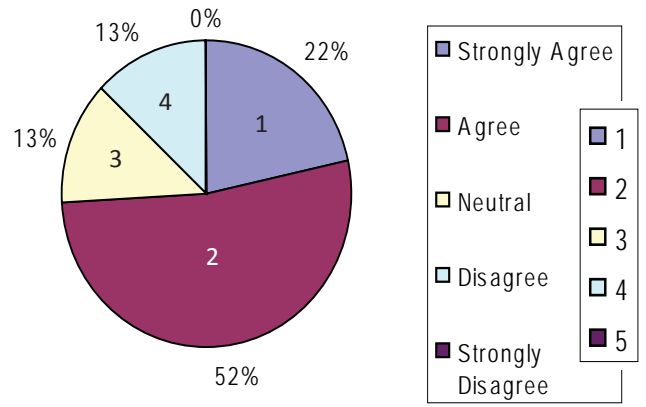
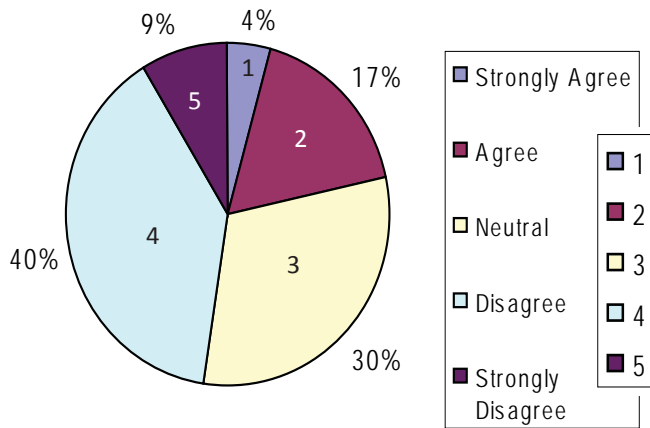


THERE WAS A CLEAR VISION OF STUDENT LEARNING GOALS IN 2004/2005 ON OUR CAMPUS:

THERE IS NOW A CLEAR VISION OF STUDENT LEARNING GOALS ON OUR CAMPUS:

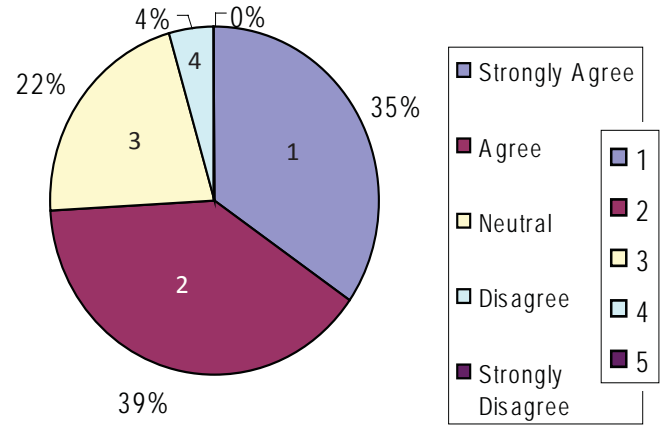
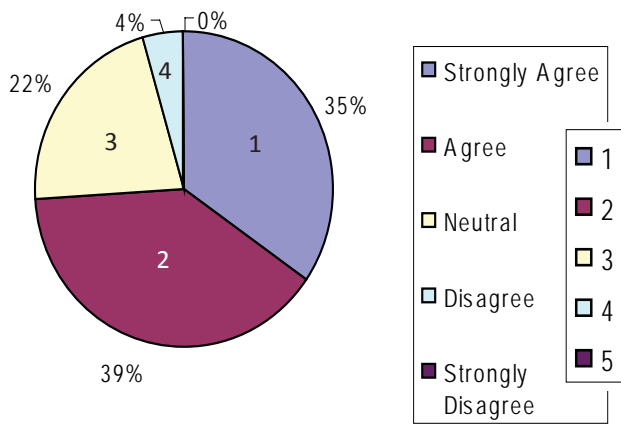
At the institutional level.

At the institutional level.



