COLLEGE OF LIBERAL ARTS AND SOCIAL SCIENCES
Executive Summary of Recommendations from Vision 2018 Task Forces
Autumn Quarter 2013

This past academic year we initiated six LAS Task Forces to begin work synchronizing the strategic planning of the College with that of VisionTwenty18 - the strategic plan of the University. Each of the task forces has submitted a **White Paper** of recommendations, possibilities, opportunities, ideas and concepts. A summary of the recommendations found in those white papers is provided below. Three of the six task forces have arranged their recommendations into short-term, medium-term and long-term categories. Others have organized their recommendations by different criteria.

<u>LAS Vision 2018 Task Forces</u>:
1. Student Success
2. Focus on the Faculty
3. Engagement with the City
4. Internationalization/Globalization
5. Mission-Related/Social Justice
6. Role of Technology in Teaching, Research and Scholarship

1. <u>**Student Success Task Force**</u>
   - Create a Council of Students to inculcate within students a strong sense of the need to take ownership of their own success and to be engaged actively in planning and understanding their own academic progress. This council can also develop strong student leaders.
   - LAS departments can recruit outstanding majors at the junior or senior level to provide (voluntarily or in exchange for a stipend) disciplinary, field or subject matter specific tutoring. This tutoring doesn't currently exist on campus and can help students more than the tutoring that does exist and which is more focused on improving general skills, e.g. writing, studying, time management.
   - Each student's program plan should be included in every Class Roster.
   - LAS departments can design a "success map" that clearly outlines the academic milestones that students should meet each year. (Sociology already utilizes such a map.)
   - LAS departments can provide helpful information on faculty and key staff on each department's website that students and others can find more quickly, including…
     - Faculty – upload CVs
     - Staff – If the department has a staff academic advisor, include contact and role info for that person. If the department's students receive advising from LAS Undergraduate College Office, include that info as a way of referring students. It would be ideal (?) to have the contact info of the LAS liaison advisor in the Undergrad College Office
     - General – post substantive course descriptions that can help students make better course selections
   - Create a website called "How Can I Help This Student?" with well-organized and well indexed information on resources (tutoring, service offices, etc.) and referrals (e.g. advising directory).
   - Create online workshops and/or web videos that provide primers on the Academic Progress Report (APR), how to address student mental health issues, advising transfer students, the "ins" and "outs" of the modern language requirement.
   - LAS Undergraduate College Office can partner with LAS department staff advisors to create a comprehensive advising directory to enable instructors to find out quickly and easily whom to call when they need help advising a student.

- LAS Undergraduate College Office can assign liaison roles to each of their staff advisors and those advisors can visit their department's faculty meeting once per year to increase awareness about the staff advisor's role.
- Caryn Chaden, AVP in Academic Affairs, is currently working on improving the APR so that it is easier for instructors to fill out and provides more substantive and useful information on a student's performance. Perhaps the functionality can be improved as well, to enable filtering by major?
- LAS as a college can partner with Chaden to educate instructors regarding APRs to encourage all LAS instructors to fill them out every quarter.
- LAS department staff advisors can work with the LAS undergraduate college office director to devise a mechanism whereby instructors can notify someone when they are concerned about a student who is not on the LAS list.

