Summary

The Intellectual/Campus Life Task Force met in an all-day retreat on November 30, 2012. One outcome of this event was a list of recommended priorities that would help achieve the vision for campus and intellectual life in 2030. The Task Force also discussed its work by viewing their ideas through the lenses of Mission, Quality, Diversity, and Competitiveness. The draft priorities and ideas for how to achieve them are listed below.

The Task Force will meet on February 1, 2013 to revisit their initial priorities and begin the process of describing them in terms of: 1) time frame needed to implement the initiative, 2) scope of the initiative, and 3) the financial support needed to implement the initiative.

Recommended Priorities for Faculty/Staff Productivity and Reward Systems

1. Improve faculty and staff salaries and reward systems

   • Value and recognize the work faculty do besides teaching, including scholarship, service, mentoring/advising, and with students outside of the classroom
   • Salaries could be improved by articulating a salary floor for each rank and/or a more substantial increase upon achieving promotion to associate and full professor
   • In addition to salary increases, rewards could include:
     ▪ Reallocating load to support various kinds of work besides teaching
     ▪ Supporting creative approaches to teaching (time and resources to develop and sustain team teaching, project/problem-based learning, experiential and service learning, field trips, community engagement/partnerships, the use of new technologies, etc.)
     ▪ Funding for faculty/student research
       o Supplies
       o Travel to archives, field sites, etc.
       o Travel to disseminate the work
     ▪ Creating more faculty and staff development opportunities, including support for adjunct faculty support and adequate training/compensation for department chairs and program directors
     ▪ Recognizing faculty and staff successes beyond the once-a-year achievement awards

2. Rethink faculty workload and productivity measures

   • Review and revise the Faculty Handbook
   • Find or develop a flexible productivity measurement tool (Delaware) and adjust recognition, merit and load accordingly
   • Develop strategies to attain a 3/3 teaching load (18 hours/year)
     o Hybrid course formats are one way to do this

3. Promote student engagement and interaction
• Maintain small class sizes (although this may contradict the desire to attain a 3/3 teaching load)
• Support for creative approaches to teaching (see #1 above), including the development of an incubator to create student-run agencies/businesses and other kinds of applied experiences
• Develop more internship opportunities for students
• Draw upon the skills of alumni and graduate students
• Use existing tools to support at-risk students
• Note that these kinds of student experiences should be planned and intentional and perhaps required

4. Support informal community-building among faculty, students, staff, administrators

• Redesign the library so that it becomes an intellectual and social hub
• Build a coffee shop in the library
• Create a faculty lounge/club
• Bring high-profile speakers to engage the campus in conversation
• Develop/improve interdisciplinary experiences

Recommended Priorities for Linking Traditional Classroom Learning With Applied Learning

1. Develop systems for getting students off-campus and bringing the community on campus

• Restructure class schedules
• Develop alternative delivery systems for course content
• Require internships and other off-campus experiences, including global and virtual experiences
• Scaffold these experiences so as to prepare students effectively
• Provide incentives for studying and teaching abroad
• Assign someone to coordinate, communicate and integrate all of this (at departmental level? College/School level? University level?)

2. Develop stronger communication practices to ensure that information about student and faculty work—goals, practices and outcomes—is moving more effectively both horizontally and vertically

• Collect, prioritize and disseminate data
• Disseminate surveys and share results campus-wide
• Tell our stories—marketing via narrative
• Hold coffee hours or other structured conversations

3. Prioritize student-centered learning

• More clearly define what this means at our institution/in our units
• Incentivize and support faculty to develop a student-centered curriculum
• Flip “Education for Service” to “Service for Education”
Recommended Priorities for Group # 3 – Partnerships and Entrepreneurship

1. Increase community outreach
   - Incubator ideas -- focus on health and wellness partnerships, education partnerships, and sustainability; Southside is an untapped area
   - Create a community fitness trail that runs through UIndy
   - Education partnerships focused on literacy, family, and psychosocial needs
   - Super-center of excellence in health & wellness --Healthplex as a model center
   - Sustainability – create a community garden
   - Create curriculum/internships around these priorities
   - Conduct needs assessment to determine what is already going on – who is in the community? What are the needs? Wants? How can we serve the needs while involving UIndy?
   - Add programs to involve existing departments e.g., kinesiology, etc. – preschool, daycare
   - Address lack of centralized resources, logistics such as transportation and facilities, and mechanism for assigning load for these activities (barriers)
   - Identify sources of funding from new partners to sustain outreach