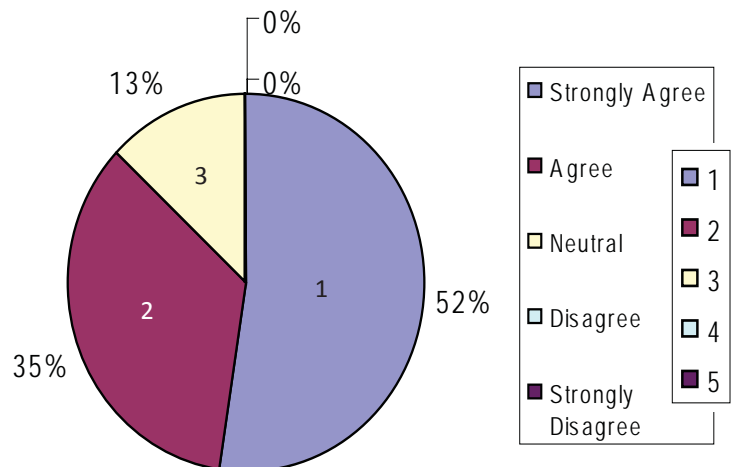
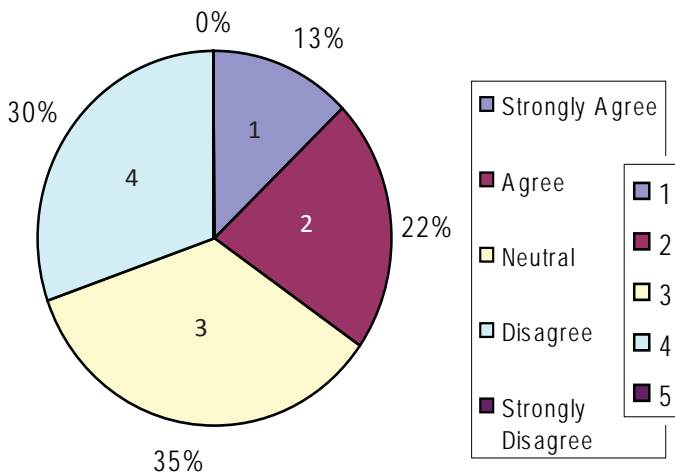
At the level of the science/mathematics division.

At the level of the science/mathematics division.



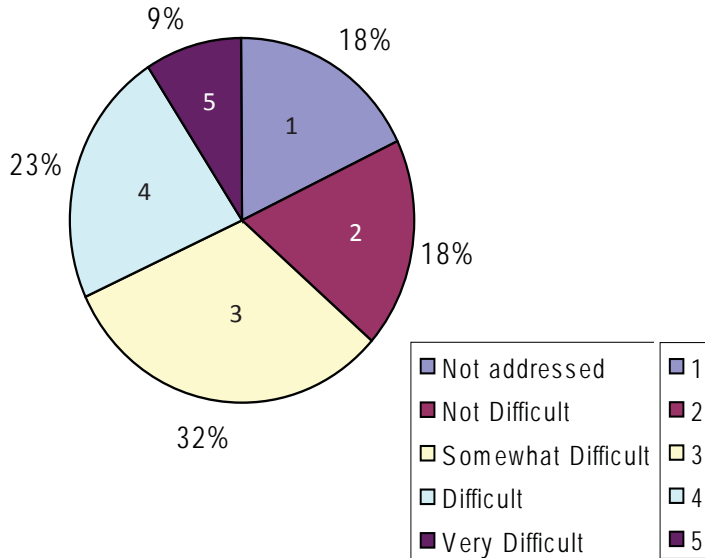
At the level of individual departments/programs.

At the level of individual departments/programs.

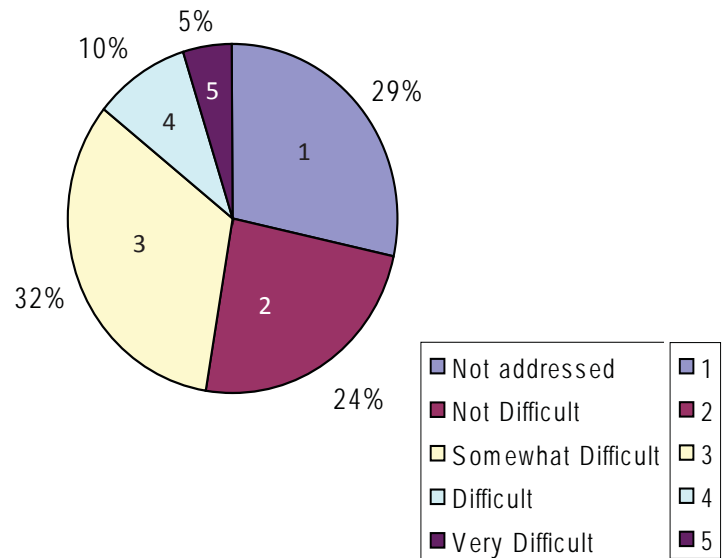


THE FOLLOWING ARE SOME OF THE BARRIERS TO ESTABLISHING A CLEAR VISION IDENTIFIED IN LI APPLICATIONS. WHICH OF THESE DID YOU ADDRESS DURING YOUR LI EXPERIENCE? INDICATE THE DIFFICULTY OF OVERCOMING THE BARRIER.