2. **Focus on the Faculty Task Force**
   2.A. Faculty Research Subcommittee (focused on space, technology and travel):
   - **Short-term Goals**
     o Expand the application of travel funds to be in line with approved unit scholarship and creative activity standards. New applications might include:
       1. Travel for residencies and fellowships
       2. [International travel is allowed for conference purposes.] Travel (shipping) of objects for related displays and exhibition venues, such as artworks, artifacts and posters
       3. Travel for an event and for the preplanning and this event, e.g. publications, projects, curatorial venues, exhibitions, readings, etc.
     o Develop procedures amongst college and unit faculty to allow greater flow of information about travel funding availability, definitions, policies, and disbursements.
     o Develop means at the college and unit level to increase communication and services related to securing internal grants with feedback for faculty, including those related to the LAS Summer Grants and URAP. [University/URC is not under our jurisdiction.]
     o Increase communication, transparency, and consistency in relation to overhead and indirect costs of external grant opportunities.
     o Develop better coordination between University and College offices that support grant-writing and funding opportunities.
     o Develop clear procedures for committees to conduct business without methodological bias within the URAP, URC, and other support areas.
   - **Medium-term Goals**
     o Reconfigure travel fund amounts and disbursement per the recommendations above, to include a broader a broader area of faculty Scholarship and Creative Activities utilizing a more inclusive new title for funding (perhaps Faculty Professional Development), specifics to be defined per unit based on approved unit standards.
     o Increase support for technologies in and outside the classroom.
     o Explore the possibility of wiring classrooms for online and hybrid courses, looking to CDM's smart classrooms as a model. Include a cost/benefit analysis and a needs assessment to determine whether this is something students may want or need.
     o Support faculty engaged in scholarship and creative activities that are difficult or impossible to conduct within traditional office spaces, such as studio and laboratory spaces.
     o Develop incentives for faculty to produce scholarship and creative activities through publications, exhibitions, curatorial projects, etc.; for instance, a one-time award for book publication or successful exhibition.
     o Increase support and funding for student research assistants.

- o Acknowledge the importance of scholarship and creative activities for Department Chairs and Program Directors.
- **Long-term Goals**
  - o Work with ORS to identify staff to assist with professional grant writing to work actively to assist faculty with applications for institutional grants for the college and its programs as well as for individual grants.

2.B. Post-Tenure Faculty Development Subcommittee:

- **Short-term Goals**
  - o Redefine post-tenure scholarship by establishing guidelines for recognizing and evaluating forms of scholarship beyond traditional research as standard across the college for evaluating post-tenure scholarship for merit and promotion.
  - o Balance service and scholarship by holding workshops for post-tenure faculty about choosing service strategically.
  - o Create a college website that outlines the organization, task load and goals of all university and college committees.
- **Medium-term Goals**
  - o Create a post-tenure Dialogue Program about accomplishments with colleagues outside department aimed at projecting agendas into the future. Reward is some time off. *NO relation to or exposure to post-tenure review*.
- **Long-term Goals**
  - o Establish an LAS Office of Faculty Development (OFD). We need a single office to provide faculty with the support they need to excel as scholars, teachers, mentors, and leaders. The OFD would offer programs and resources targeted to the diverse needs of faculty members at all stages of their careers.

2.C. Addressing the needs of Contingent or Term Faculty Subcommittee:

- **Short-term Goals**
  - o Each department or program should compose a statement or a list of recommendations for contingent faculty to be posted to its W drive and/or distributed as a faculty handbook for easy access by prospective contingent faculty in the hiring process. The handbook should contain important information on:
    1. teaching schedules and deadlines;
    2. names and contact information for administration offices in the department and college;
    3. requirements for syllabi and classroom conduct;
    4. best pedagogical practices;
    5. rights and responsibilities of contingent faculty.
  - o Include contingent faculty (with photos) on departmental faculty website.
  - o Provide assistance to contingent faculty by ensuring that they are aware of office procedures and practices and have access to available supplies and are provided assistance with copying, making PDF's, etc.
  - o Evaluate contingent faculty teaching and provide feedback on a consistent basis.
  - o Include contingent faculty's publications (books, articles, etc.) papers, participation in symposia on published lists of faculty accomplishments, in display cases, etc.
  - o Add a paragraph to its faculty by-laws on hiring, evaluating and renewing contingent faculty.
  - o Create a centralized LAS website with information and links for contingent faculty. This website will bring together, in one area, all of the information for programs/funding available to contingent faculty.

- o Post HR updates on the contingent faculty site and make sure that announcements, etc. are reaching all contingent faculty.
- o Invite all Contingent Faculty to at least one departmental and program meeting per year.
- o Provide contingent faculty with a chance to discuss their annual review/evaluation with their Chairperson.
- o Include contingent faculty in intellectual life of the department including dinners for speakers etc. after a visiting lecture.
- o Include contingent faculty in discussions pertinent to teaching; allow them departmental and college service on program committees (LAS curriculum, Academic Integrity/Grade Challenge, etc.).
- o Establish a date by which a contingent faculty member would be informed as to whether he or she is going to be hired for the next academic year.
- **Medium-term Goals**
  - o Organize an orientation session for contingent faculty early in Fall Quarter. Podcasts of the orientation should be available for faculty joining later in the year.
  - o Provide funding for contingent faculty for one national conference per year.
  - o Include one competitive slot for contingent faculty in LAS humanities center fellowship series.

