Learning and Performance Systems Strategic Plan 2014-2019

Mission Statement

As part of the Pennsylvania State University and the College of Education, Learning and Performance Systems (LPS) strives to create cutting edge research in adult learning, learning technology, workplace learning, informal, non-formal, corporate and alternative learning spaces, learning environment design, learning sciences, career and technical education and K-12 technology integration. LPS seeks to educate graduate and undergraduate students in Adult Education (ADTED), Learning, Design, & Technology (LDT) and Workforce Education and Development (WF ED) to become career and technical teachers and administrators, future professors, K-12 technology specialists, online and distance educators, professional learning designers, adult educators, organization and community developers, and corporate trainers. In addition, LPS maintains a strong mission of service to the University, College and Department as well as the community at large and our discipline areas.

We believe that LPS is a strong base from which to help people understand how people learn and how we teach in many diverse contexts. We help people understand these constructs through publications, research, theory building, design, *and* implementation of innovations. We believe LPS is well positioned to work as a leader in innovation including a skunkworks to aid in rapid prototyping and creation of new processes.

The LPS Department consolidates the individual plans of the ADTED, WF ED & LDT programs under eight common goals. These goals include specific measures of success, action plans, and resources as summarized in Table 1. Each of the goals is discussed in narrative form prior to specifying the steps needed to achieve these goals.

Goal # 1: Lead and Increase Innovative Models of Education Disseminated by the Department

The goal of LPS is to build on the strong history of innovation, change, and technological advances we have in LPS to create a clear distinction in the Department as a leader in these areas across the College and the University. We believe in the power of innovative uses of technology to support teaching and learning. The LPS department wishes to focus on bringing new ideas and new ways of doing things into focus for others. We see this as an opportunity to utilize rich expertise across our faculty and programmatic areas, which can be accomplished with these specific strategies:

- Illustrate new ways of employing blended instruction.
- Share models of online learning alongside current research.
- Further explore and demonstrate competency based models of learning to include research on these models and offering new educational programs founded on competency-based learning models.
- Identify progressive and emerging innovative models of instruction for further exploration and implementation to include field work, basic research and dissemination of results.
- Effectively share the work done in these areas with the larger College.
- Collaborate with and lead others in the College who wish to employ progressive, innovative models of instruction and learning environment design.

Goal # 2: Grow Online Learning Opportunities

LPS currently has three significant online programs being offered through the World Campus (WC). The goal of LPS is to build on these programs, to strengthen and renew older programs while exploring new offerings and new markets. It is imperative within this goal that LPS continue to use these instructional opportunities as equal partners in the research endeavor and bring these opportunities to fruition by sharing findings broadly with related discipline areas. We see this area as an opportunity to enhance current programs and create several new opportunities as well, through these specific strategies:

- Rejuvenate ADTED's current WC offering, this work should begin in 2014 and continue through 2015.
- Create Adult Basic Educator Certificate, to be launched 2014.
- Re-design the LDT WC offering to include three areas: Design for Learning Technologies, Teaching and Learning Online, and Educational Technology for Inservice Teachers (traditional existing program).
- Launch the new Organization Development and Change MPS through WFED and WC.
- Launch the new Corporate Training as an LPS offering including approvals from WC, and the Graduate School, partnering with TRDEV in Harrisburg for delivery of four courses, identifying and selecting an administrator for that program, and designing new courses.
- Work with Outreach and WC to create a certificate in Teaching and Learning Online (TLO) for inservice K-12 educators as part of PDE endorsement.
- Explore possible online undergraduate in LDT with focus on competency based education models.
- Continuously scan markets and competitors to ensure strong presence in the fields of our online programs.

- When appropriate and possible encourage creativity and innovation in online learning and new programs that result.
- Ensure ongoing self-direction of all WC programs through explicit contracting with WC; retention of course controls; and control of scope creep and deeper clarity of lines between academic, marketing, and administrative decision making.

Goal # 3: Sustain Vibrant Intellectual Engagement

The goal of LPS is to maintain and illustrate a strong intellectual engagement throughout the department and as perceived across the College and the University. We believe that we must continually strive to share the exciting intellectual sandbox that LPS represents. We wish to foster collaboration for grants, contracts, and external funding across programs within LPS and the College. We also seek to continuously involve our graduate and undergraduate students in our research. We believe that this can be accomplished with three specific strategies:

- Use Dharma Bums as a model for extracurricular intellectual engagement opportunities.
- Pay close attention to the marketing outside of the LPS Department by working with the PR office in the College as well as our own social media. LPS hopes to bring better attention to the exciting examples of intellectual engagement happening across the Department.
- Organize a core course in the Department. This will take the form of three courses that are taught at the same time by three instructors (one from each of the programs), but with opportunities to connect learners and faculty over specific issues. The course would be co-located synchronously to encourage connections. This would also include guest speakers on specific topics of interest across the three programs and offers an opportunity to connect our department even more substantively intellectually.