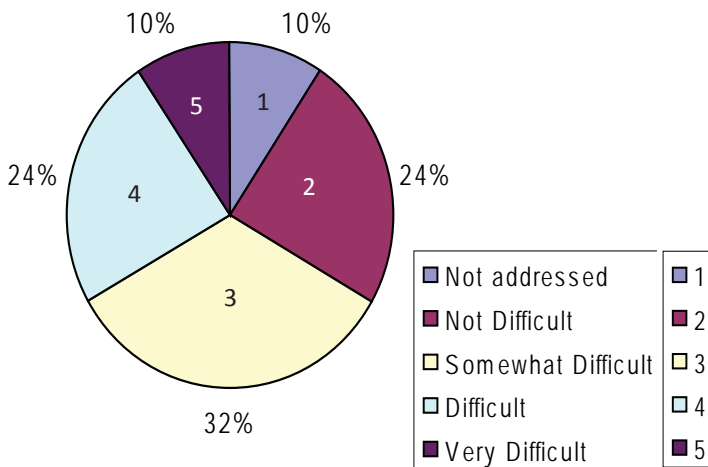
No positive track record on linking the process of 'visioning' to strategic planning.



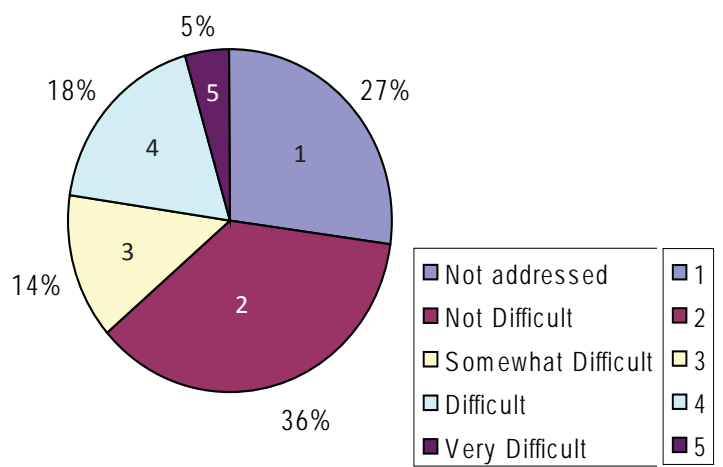
Self-serving, conservative discussions within influential major campus committees.



Culture of departmental silos.

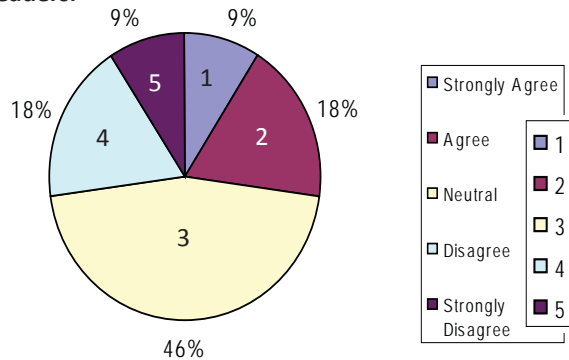


Transitions at top-level administrative positions.

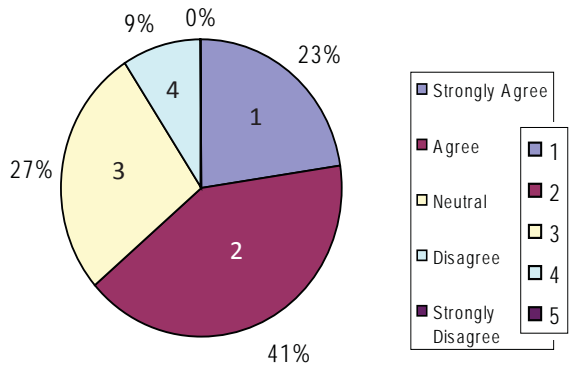


THERE WAS A VISIBLE CULTURE ON OUR CAMPUS IN 2004/2005 IN REGARD TO:

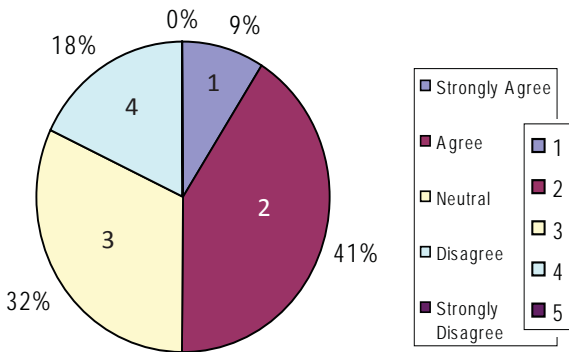
Institutional attention to developing faculty and administrative leaders.



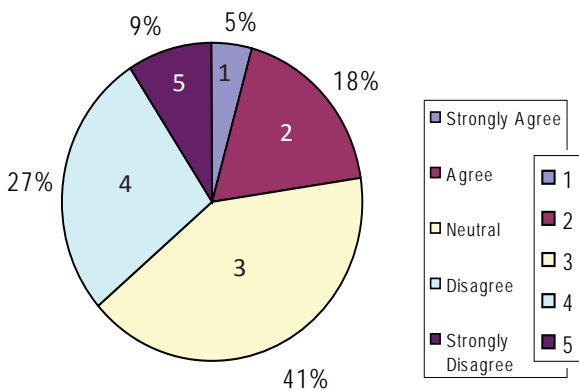
a cadre of influential champions taking responsibility for new initiatives/approaches.



