

Goal One Task Force Report

May 4, 2016

Submitted by Trisha Mileham, Chair

Members

Julie Brandy (College of Nursing and Health Professions), Mark Budnik (College of Engineering), Dennis Friesen-Carper (Music), Christina Grabarek (Graduate School), Stacy Hoult-Saros (Foreign Languages and Literatures), Sanjay Kumar (College of Business), Jim Nelson (Psychology), Edward Upton (Christ College), Katharine Wehling (Law School), Trisha Mileham, Chair (Christopher Center Library)

Our Charge

“The task force is charged to review Goal One of the Strategic Plan and to make recommendations regarding Goal One that are consistent with the input received from the faculty through various media, including the Spring Faculty Workshop.”

Our Goals and Actions

Primary Goal: Sharpen the focus of Goal One by the elimination, “graying out” addition, or restatement of the various objectives. Secondary Goal: The task force will also recommend activities that might be undertaken in AY2016-17 and AY2017-18 to advance the objectives which it recommends keeping active or adding to the plan. Final Action: The task force is expected to present the Provost with a set of recommendations to be discussed at the 2016 Strategic Planning Retreat.

Our Proposed Goal One: Goal, Objectives, Action Items

Having completed our work, we have proposed changes to Goal One in its entirety: the goal itself, its objectives, and action items (Appendix 1). We have also created a fraternal document providing insight to our thoughts and continuity with the current version of Goal One (Appendix 2).

Challenges and Suggestions for the Strategic Planning Process

The following are in no particular order and have been gathered from task force members as well as from direct faculty input.

Noted a lack of mention of Lutheran ethos within context of Goal One; this needs to be present within the context of student learning, not just within Goal Two.

Noted that while faculty are necessary for the student learning process, they were not explicitly present in the current Goal One.

Campus has to “own” the plan; the plan cannot be left to the passive “they” to enact.

Timing of the process feels almost as if NOT to involve faculty: planning is in May after many have left. When the process resumes in September/early fall, the semester start is so busy that few have time for directed action.

Language needs to be transcendent, inspirational.

Is there a way to consider students' direct input?

Do objectives have to change every single year? This seems arbitrary, especially in the context of a five-year plan.

The plan needs to serve the University. We need better follow-through and communication on what has been accomplished (or not) and how.

The Faculty survey/review of the plan is often their only access to the plan.

Refer to Goal One specifics throughout the year in the various reports and presentations.

Provide more and varied opportunities for feedback and input than the confusing red/gray/black survey that is often done singularly/in isolation.

Be wary of turning the objectives into an academic laundry list of to-do items that feels as though they are responses to pressing issues that have popped up.

Change the format for continuity and clarity. The gray-outs lead to feelings of (benign) neglect. Consider an addendum of next items; this shows the planning and commitment that many feel are currently not apparent. Contextualize/provide headings for the objectives to be noted within so that bigger pictures can remain in focus.

Our Task Force Work Process and Considerations

We spent the fall immersed in the Goal One content of the Strategic Plans created since President Heckler took office. Within context of the entire plan, we created a condensed version of the current Goal One along with the status of various objectives (Appendix 3). A numerical comparison of Goal One's objectives and action items over time was also created (Appendix 4).

The Provost's Office provided us with a variety of recent faculty survey replies and interaction notes from which we created a summary document (Appendix 5): May 2015 Faculty Survey regarding Goal One, August 2015 Provost's Report to Faculty, Academic Plan and Vision/April 2015 Faculty Meeting (all available on the Provost's website www.valpo.edu/provost/2014/05/08/internal-documents/), and the May 2015 Faculty Workshop Results regarding Goal One.

Additional resources for consideration were the President's Quarterly Report to the Faculty www.intra.valpo.edu/president/facultyreport/15-16/november15, a *Preparing Students for the Workforce: Six Co-curricular Opportunities for Experiential Learning* infographic (Appendix 6), and the current University Student Learning Objectives (link provides current as well as proposed USLOs at this time: <https://www.intra.valpo.edu/internalgovernance/assets/pdfs/fs/2106FsApr/160406.tf.uslo.pdf>).

The task force concluded that it would be best to meet with faculty colleagues directly during department meetings. Deans and departments chairs assisted in the support and setup of these meetings during January and February 2016. Fourteen considerations and question prompts were provided ahead of time (Appendix 7). Usually in pairs, task force members attended and took notes during 25 meetings, reaching over 200 faculty whose comments produced over 755 response "pieces." The task force then categorized this data into talking points for two three-hour open-door discussion opportunities designed to further focus the task force members' attention and ultimate recommendations as we represent many faculty voices in this work. Finally, during our April meetings, we considered the data as well as our own insights which culminates in the proposed Goal One goal, objectives, and action items.

Data Compiled from Department and College Meetings

This summarized data has been categorized and anonymized as thoroughly as possible. (Appendix 7).