Goal # 4: Maintain Incentive Programs within the Department

LPS has a strong tradition of use of incentives throughout the Department to encourage growth in grants, contracts, online teaching, and other additional innovative faculty activity that goes *beyond* expectations of faculty as part of their regular jobs. We have found this to be a particularly strong program in the past with few financial drawbacks and many community building advantages. The goal of LPS is to build on this tradition and to maintain a strong balance between program collaboration for departmental good and program autonomy for strong, well-grounded decision making. In the past, this has taken the form of aggressive fiscal incentive models which place the decision making authority as low in the hierarchy as possible. We hope in the next 5 years to maintain the necessary incentive structures to continue to encourage innovation, creativity, decision-making, and collaboration across LPS. However, there are some areas that can be improved in this regard:

- Identify incentives for increased grantsmanship and encourage significant upswing in foundation funding and grant writing.
- Maintain clarity of fiscal models and their function within the Department.
- Encourage faculty to continue to teach onload for WC when appropriate as part of their regular duties.
- Identify clear expectations of programs and individual faculty members in support of the Department and expectations of the Department in support of programs and individual faculty members.

Goal # 5: Maintain Transparency Across the Department

LPS is a combination of three programs who were only joined together about 15 years ago and have varying degrees of trust across the Department and of leadership in general. As result, a high degree of transparency has been found in recent years to enhance the working relationships of all parties within the Department. This goal is focused on being a model for transparency across the College by sharing sufficient information to encourage trust and engagement without overloading faculty and staff with too much information.

- Continue to share the budget monthly.
- Review Departmental policies for accessibility, usability, utility, informativeness, and auditability.
- Create and share a position paper from LPS outlining what transparency means to our Department, how we have implemented it, and what it means to have access and be informed of Departmental information.

Goal # 6: Create a Welcoming Environment for Diverse Cultures

As in most large graduate programs, LPS welcomes a diverse set of learners to the University gates each fall. Understanding and working with diverse populations and truly helping them to feel comfortable and welcomed is an important goal that LPS wants to embrace in the next 5 years.

- Ensure participation across cultures in social and service opportunities in the Department.
- Review policies for cultural sensitivities.
- Implement a brown bag series on diverse populations to include disability, LGBT, and international cultures.
- Ensure sufficient access across diverse populations to research and writing opportunities.

Goal # 7: Create New Offerings at the General Education Level

LPS is anxious to engage the undergraduate population and we hope to see future offerings in areas such as lifelong learning, technology integration, effective communications for educators and the role of vocation and workplace learning for undergraduates.

- Attempt to gain access to ongoing meetings and deliberations regarding changes in the GENED requirements for PSU.
- Identify at least one potential area of service to the GENED mission of PSU within the LPS department.
- Develop at least one additional GENED course while preserving (if possible) current GENED offering (INSYS 100).

Goal # 8: Increase Depth of Field in HRD and ADTED

As a result of ongoing market demand as demonstrated by large enrollments in the HRD area, and increasing interest among international populations in the ADTED area particularly within the distance education and social learning fields, we hope to increase our faculty specifically in the HRD and ADTED areas

- Carefully monitor retirements in both WF ED and ADTED areas and proactively seek to enhance HRD and ADTED offerings through strategic faculty hiring.
- Losses in ADTED (Ian Baptiste) and WF ED (Edgar Farmer) have resulted in a relatively shallow field in both areas, however, strategic hiring in areas of higher demand (e.g., HRD v. Community College) will be emphasized.

- Demonstrate market needs based on clear enrollment data and specific metrics collected from departmental documents. Use that data to create a compelling case for needed replacement hires in strategic areas such as HRD and ADTED.