Support from senior officers for new initiatives (top-down leadership).

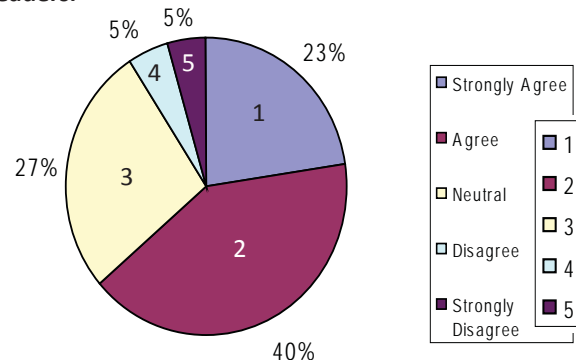


A planning process that linked transforming the STEM learning environment to larger institutional initiatives.

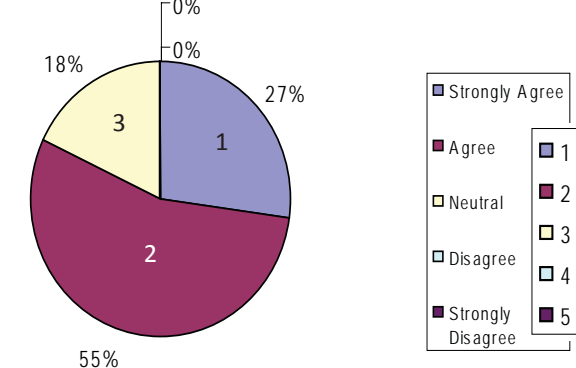


THERE IS NOW A VISIBLE CULTURE ON OUR CAMPUS IN REGARD TO:

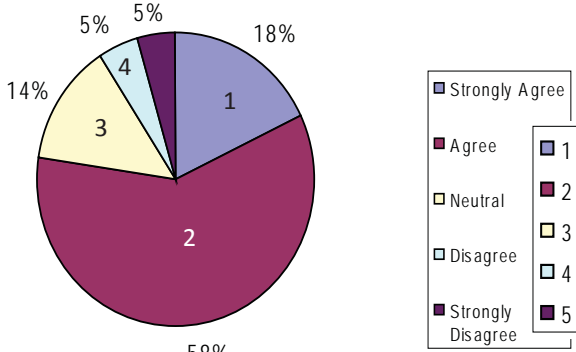
Institutional attention to developing faculty and administrative leaders.



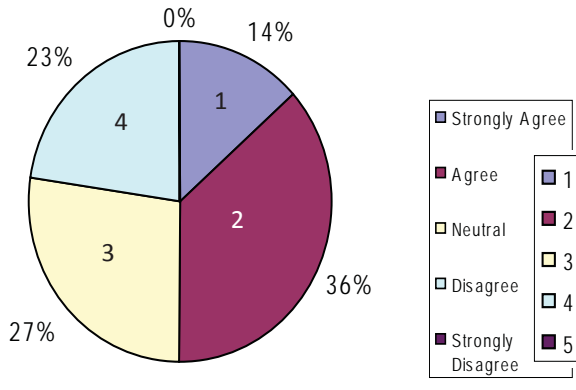
A cadre of influential champions taking responsibility for new initiatives/approaches.



Support from senior officers for new initiatives (top-down leadership).

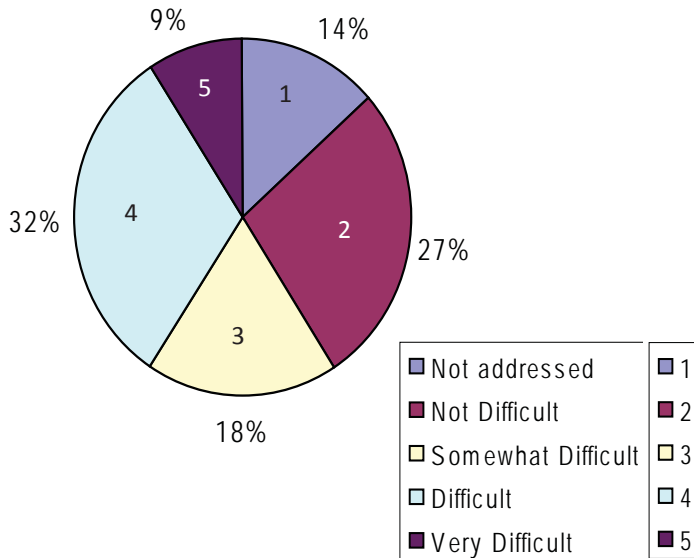


A planning process that linked transforming the STEM learning environment to larger institutional initiatives.