Our Request for Sharing Our Work

As we gathered our data in discussion with faculty colleagues, we heard repeatedly of their interest in our work in its entirety, not just the final Goal One recommendations. We request that this full report be made available on the Provost's site for such items (such as at www.valpo.edu/provost/2014/06/05/task-reports/), and that an announcement be made to campus indicating such.

Appendix 1

Valparaiso University Proposed Strategic Plan Goal One: Goal, Objectives and Action Steps *Submitted for consideration by the Goal One Task Force, May 2016*

I. Proposed New Goal One Language

Valparaiso University will provide a distinctively effective and compelling education, grounded in our tradition of excellence in teaching, scholarship, and creative work, bringing together professional studies and the liberal arts, to enable students to lead and serve in a global society.

II. Proposed Objectives and Action Items

A. Excellence in Teaching

Objective: Advance excellence in teaching through recruiting and hiring, supporting existing strengths in teaching, and engaging students in classroom and individual learning experiences in dialogue with the Lutheran tradition.

Action Item: Provide new physical facilities essential to the teaching and research mission of the University, such as the second phase of STEM village and the completion of the VUCA.

Action Item: Consider alternative funding for equipment, maintenance, and replacement.

Objective: Facilitate faculty excellence by streamlining of administrative structures and processes.

Action Item: Identify and implement best practice of faculty governance and support; review structure of College of Arts and Sciences.

Objective: Ensure that structures and guidelines for faculty tenure, promotion, compensation and other recognition encourage faculty scholarship and creative work.

B. Excellence in Education

Objective: Commit to a professional and liberal arts education that cultivates a curious, informed and independent mindset key to professional, personal and social advancement.

Objective: Reinvest in freshman academic programming to prepare students for successful academic careers.

Objective: Ensure student excellence in communication through writing, speaking, and the application of current technologies.

Objective: Ensure that all graduates have a basic level of science literacy.

Objective: Ensure student excellence in information literacy – querying and qualifying content.

Objective: Ensure student expertise in complex technologies and computational skills appropriate to the student's academic discipline and career goals.

Objective: Provide structures and funding that will foster interdisciplinary research, collaborations and special projects among departments and professional colleges.

Action Item: Identify additional interdisciplinary programs in the sciences and engineering, particularly related to technology and computational skills.

Action Item: Identify additional interdisciplinary programs in the humanities and social sciences. Examples might include Digital Humanities, Digital Publishing, and Epigenetics.

C. Research & Experiential Learning

Objective: Develop and invest in student active learning, including research, project-based or co-curricular learning, internships, study abroad and capstone experiences.

Action Item: Conduct a focused fundraising campaign to establish an endowment supporting student-faculty research.

Action Item: Establish baseline fiscal and (*time*) support measures for the development of faculty pursuing scholarly and creative work agendas as teachers and scholars.

Action Item: Investigate development of centralized student internship support (all aspects) for those departments having neither the internal administrative staffing nor formal external networks.

D. Disciplinary knowledge and competencies

Objective: Rigorously review and strengthen major programs to allow them to provide appropriate depth in their discipline.

E. Character Development & Student Life Experience

Objective: Examine intentional development of student character through service-learning and other activities on- and off-campus.

Objective: Deepen cross-cultural and global learning and engagement through curriculum and programs to facilitate interaction among faculty and students from different backgrounds.

Action Item: Consider developing a student bridge program for entering students at risk staffed by current students.

F. Community Engagement

Objective: Establish an institutional-level single-point community partnership office for engagement opportunities.

Action Item: Conduct campus survey to identify specific needs and current communication miscues.

Action Item: Investigate best practices used by like-institutions.

Updated April, May 2016; created March 2016

Appendix 2

Valparaiso University Proposed Strategic Plan Goal One: Goal, Objectives and Action Steps Fraternal Document

Submitted for consideration by the Goal One Task Force, May 2016

I. Proposed New Goal One Language

Valparaiso University will provide a distinctively effective and compelling education, grounded in our tradition of excellence in teaching, scholarship, and creative work, bringing together professional studies and the liberal arts, to enable students to lead and serve in a global society.

II. Proposed Objectives and Action Items

A. Excellence in Teaching

Objective: Advance excellence in teaching through recruiting and hiring, supporting existing strengths in teaching, and engaging students in classroom and individual learning experiences in dialogue with the Lutheran tradition.

Action Item: Provide new physical facilities essential to the teaching and research mission of the University, such as the second phase of STEM village and the completion of the VUCA.

Action Item: Consider alternative funding for equipment, maintenance, and replacement.

Objective: Facilitate faculty excellence by streamlining of administrative structures and processes.

Action Item: Identify and implement best practice of faculty governance and support; review structure of College of Arts and Sciences.

Objective: Ensure that structures and guidelines for faculty tenure, promotion, compensation and other recognition encourage faculty scholarship and creative work.

Connection to Current Plan: Reworked (Inactive) Objective 1.12. Provide means by which faculty are encouraged and empowered to pursue pedagogical innovation in academic programs, including offering faculty workshops that focus on academic innovation in all its aspects.