2. Increase student-friendly technology support student use of technology
   - Provide key-card access to all areas on campus; has added benefit of increasing security
   - Increase use and support of mobile technology and support with a website that is more interactive and mobile friendly (e.g., MyUIndy does not have a search tool)
   - Create a laptop program as an enrollment incentive and offer other computer discounts or low-interest loans for students
   - Implement an iPad rental program for textbooks and increase use of e-textbooks that are tablet friendly
   - Provide transportation for students within Indianapolis community
   - Match students’ past experience with and expectations for technology & university technology resources
   - Create a UIndy app – a class project? An opportunity for a student-run business?
   - Use Innovation research grants to partner with companies
   - Increase faculty development opportunities in use of technology

3. Consider experiential learning as a curricular requirement
   - Leverage internships + community partnerships
   - Include study abroad option
   - Coordinate offices already working in these areas – centralize experiential and service learning – integrate career services, community service, and international division
   - Scaffold student experiences – how can students go from not knowing to knowing about the world?
   - Integrate experiential learning into the curriculum – requires curricular change and incentives for faculty
• Add a civic engagement specifier on the Diploma
• Match students’ past experience with experiential learning & university offerings
  o What projects already exist? (Access spreadsheet of community partnerships)
  o Right-size projects to fit the University

4. Support faculty ideas

• “Right Size Grant” support – dissemination, time, buy out, faculty incentives
• Increase access to information about grants
• Provide webinars that faculty can access at any time

5. Facilitate quick pilots of new ideas – Unclear/unknown policies, lack of policies, too many policies prohibit success in this area

• Guidebook for potential partnerships – e.g., facebook for partnerships
• Rolling applications for internal grants
• Use non-taxable sources of support to incentivize faculty
• Allow funds generated from entrepreneurship to encourage further activity (instead of going to general fund)
• Identify ways to better balance strengths in teaching with grant-supported scholarship (address the limited time that faculty have)
• Create better strategies for dissemination of information to faculty about grants and opportunities

Recommended Priorities for Integration of Curricular, Co-curricular and Extracurricular Domains to Support Student Success

1. Emphasize a student-centered learning and support system

• Define what we mean by “student-centered”
• Clearly articulate what it means to be a UIndy student and what the UIndy experience provides by the time they graduate
  o Help students get the big picture through integration of services, goals, opportunities
  o Articulate uniqueness and core values
  o Define how we cultivate intellectual life that is consistent with our mission
• Support faculty as mentors (not just as advisors)
• Define what we mean by valuing and taking advantage of diversity
  o How do we prepare students for the diversity they will experience?
• Create more opportunities to integrate international students into the life of the campus
• Leverage multiple learning strategies
• Focus on general education for a globalize world
• Integrate advising with other support services and student resources

2. Increase educational pathways through interdisciplinary programs

• Identify incentives to minimize silos across disciplines
• Address load issues that create inflexibility (limited number of hours)
• Use concentrations to promote interdisciplinary learning
• Promote and support faculty/student research opportunities
• Identify delivery methods than can promote new pathways
• Identify ways to better engage adjunct and part-time faculty
• Promote innovative instructional methods (such as PBL)
• Increase link between instruction and career preparation
• Focus on knowledge and skill development, and not simply at courses
• Create new opportunities for classes that cross over areas and count for more than one academic area or concentration

3. Increase student engagement

• Create Living/Learning Communities
  o Create opportunities for staying on campus on the weekends
  o Engage students as freshmen and set the tone from the beginning
  o Use strategies such as themed floors, floor communities, residence hall competitions; create community around academic themes, eg. Healthy Diploma
• Establish traditions
  o All-student section at all sporting events
  o Bring back the Hound Pound
• Create academic partnerships with common curricular elements
  • Engage faculty/classes in co-curricular activities linked to curriculum
  • Create times that everyone is free to participate
  • Use the first year to create a comprehensive experience
• Acknowledge tension between keeping students on campus and getting them out into the world and strategies to achieve both (utilize the city and the campus)
• Create a learning/social hub in the Library

4. Modify advising/early warning/1st year experiences to better meet student needs

• Address inconsistencies and gaps in student advising through coordinated, centralized support
• Leverage early warning efforts through increased buy-in, support, and participation
• Modify infrastructure to adequately connect and support targeted Interventions
  o Address lack of understanding of resources through consistent and widespread communication
  o Use peer mentors
  o Implement intentional outreach strategies for gateway courses and course that have high withdrawal or failure rates
• Expand tutoring services
• Increase transparency regarding student success – disseminate information about what constitutes success and strategies that increases success