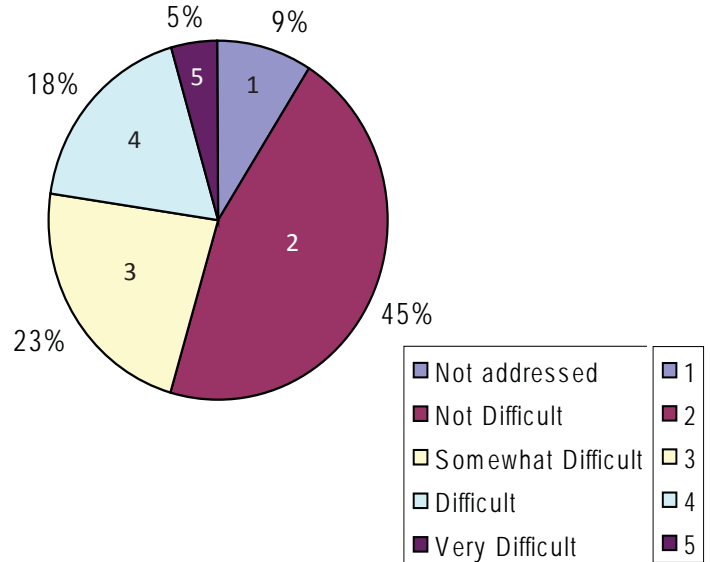


THE FOLLOWING ARE SOME BARRIERS TO ESTABLISHING A CAMPUS CULTURE THAT SUPPORTS LEADERSHIP IN INSTITUTIONAL TRANSFORMATION IDENTIFIED IN LI APPLICATIONS. WHICH OF THESE DID YOU ADDRESS DURING YOUR LI EXPERIENCE? INDICATE THE LEVEL OF DIFFICULTY IN OVERCOMING THE BARRIER(S).

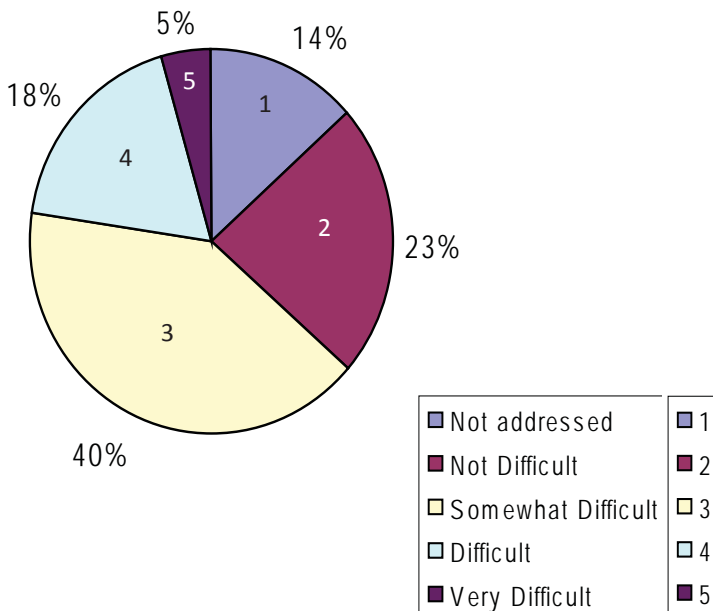
Few opportunities for discussions about STEM initiatives that engage the broader campus community.



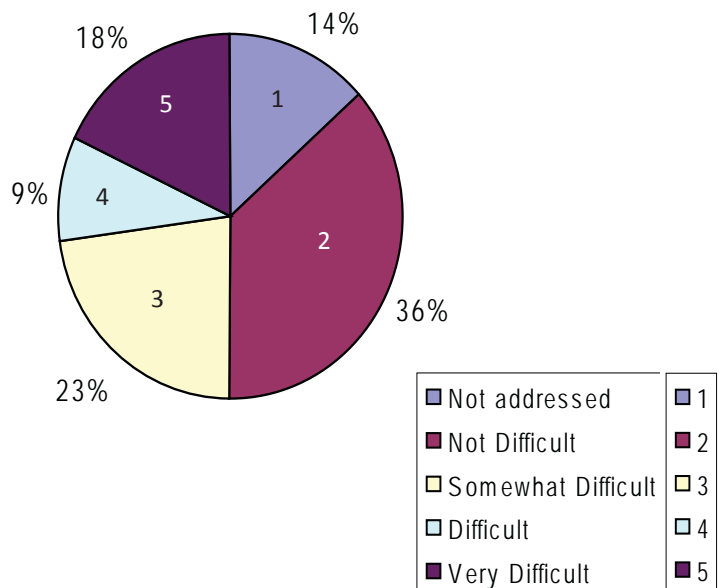
Few opportunities for discussions about STEM initiatives that engage the STEM community



No support/flexibility for risk-taking initiatives.