Objective	Strategy	Timeline	Action Plan	Resources	Status
#1 Innovation	Blended instruction	2016	Develop pilots and share with PR office	Current faculty & PR office support	Stage 1*[1]
	Online learning & research	Ongoing	Share research more broadly	Current faculty & PR office support	Stage 4
	Competency based	2014-15	Develop further	Kyle Peck & other resources, GA's staff, faculty	Stage 1
	Progressive models	Ongoing	Share outcomes	Current faculty & PR office support	Stage 4
	Share with College	Ongoing	Plan strategically for sharing	PR office, faculty & staff resources	Stage 4

---

[1] Stage 1: Idea inception; Stage 2: Concrete plans; Stage 3: Early plans enacted; Stage 4: Ongoing; Stage 5: Evaluation and Sharing

	Collaborate with outside	Ongoing	Reach out to locate appropriate partners	LPS faculty, outside faculty	Stage 4
#2 Online	Revised ADTED	2014-?	Gain positive marketing & Grad School review, develop new courses, launch program	ADTED faculty & staff, WC, Graduate School & administrative supports	Stage 2
	ABE Certificate	2014	Program design and launch	ADTED & Literacy center faculty & staff, Graduate School & administrative supports	Stage 3
	Re-designed LDT	2014-15	Program approval by Grad school, development & launch	LDT faculty & staff, Graduate School & administrative support	Stage 3
	ODC MPS launched	2014 soft launch	Development and launch	WFED faculty & staff, administrative support	Stage 4

	LPS Corporate Training M.Ed. Launched	2015 spring soft launch	Gain approvals from Grad School, development & launch	LPS faculty & staff, TRDEV Harrisburg faculty & staff, Graduate School & administrative support	Stage 2
	Certificate in TLO with PDE & Outreach	2014-15	Track PDE development of endorsement, align courses developed as part of TLO minor and LDT masters	LDT faculty & staff, Outreach staff	Stage 1
	LDT Undergrad	2014-15	Conceptualize and develop ideas for LDT undergrad in competency based learning design	LDT faculty & Staff	Stage 1
	Scan for new opportunities	ongoing	Concerted effort on all parts to highlight new opportunities to leadership	LPS faculty & administrative support	Stage 4

	New idea generation	ongoing	Concerted effort on all parts to highlight new ideas, marketability, demonstrated need	LPS faculty & administrative support	Stage 4
#3 Intellectual Engagement	Dharma Bums model	ongoing	Connect those leading other forms of engagement with David Passmore	Dr. Passmore & LPS leadership	Stage 4
	Common Core Course	2014-16	Include LDT course alongside ADTED & WFED proseminars and increase connections between instructors	Drs. Passmore, D. Carr-Chellman, & Zimmerman and other possible faculty	Stage 3
	Marketing LPS	Ongoing, initial phase 2014	Work with PR office, organize internal marketing more formally	All LPS faculty & staff support, PR office staff	Stage 4
#4 Incentives	Grants incentives	Ongoing	Establish working group to encourage	Selected LPS faculty & staff support	Stage 4

			grantsmanship and brainstorm incentives		
	Clear fiscal models	Ongoing	Check for clarity across faculty during Career Conferencing	All LPS faculty & staff, administrative support	Stage 4
	Onload teaching	Ongoing	Discuss and monitor onload WC teaching during Career Conferencing	All LPS faculty & staff, administrative support	Stage 4
	Clear expectations	2014	Clarify expectations during Career Conferencing	All LPS faculty & staff, administrative support	Stage 4
#5 Transparency	Monthly budgeting	Ongoing	Share budget monthly, check for understanding during Department Meetings	LPS leadership & support staff	Stage 4
	Review policies	2015 summer	Check for accessibility, usability, utility, informativeness, and auditability.	LPS leadership & support staff	Stage 2

	Position paper	2015 summer	Create position paper and share internally	LPS leadership & support staff	Stage 1
#6 Diversity	Social & service	2017	Survey student population re: access	LPS Diversity committee & administration	Stage 1
	Policies	2016	Review policies	LPS Diversity committee & administration	Stage 1
	Brown Bag series	2015-16	Establish series and implement offerings	LPS Diversity committee & administration	Stage 1 (entering Stage 2 from retreat)
	Access to writing and research	2017	Survey student population re: access	LPS Diversity committee & administration	Stage 1
#7 GENED	Access	2014	Gain access to dialogues on GENED changes	College administration support	Stage 1
	Identify one course	2014-15	Identify at least one good GENED offering, discussions with faculty during Career Conferencing	LPS faculty, staff & administration	Stage 1

	Develop one course	2014-17?	Develop one course that is listed as a required GENED course beyond INSYS 100 and gain approval	LPS faculty, staff & administration	Stage 1
#8 Faculty needs	Monitor faculty retirements	Ongoing	Continue to discuss potential retirement plans during Career Conferencing, identify likely implications	LPS faculty & administration	Stage 4
	Emphasize strategic hiring	Ongoing	Present case properly to Ad Council and College of Education Leadership	Leadership	Stage 4
	Demonstrate need	Ongoing	Demonstrate market needs, populations, use specific metircs for case	LPS administration & staff	Stage 4