B. Excellence in Education

Objective: Commit to a professional and liberal arts education that cultivates a curious, informed and independent mindset key to professional, personal and social advancement.

Objective: Reinvest in freshman academic programming to prepare students for successful academic careers.

Objective: Ensure student excellence in communication through writing, speaking, and the application of current technologies.

Objective: Ensure that all graduates have a basic level of science literacy.

Objective: Ensure student excellence in information literacy – querying and qualifying content.

Objective: Ensure student expertise in complex technologies and computational skills appropriate to the student’s academic discipline and career goals.

Objective: Provide structures and funding that will foster interdisciplinary research, collaborations and special projects among departments and professional colleges.

Action Item: Identify additional interdisciplinary programs in the sciences and engineering, particularly related to technology and computational skills.

Action Item: Identify additional interdisciplinary programs in the humanities and social sciences. Examples might include Digital Humanities, Digital Publishing, and Epigenetics.

Connection to Current Plan: Rework of (Inactive) Objective 1.2. Both at the graduate and undergraduate levels, will become a center for rigorous interdisciplinary innovation, grounded in its persistently strong disciplinary concentrations

Connection to Current Plan: Reworked Objective 1.3. Graduate students who can investigate and interpret information and who can communicate effectively in relevant media, and through current technologies.

Connection to Current Plan: Reworked (Inactive) Objective 1.6. Send forth undergraduates who understand science and the scientific method so that they will become scientifically informed citizens.

C. Research & Experiential Learning

Objective: Develop and invest in student active learning, including research, project-based or co-curricular learning, internships, study abroad and capstone experiences.

Action Item: Conduct a focused fundraising campaign to establish an endowment supporting student-faculty research.

Action Item: Establish baseline fiscal and (*time*) support measures for the development of faculty pursuing scholarly and creative work agendas as teachers and scholars.

Action Item: Investigate development of centralized student internship support (all aspects) for those departments having neither the internal administrative staffing nor formal external networks.

Connection to Current Plan: Reworked Objective 1.7. Graduate students all of whom have been involved regularly in experiential and other active-learning experiences, e.g., research, study abroad, and capstone projects.

D. Disciplinary knowledge and competencies

Objective: Rigorously review and strengthen major programs to allow them to provide appropriate depth in their discipline.

Connection to Current Plan: Rework of Objectives 1.17, 1.18, and (Inactive) 1.1.

Objective 1.17: Have relevant and appropriate university level student learning outcomes and co-curricular learning experiences.

Objective 1.18: Clearly communicate and facilitate the process for visioning, developing, reviewing, and adopting new academic programs.

Inactive Objective 1.1: Identify a small number of existing academic programs that show promise, based on enrollment comparisons with peer-group institutions, for attracting additional students with increased investment and/or program adjustments. Examples might include Digital Media and Latin American & Latino Studies.

E. Character Development & Student Life Experience

Objective: Examine intentional development of student character through service-learning and other activities on- and off-campus.

Objective: Deepen cross-cultural and global learning and engagement through curriculum and programs to facilitate interaction among faculty and students from different backgrounds.

Action Item: Consider developing a student bridge program for entering students at risk staffed by current students.

Connection to Current Plan: Rework of Objectives. 1.4, 1.8, 1.9, and (Inactive) 1.14.

Objective 1.4: Graduate students who have participated in a cross- cultural learning experience.

Objective 1.8: Develop and support programs and projects that effectively advance inclusion and dialogue within diverse groups both within the University and in the Northwest Indiana region.

Objective 1.9: Support the diversification of the faculty, staff, and senior leadership through robust strategies.

Objective 1.14: Expand its international recognition and reputation within key geographies through programs, alliances, partnerships, and non-domestic campus

F. Community Engagement

Objective: Establish an institutional-level single-point community partnership office for engagement opportunities.

Action Item: Conduct campus survey to identify specific needs and current communication miscues.

Action Item: Investigate best practices used by like-institutions.

Current Plan Objectives Not Addressed:

Objective 1.5: Create a robust system of support for undergraduate, graduate, and law students throughout their enrollment at the University, including academic advising and mentoring.
(GOTF comment – seems like an action step for new Objective – Teaching Excellence?)

Objective 1.11: Ensure that the Law School maintains financial sustainability even as it achieves higher measures of quality as measured by outcomes.
(GOTF comment – seems misplaced. Move to University Goal Five – Sustainable business model?)

Objective 1.15: Successfully complete its Higher Learning Commission reaffirmation of accreditation process during the 2017-18 academic year. Successful completion will include avoiding the need for focused visits or reports after the reaffirmation decision.
(GOTF comment– seems like an action step?)

Objective 1.16: Use data-informed strategies to improve retention and success. Freshman to sophomore retention will increase by 4% measured from 2015 within four years.
(GOTF comment – seems misplaced? Move to University Goal Three – Enrollment and Learning Communities?)