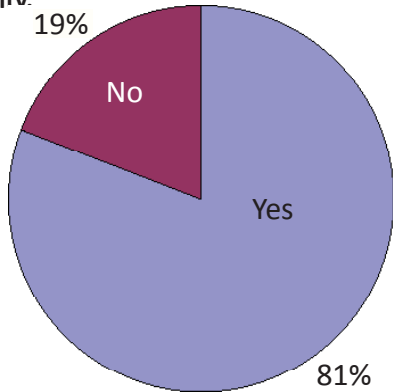
Faculty and administrators disconnected to national conversations.



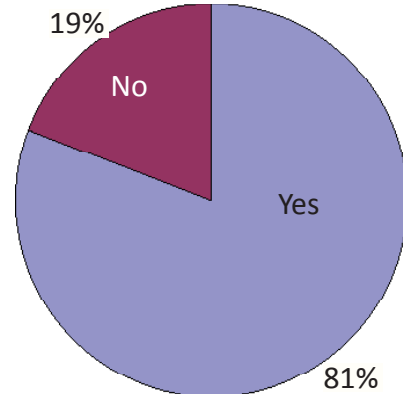
PLANNING PROCESS THAT IS GROUNDED IN INSTITUTIONAL VISION, SHAPES AND IS SHAPED BY AN INSTITUTIONAL LEADERSHIP CULTURE.

THERE IS A CATALYTIC LEADERSHIP GROUP THAT:

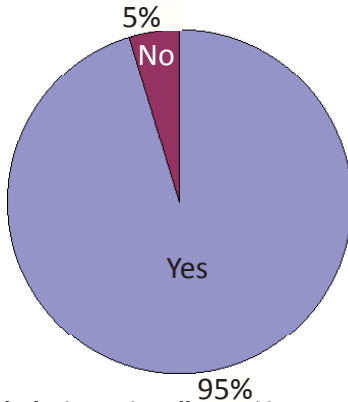
Includes individuals with diverse interests, expertise and spheres of responsibility.



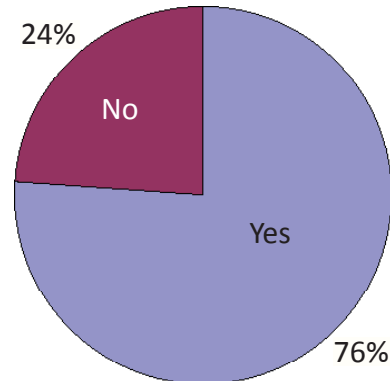
Is clear about who their students are, what students bring to and are to gain from their STEM learning experiences.



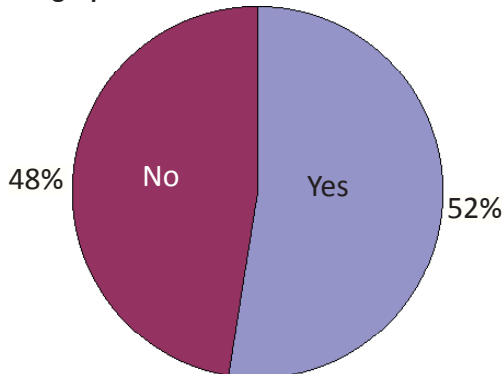
Understands the context for change, within and beyond the campus.



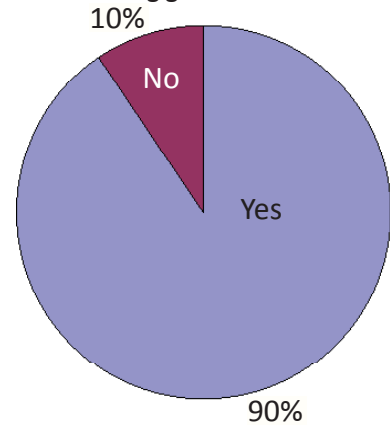
Is conversant with contemporary research on learning, how that research can be reflected in their planning.



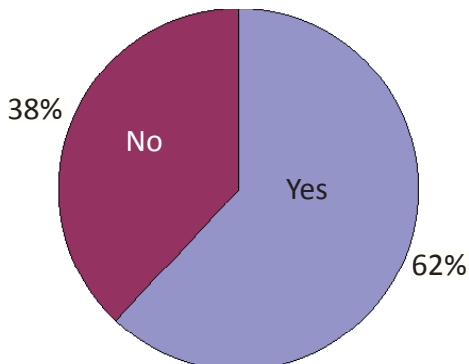
Convenes regularly, intentionally working toward developing and implementing a plan of action.



Has experience with contemporary pedagogies of engagement that serve student learning goals.



