Related question: Should the WC consider permanent staff that are highly adaptive?
   a. Related question: How many student tutors are there?
5. Consider increasing the utilization of WC student workers (tutors). Only approximately 10% of time is spent tutoring.
6. Related questions: Can we have WC go to classes? Come to you?
8. Related question: Do we develop a 1 credit course for WC tutors?

DESIGN CRITERIA/VALUE

- None applicable
- Orange student attitude and expectations from grammar and editing to having a collaborative writing partner focused on the writing process.
   a. More than one session
   b. Tutors as coaches

QUESTIONS

1. How do we help faculty understand the writing process?
2. How do we educate faculty about the role of the writing center?
   a. How do we promote the quality of the experience to faculty to enhance awareness?
   b. Would it make sense to shift the writing process?
3. How do we address those students who need help with grammar?
   a. Some participants noted that they had to pass a writing and grammar test as part of the curriculum.
4. Use the IR survey and SAT scores to predict the WC.
5. How is success measured as an outcome?
   a. E.g., improvements in writing skills
5. How do we open the WC to all disciplines?
6. How does the writing center fit into the student success center idea?
   a. The writing current could be connected to this.
7. Are there ways in which the writing center could collaborate with library faculty to enhance its use and effectiveness?
8. Is there an opportunity to coordinate with ESL and the writing institute?
9. How do we measure student confidence as a writer?
10. Can we have WC go to classes? Come to you?
   a. What is the nature of go-to classroom visits?
   b. WC promotes itself in classes early in semester. Does this bring resource to classroom?
11. Can the WC provide direct support to faculty (e.g., WAC)?
12. What does WC do best?
13. Should we have permanent staff?
14. How do we promote the center more effectively?
15. Can we get money for training?
16. What is needed to enhance tutor training?
   a. Need to build expertise and ownership among tutors.

POTENTIAL TASKS

- Move to one space (e.g., library)
- Increase tutor time spent tutoring. Online schedule, tutor training.
- Create dedicated tutor training session. Possibly 1 credit or 1 1/2 credit course.
- Provide feedback to instructors. Use tutor track or Starfish data.
- WAC training for tutors
- Create a WC course in English
New Employee Orientation
Creativity and Innovation Workshop, Jan 20th

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