Inactive Objective 1.13: Pursue the creation of additional 3 + 2 and 3 + 3 programs that allow students to smoothly complete bachelors and master's-level or J.D. work at Valparaiso University at reduced cost to students.
(GOTF comment – seems like an action step for new Objective – Disciplinary knowledge and competencies?)

Updated April, May 2016; created March 2016

Appendix 3

Strategic Plan 2016 – 2020 Draft; Condensed version for Goal One work

Valparaiso University - Mission Statement

Valparaiso University, a community of learning dedicated to excellence and grounded in the Lutheran tradition of scholarship, freedom, and faith, prepares students to lead and serve in both church and society.

Area Vision Statements

Academic Excellence. Provide an intellectually rigorous, innovative education that is grounded in the arts and sciences and that integrates liberal education and professional studies.

Lutheran Leadership. Be a distinguished Lutheran community of learning constituted by people of many and various beliefs and backgrounds in dialogue with one another in common pursuit of truth.

Student Experience. Be a vibrant community that integrates learning experiences both inside and outside of the classroom so its students build enduring friendships and capacities for lifelong learning, leadership, and service.

Diversity and Inclusion. Be a diverse community, which includes and purposefully supports diversity in all aspects of university life and beyond.

Internationalization. Be acclaimed for the vitality of its international programs, which empower both U.S. and international students to lead and thrive in a global community.

Faculty/Staff. Create a collegial environment that fosters the personal and professional development of its faculty and staff, supporting creativity, innovation, research, and scholarship.

Regional Engagement. Seize and create opportunities for service and leadership, engaging the regional community in activities and initiatives that enrich its social and cultural environment and that reflect the University's crucial role in economic development.

Economic Vitality. Have a successful business model that consistently generates sufficient annual revenue to support a dynamic learning and social environment and provides opportunities for strategic investment and innovation in those programs that will have a vital impact on students and society.

Engaged Alumni. Foster life-long engagement with its alumni that encourages communication and active involvement in a mutually beneficial and enduring relationship.

Core Values

Academic Values - Excellence in teaching; encouragement of a questioning spirit through freedom of thought and expression; experiential and integrated teaching and learning ; close relationship among scholarship, research, teaching, and learning; resourcefulness in seizing new curricular and learning opportunities.

Communal Values - Integration of faith and reason; importance of study within a living/learning community; concurrent cultivation of intellectual, moral, and spiritual virtues; close interaction among students, faculty, and staff; education for people at all stages of their lives; environmental stewardship;

widest possible economic accessibility for students to the university; collaboration and transparency in university governance.

Purposes of This Plan

This plan will empower the University to seek and to seize opportunities for change that will assure its continued vitality consistent with its Mission. This Strategic Plan has three purposes:

1. To achieve competitive advantage for Valparaiso University and its colleges, particularly in the domain of education and educational services.
2. To enable the University to achieve financial sustainability.
3. To deepen faculty, staff, student, and constituent commitment to the University, to the shared vision, and to the shared strategic goals.

Goal 1: Valparaiso University will mobilize and uniquely blend the resources of its several colleges and schools under a compelling, innovative, and distinctive educational model to enable students to lead and serve in a global society and will –

ACTIVE 2016-2020

Objective 1.3: Graduate students who can investigate and interpret information and who can communicate effectively in relevant media, and through current technologies.

Objective 1.4: Graduate students who have participated in a cross- cultural learning experience.

Objective 1.5: Create a robust system of support for undergraduate, graduate, and law students throughout their enrollment at the University, including academic advising and mentoring.

Objective 1.7: Graduate students all of whom have been involved regularly in experiential and other active-learning experiences, e.g. research, study abroad, and capstone projects.

Objective 1.8: Develop and support programs and projects that effectively advance inclusion and dialogue within diverse groups both within the University and in the Northwest Indiana region.

Objective 1.9: Support the diversification of the faculty, staff, and senior leadership through robust strategies.

Objective 1.11: Ensure that the Law School maintains financial sustainability even as it achieves higher measures of quality as measured by outcomes.

Objective 1.15: Successfully complete its Higher Learning Commission reaffirmation of accreditation process during the 2017-18 academic year. Successful completion will include avoiding the need for focused visits or reports after the reaffirmation decision.

Objective 1.16: Use data-informed strategies to improve retention and success. Freshman to sophomore retention will increase by 4% measured from 2015 within four years.

Objective 1.17: Have relevant and appropriate university level student learning outcomes and co-curricular learning experiences.

Objective 1.18: Clearly communicate and facilitate the process for visioning, developing, reviewing, and adopting new academic programs.

INACTIVE 2016-2020

Objective 1.1: Identify a small number of existing academic programs that show promise, based on enrollment comparisons with peer-group institutions, for attracting additional students with increased investment and/or program adjustments. Examples might include Digital Media, Spanish, and Kinesiology.

Objective 1.2: Both at the graduate and undergraduate levels, will become a center for rigorous interdisciplinary innovation, grounded in its persistently strong disciplinary concentrations.