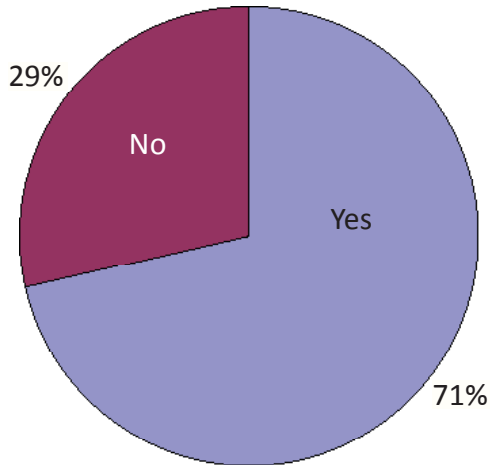
Communicates clearly, broadly and often, building wide-spread ownership and engagement of the process and outcome of the planning.



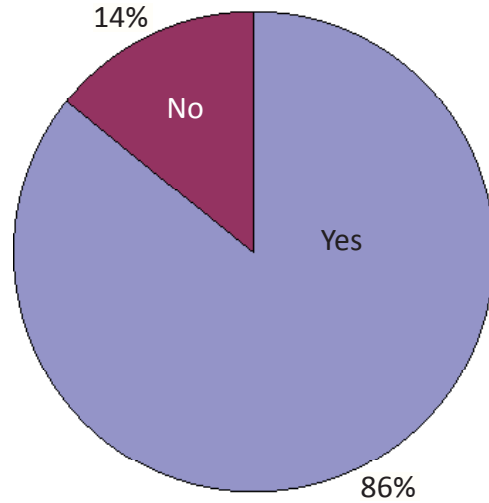
PLANNING PROCESS THAT IS GROUNDED IN INSTITUTIONAL VISION, SHAPES AND IS SHAPED BY AN INSTITUTIONAL LEADERSHIP CULTURE.

THERE IS A CATALYTIC LEADERSHIP GROUP THAT:

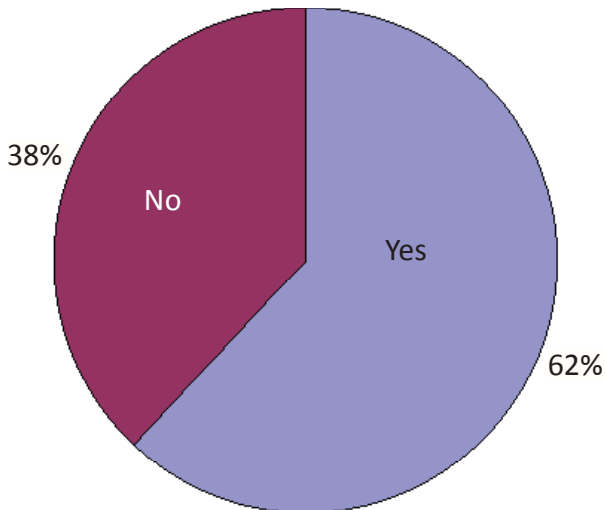
Is visible and evolving, appropriately engaging those in positional and non-positional leadership roles.



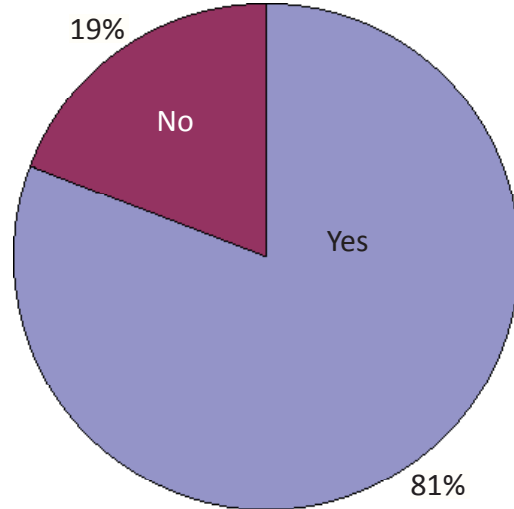
Is prepared to take risks and explore new approaches.



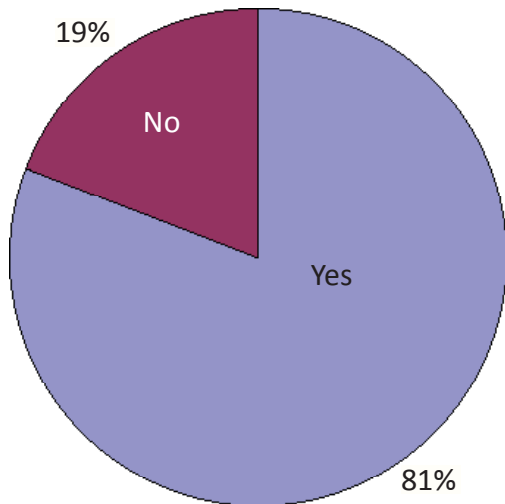
Is reflective about roles and responsibilities of leadership teams.



Gives attention to everything, understanding the relationship of the pieces [programs/spaces/budgets/etc.] to the whole (the kaleidoscopic perspective)

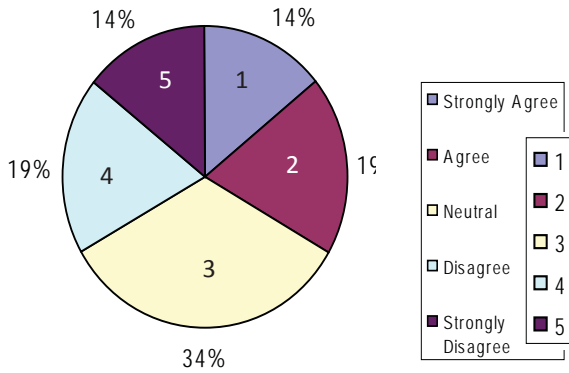


Has identified one or two contextual reasons for pursuing to pursue a new initiative.

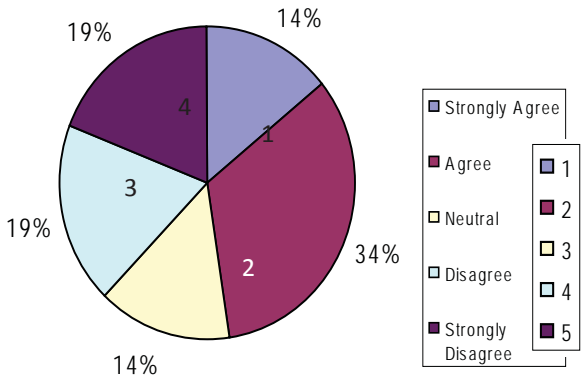


IN 2004/2005, FACILITIES THAT HOUSED OUR UNDERGRADUATE STEM COMMUNITY:

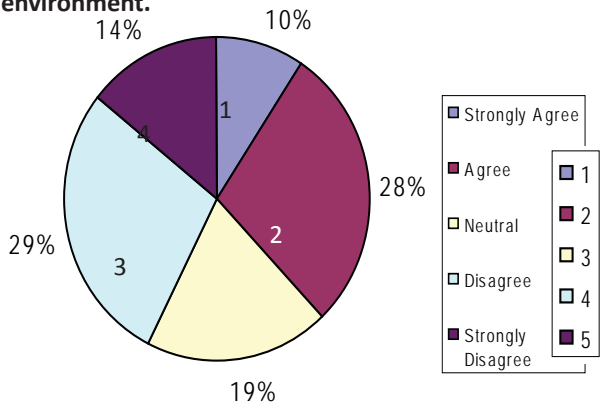
Accommodated contemporary pedagogies of engagement.



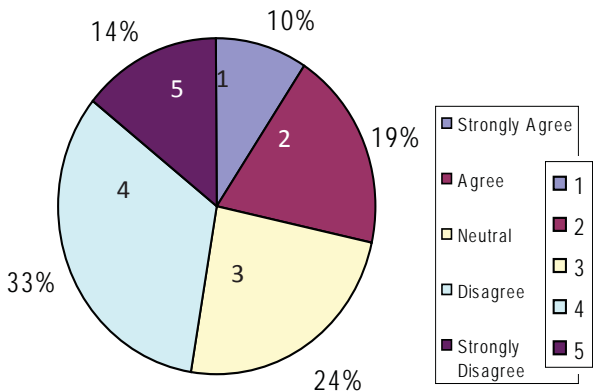
Enhanced a research-rich undergraduate STEM learning environment.



Enabled an interdisciplinary undergraduate STEM learning environment.

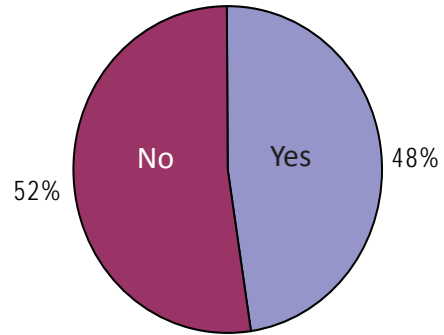


Fostered a sense of community, attracting and sustaining the interest of all undergraduates in STEM learning.

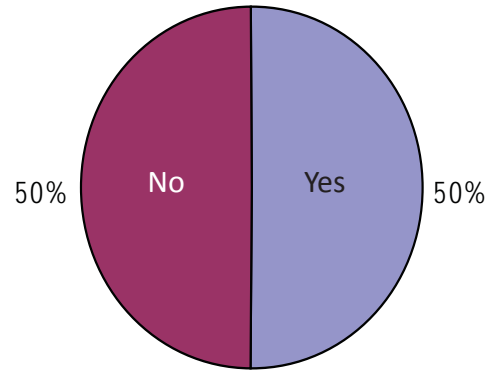


DURING OUR INVOLVEMENT WITH PKAL LI INITIATIVES:

Planning for new spaces was already underway.



Planning for new spaces began.



Construction of new spaces was underway.