Objective 1.6: Send forth undergraduates who understand science and the scientific method so that they will become scientifically informed citizens.

Objective 1.12: Provide means by which faculty are encouraged and empowered to pursue pedagogical innovation in academic programs, including offering faculty workshops that focus on academic innovation in all its aspects.

Objective 1.13: Pursue the creation of additional 3 + 2 and 3 + 3 programs that allow students to smoothly complete bachelors and master's-level or J.D. work at Valparaiso University at reduced cost to students.

Objective 1.14: Expand its international recognition and reputation within key geographies through programs, alliances, partnerships, and non-domestic campus activities.

COMPLETED

Objective 1.10: Expand the College of Nursing and Health Professions.

Goal 2: Valparaiso University will advance, through curricular and co-curricular means, its vision of being a Lutheran University constituted by people of many and various beliefs and backgrounds, where faith, ethical character, and a sense of vocation are all nurtured in a community of freedom and dialogue in common pursuit of truth.

Goal 3: Valparaiso University will significantly alter the size, composition, and shape of its learning communities, increasing the diversity and the number of backgrounds and perspectives within faculty, staff, and student populations.

Goal 4: Valparaiso University will undertake concrete actions to deepen student, faculty, and staff well-being and sense of appreciation by the University, and their commitment to and pride in the University.

Goal 5: In order to achieve the goals above, Valparaiso University will develop and implement a sustainable business model.

Appendix 4

Goal One “Pieces” Evolution

Plan	Objectives Total	Objectives Active	Objectives Tabled	“Action items” Total	“Action items” Active	“Action items” grayed out	“Action items” completed	“Action items” red/ removed
2016-2020	18	11	7	*80	33	22	17	8
2015-2019	15	15	0	71	69	3		
2014-2018	14	14	0	69	67	2		
2013-2017	8	8	0	38	32	6		
2012-2016	7	6	1	21	14	7		
2011-2015	7	5	2	19	10	0		
				* 1.15 action complete but Objective not				

Appendix 5

VALPARAISO UNIVERSITY: STRATEGIC PLAN GOAL ONE TASK FORCE: Summary of Information Collected, Fall 2015

Levels of Interest *First thing: go through the plan, the survey data and comments from meetings to see if there was any indication about levels of interest in the various objectives. It's not easy to tell this from the limited data we have but the following may be a fair summary:*

1. Areas with more buy-in
 - Review and assessment of grad programs
 - Strong disciplinary concentrations
 - Improved writing and information literacy programs
 - Cross-cultural experience for students
 - Dialogue about diversity and inclusion, depending on how it is done
 - Research and active learning experiences for students
 - Improved mentoring and advising
2. Areas with a moderate amount of buy-In
 - New program development
 - Interdisciplinary programs
 - Programs to address language issues in ESL and international students
 - Science literacy
 - Pedagogical innovation
3. Areas with less buy-in
 - Off-campus and online programs
 - Creating more boards and task forces
 - Integrated grad-undergrad programs
 - International reputation

Process: Issues of Concern *Looked thru the comments to see if we could pull out any broader issues of concern. A number of people articulated process issues:*

1. The manner and amount of communication about issues: People seemed to favor more communication, and seemed to like smaller group and multidisciplinary discussions
2. Level of involvement: How involved should the faculty be vs. handing matters over to smaller groups of experts
3. Level of discussion, big picture vs. details: People seemed much more enthusiastic about discussions on broader issues
4. Frequency of review and change: The provost mentioned that accreditors and the feds will be requiring much more frequent review and assessment, the concern is how to do this without burnout

Content: Issues of Concern *There were also some broader content issues that seemed important:*

1. Quality vs. quantity: Should we put our resources into a few good existing programs or spread resources allowing us to create and support a wider array of programs?
2. Disciplinary training vs. general education: What is the relative importance of each?
3. Breadth of objectives: Should we focus on a few objectives everyone can agree on, or more objectives hoping that everyone will find something they like?

Appendix 6

<https://www.eab.com/research-and-insights/student-affairs-forum/infographics/preparing-students-for-the-workforce>

Preparing Students for the Workforce

Six Co-curricular Opportunities for Experiential Learning

There are a range of opportunities during students' time on campus to develop the skills employers are looking for, and many of them occur outside of the classroom, through various student affairs programs and initiatives.

The strategies below empower students to leverage campus involvement to achieve their post-graduate goals. This is accomplished by changing perceptions about the value of co-curricular programming, and providing guidance on how to clearly articulate that value to prospective employers.

STUDENT TIMELINE

FIRST YEAR

GRADUATION

"Skill Seeker" Branding Campaign



A campus-wide branding campaign linking various campus involvement opportunities to the high-demand skills they provide, primarily through a flyer that lists the key skills employers look for and opportunities on campus to develop each one.

Where does it reach students?

Throughout their campus experience: at orientation, in first-year experience courses, in advising appointments, and in the student activities office.

Units involved

- First-year experience
- Campus recreation
- Student activities
- Assessment committees

Workforce preparation

Educates students about co-curricular opportunities for learning and professional development.

Peer Involvement Advisors



A program that hires student workers to serve as peer advisors, helping less-involved, more introverted students navigate the range of campus involvement opportunities and reflect on their goals and interests in selecting them.

Where does it reach students?

Through walk-in appointments at offices in the student center and the freshman residence halls. As a next step, institutions can require it of students as part of the first-year experience sequence.

Units involved

- Student life
- First-year experience

Workforce preparation

Encourages goal-oriented selection of campus involvement opportunities.

Skill-Focused Campus Job Opportunities



An initiative to incorporate learning outcomes, and development of specific skills into the job descriptions of student employees.

Where does it reach students?

This initiative has the potential to reach all student employees—a large pool of students on most campuses. It helps them to understand how they will learn and grow as an employee on campus, and be better able to talk about the value of that experience afterward.

Units involved

- Any office with student employees
- Assessment committees
- Career center

Workforce preparation

Incorporates the development of high-demand employer skills—written communication, teamwork, and problem solving—into student employment positions.

Embedded Professional Development Conversations



A requirement for supervisors (who are provided with support resources) to have two conversations per semester with their employees, helping them reflect on what they're learning in their positions and connect it to their academic and professional goals.

Where does it reach students?

This practice has the potential to reach all student employees in a personalized way, helping them think through—with individualized support—what they're learning, why it's important, and how to apply it to their future goals.

Units involved

- Any office with student employees
- Assessment committees

Workforce preparation

Prompts student recognition of the transferrable skills they've developed and prepares them for full-time employment.

Market-Your-Experience Guides



A series of flyers specific to various involvement opportunities (e.g., student organizations, Greek life, study abroad) highlighting the skills developed through the experience, why they're important to employers, and how best to communicate them on a resume.

Where does it reach students?

The flyers are available to students online and in the career center. They can be used in career counseling appointments, as well as by the office of student activities to market the opportunities.

Units involved

- Student life
- Career center
- Greek life
- Residence life

Workforce preparation

Provides sample language and skills for students to include on their resumes.

Co-curricular Capstone



A series of workshops for graduating student leaders to help them prepare for the transition at graduation, with a primary focus on leveraging their campus involvement and leadership experiences in the job search.

Where does it reach students?

The capstone's mid-semester, spring timing provides just-in-time support as students prepare to graduate and need the most guidance in articulating the value of their college experience to prospective employers.

Units involved

- Student life
- Residence life
- Campus activities
- Student government

Workforce preparation

Improves students' abilities to articulate the value of their leadership experiences and builds confidence for employer interactions.



Student Affairs Forum

Learn more about our best practice experiential learning strategies
eab.com/saf/experiential-learning



©2015 The Education Board Company • eab@eab.com • 30066

Appendix 7

Outreach to Department and College Meetings: Global Questions and Prompts

Goal One Task Force: Global Questions for Consideration

December 2015

On Excellence – How will Valpo ensure excellence in undergraduate, graduate, and professional education?

On Community – How should Valpo model its high regard for a community of learning?

On Resourcefulness – How will Valpo mobilize and uniquely blend resources to create innovative and adaptive academic plans?

On Distinction and Value – If Valparaiso University ceased to exist, would it be missed? By whom? Why?

Department and College Meeting Prompts

January, February 2016

What are the 1-3 things that you feel most passionate about in your work and think should be somehow included as part of our broader strategic plan?

If you could develop a single new academic program that represents the cutting edge of your discipline or field, what would it be?

What changes could your College and University effect to improve your graduates’ competitiveness?

How are trends in your discipline changing the preparation needs of your students?

How will Valpo ensure that every program offers experiential learning opportunities for its students?

What should mark a Valparaiso education as distinct? What are we uniquely positioned to do what no one else can?

What do we mean by “leadership” and “service,” and how do we train our students to pursue these?

What is the most effective way of enabling our students to learn about and engage with global diversity? What programs might we develop in order to facilitate this learning?

What interdisciplinary programs, experiences, and/or competencies would you like to see developed in the next five years? From which departments and colleges? And why?

What question or consideration do you have that hasn’t been asked here?

Appendix 8

GOTF Department and College Meeting Data Compilation, Notes Format; Spring 2016

“x” indicates a sense of the number of times the issue/topic was noted or mentioned

Other Notes

Use quotes from faculty illustrating/supporting important points?

Need to make our data and conclusions available to all faculty?

What will be the continuing voice of faculty?

Issues

Support for current programs xxxx vs. new programs

example: Environmental Science xx Addressing climate change? x

How do you teach curiosity? xxx

Curiosity problem: students only take classes because they are required

Uniqueness of departmental situations vs. need for broad objectives

How are programs rewarded: xx

Lots of students in lower level gen ed courses

vs. fewer students and majors in higher level courses

What does “uniqueness” of Valpo mean?

“national Lutheran university” or “comprehensive Lutheran university”—yes

“best Lutheran university” or “best comprehensive non-PhD university”—yes

“more inclusive” faith-based education—yes

commitment to both liberal and professional education—yes

“personal, caring atmosphere”, “leadership and service emphasis”—no, not unique

Definitions

Difference between *experiential learning*, *service learning* and *student research*

in science, experiential learning = student research

Leadership: taking initiative, “the gift or ability to see the way forward and to persuade or convince others to come along”

Service: “devotion to a worthy goal manifested in sacrificial work for the common good” or the good of others

Uniqueness/distinctiveness: “What are we uniquely positioned to do that very few other institutions can?”

Research: inquiry “that adds to the world’s body of knowledge”

Project based learning: can occur in classes or research settings

Active investigation or Hands-on learning: can occur in lab courses or independent research

Individual learning experience: includes internship, study abroad, research

Experiential learning: Leads to “real world” experiences and situations

General Goal Statements

1. “A strong and ongoing commitment to liberal education (science, arts, and the humanities), which generates a curious, informed, and flexible mindset that is key to success in our new economy. We should teach students to ask the right questions--not just how to do something but why and whether to do something, and how to do it better than it is currently being done. Our students should be able to identify and challenge assumptions that drive current practices.
2. “Want to develop competencies in students to think and reason beyond an elementary level – to frame their thoughts and work in argumentative based claims which will enable them to lead and serve in society.”
3. “What do we truly mean by this (to lead and serve)? This is a bigger conversation that needs to happen, especially within the context of our Lutheran identity. It’s in danger of becoming a catch phrase if it isn’t explored, discussed, and practiced as a community.”

Needs for Development: Major items suggested by multiple faculty

1. Developing quality undergraduate student research xxxxxxxxxxxxxxxx
program should produce high quality publishable research xxxxx
or present at professional rather than some student conferences
key is student-faculty partnership, with student retaining a central role xx
needs a new faculty involvement and recruitment model
hard to do with many students, if mandated, need resources for quality xxxx
requires adequate staffing and resources xxx needs to be valued xx
research and lab work needs to be recognized as teaching xxx
faculty should be compensated for this work xx also experiential learning xxxx
possible negative impact on faculty scholarship must be recognized
benefits from student research
student competitiveness for grad school and jobs xx
enhances student faculty interaction xx
necessary for learning in the sciences xx
develop co-op and internship off campus opportunities for research xxxxxxxx
develop an internship coordinator at the undergrad level especially xxxxx
collaborative skills development thru cross-course or lab collaborations
needs to increase and be done earlier in the student’s program xx
2. Strengthen major programs and their academic excellence xxxxxxxxxxxxxxxx
alumni value major experience over university experience in general xxxxxxxx
every major should be “an excellent and distinctive destination major”
provides appropriate depth in discipline vs. breadth
teaching upper level major courses an area of passion for faculty
can build distinctiveness around these strengths
increases student mastery of their field
need increase focus and staffing for high quality majors
but should encourage sampling of courses so focus not too narrow

3. Increase student expertise in complex computer/technology skills (not iphones) xxxxxxxxxxxx
 - improves employability xx
 - includes programming skills xx
 - will require more sophisticated equipment/instrumentation and access xxx
 - requires spaces for training
 - need to increase student willingness to learn new technology

4. Increase student math and computational skills xxxxx
 - Statistical analysis and techniques xx
 - Computational modeling
 - Data science, including working with “Big Data” sets xxxxx
 - More data skills for students social science x

5. Screening and preparation of admitted students not prepared xxxxxxxxxxxx
 - need more thoughtfulness and communication about growth targets
 - students below ACT 24 have low probability of completion
 - increasing problem with poor attention span, thinking for themselves, poor work ethic
 - need to admit better quality and excellent students
 - need to admit students who can succeed and will be competitive
 - student work ethic a problem, decision making, focus, priorities, effort to be successful
 - admitting unprepared students reduces retention
 - students learn a lot from peers, having strong peers helps networking, development xx

6. Encourage more engagement between US and international students xxxxxxxxxxxx
 - increase international student population, student and faculty diversity
 - deal with English language preparation of international students xx
 - pair up a domestic student with an international student scholar or visitor xx
 - create study spaces, conversation tables to encourage this kind of encounter xxx
 - create programs that facilitate exchange and encounter xx
 - housing: room a US and international student together
 - increase study abroad, would require
 - financing and time management, even for short-term trips
 - allowing students to work on their major while abroad (STEM problem)
 - service learning: have US students help international students with language, culture xxx
 - in international programs have extended homestays to encourage mixing of our students
 - diversity should be infused in the curriculum rather than taught in certain courses

7. Develop service and service-learning opportunities xxxxxxxx
 - intimately tied to Lutheran identity
 - need quality over quantity, discourage over-involvement sampling mentality xx
 - service and leadership training happen outside of the classroom, on and off campus
 - having a campus/faculty expectation probably helps
 - involves faculty setting examples so others follow
 - e.g., putting on conferences
 - don't need more, lots happening because of the environment
 - develop long-term relationships for service, e.g., Pine Ridge
 - these could be coordinated within a department with areas of strength
 - when possible tie into educational mission of the university (not always possible) xx
 - leverage these opportunities in recruitment publicity; but is this unique?
 - compassion and character one of the main things students take into the world

8. Improve student writing and communication skills xxxxxxxxxxxxxxxxxxxx
provide a basic toolkit: writing skills, data skills, information literacy, data literacy, numeric literacy; basic business-world communication skills as well xxxxxx
9. Ensure that students have a basic level of science literacy xxxx
proposed gen ed changes push science to the side or to non-existence

Needs for Development: Items suggested less frequently

Curriculum and training

- Increase lab courses, gives sense of what people in the field are doing
- Information literacy, e.g., ability to intelligently search professional databases
- Increased course coordination between departments
- Develop more high quality partnerships and co-ops with business and industry xx
- Better integrated gen ed curriculum rather than “check off the box”

Getting information from graduates about post employment positions and type of work xxxx
allowing for evaluation and curriculum modification/development
build alumni network

Emphasize small class sizes, large classes should be rare and not encouraged xxxxxxxx
improves distinctiveness xx
improves graduates competitiveness xxxx

Vocation issues—helping students find vocation, get excited about research and grad study xx
more job search and grad school application help
emphasize grad school preparation that is increasingly necessary for careers xx

Retain emphasis on undergrad program xx
attractive to prospective students and parents
avoids diverting resources

Faculty issues

- Maintain the tenure-focus of the faculty in a financially sustainable manner
- Continued commitment to academic freedom, faculty governance.
- Maintain traditional focus on passion for education of students xxx individual attention xx

Character development of students, including xxx

- Enthusiasm, perseverance, diligence in learning
- Responsibility/maturity
- Social and life skills
- Happens when you expect excellence and give opportunities

Needs for support and resources

- Assistance for faculty to develop experiential learning in their courses
- Increase the number of students in research and the consistency of research programs
 - Internal research funding for joint student-faculty summer research, including stipends.
- Provide a structure for meaningful experiential learning, including teaching and service load credit, financial incentives
- Reduce faculty clerical and administrative duties to allow time for other things xxx
- Support for students in existing research and service opportunities
- Do we have resources for all programs to offer experiential learning for every student?
- Improvement in teaching quality: VITAL not set up to produce systematic improvement
- Support faculty growth with more resources for conferences, workshops and travel xx
thinking time to support scholarly work and classroom innovation x

Barriers

Credit load issues inhibit higher faculty involvement/time xxx
New rewards structure inhibits experiential learning x
New load structure devalues research lab and small major courses x
Experiential learning discouraged because not counted as teaching xxx
Faculty burnout problems xx
 Increasing faculty load for documentation and administrative duties
 also causes problems with faculty retention
 need support
The current structure of College of Arts and Sciences is too big and unwieldy, overloaded
 Need a College of Sciences or something similar
Business practice model very short-term focus, hurts university/academic long term vision
Disability access in some buildings is lacking
Decreasing numbers of student visits

Action Steps

Situations where faculty are split by building location, current and future; causes fracturing of the faculty dynamic.
 Complete Phase 2 of the STEM Village
 Complete the VUCA
Budget for radar maintenance
Establish tutoring and mentoring programs on and off campus for service learning xxxx
 support with student scholarships
 provides service learning
Summer bridge programs e.g. for entering students at risk, staffed by current students xxx
 writing skills improvement a focus
 might also help with continuing and international students
Develop more programs to take advantage of Indiana Dunes
If leadership development is a student priority, there needs to be opportunities for it, xx
 for faculty to model leadership and students to observe this (and participate)
Develop research track majors with a lot of research hour requirements and thesis
Develop in-house endowment for student-faculty summer and other research xxxx
 initial goal of 30 students per year
Provide opportunities for service in professional organizations in the major field
Establish a community partnership office
 on-campus people could get assistance with partnering
 off-campus people would have a place to go to make connections
Some kind of international parade
Create a Department of the Real World

Possible new interdisciplinary programs

Be proactive in using market research to determine program desirability

Interdisciplinary programs involving bio chem physics engineering xx

Neuroscience xx

Materials science xx

Courses and perhaps a program in nanoscience xxxx

Chemical engineering

Medical physics xx

Biomechanical physics

Computational physics

Mathematical/computational biology/biomathematics xx

Emergency management (primarily meteorology?)

Big Data analysis

Computational finance xx

Bioinformatics (grad and/or undergrad)

Sustainability or sustainable energy xxx

Genomics

Psychology and data science

Educational outcome modeling

Meteorology provides an example of a high quality successful program

Expand certificate programs used in many industries like GIS—would help recruit students