3. **Engagement with the City Task Force**
   - **For Students:**
     - o Survey students to identify their interests, needs, and the kind of internships in which they would like to participate.
     - o Increase students' interests in community engagement through encouraging the development of courses that provide opportunities for the students to engage the city to augment and enrich learning.
     - o Encourage DePaul student engagement with groups that are already served by some DePaul programs, such as Working with the Schools (WITS) program, and DePaul summer programs for high school students.
     - o Integrate course curricula with college-wide engagement projects such as developing theme-based quarters focused on events and activities that happen in the City at a particular time of the year (Art festivals, Humanities events, heritage months, etc.).
     - o The college should attempt to help students with internships linked to possible careers. This aspect of Engaging the City is an important part of the marketing of DePaul, and not mutually exclusive with the creation of socially responsible leaders acting in the city.
   - **For Faculty/Staff/Administration:**
     - o Identify faculty with research that engages with and benefits the community.
     - o Find ways to utilize contacts and expertise of DePaul faculty and staff to establish new projects, and allow faculty and staff a leadership roles in such projects.
     - o Gather and disseminate information about DePaul existing partnerships such as projects with schools and centers (e.g., Lakeview High School, Gordon Tech High School, Eager Earner Center) and explore ways to engage more DePaul students and faculty in these projects.
     - o Review the scope of responsibilities of university offices currently responsible for community engagement and explore the possibility of centralizing their efforts to ensure effective international and external coordination, development, and communication.
   - **For the Community:**
     - o Identify community partners with similar interests and compatibilities to engage with DePaul
     - o Identify city groups or agencies that have particular needs that DePaul can meet.

- Explore expanding and supporting community education and certification programs to meet community needs, focusing on creating self-sufficient programs that will not tax the college financial resources.
- Explore the possibility of reinstating programs that provided successful models of engagement with high schools in the past, such as the Bridge Program.
- Working with existing centers and offices at DePaul that are tasked with engaging the City, such as the Steans Center and UIP, to better utilize and contribute to these efforts.
- Identify businesses that are interested in offering educational scholarships with on the job-training component; facilitate DePaul students securing such scholarships.
- Work with the Office of Advancement to identify possible major donors interested in supporting projects, certificates, courses, scholarships, and community-based programs at DePaul and contribute to the realization of such efforts.
- Work with the Office of Alumni Relations to identify DePaul Alumni in key positions in business, industry, and civic organizations and explore with them ideas for creating opportunities of research, internship, and joint projects with DePaul Centers, faculties, and students.

4. **Internationalization/Globalization Task Force**
   4.A. Curriculum Subcommittee:
   - **Short-term goals***: LAS should expand Freshman Abroad opportunities* and work with advisors and department chairs to maximize student elective hours to include Study Abroad. Given individual major structures, many majors in LAS include numerous "free elective" credit hours. REVENUE: This proposal may necessitate increasing scholarship opportunities for students since cost is often cited as the main consideration impeding students from taking advantage of Study Abroad.
   - **Medium-term goals**: The subcommittee asks LAS to *create "clusters" or "certificate" programs around global themes and perspectives*. Make students aware of the professional benefits of having a "global certification" on a transcript or resume. These clusters could be tailored to the major. In this respect, recommendations to come soon from the Liberal Studies committee will also encourage students to create "globalization certificates" using Liberal Studies courses. REVENUE: This proposal does not require additional resources. It will involve working with advisors to create certificates or clusters and may involve proposals to the curriculum committee.
   - **Long-term goals:** The College of Liberal Arts and Social Sciences should *create a School of International Affairs to house graduate programs that have extensive international and global concentrations* (appendix 2). By creating a separate School, LAS will become the center of global and international programming in the university. The proposed School's administrative structure, its competition and its sustainability can be found in the detailed report. RESOURCES: This proposal would require funding for a director position, plus marketing, at the outset, with further resources as the program grows.

   4.B. Infrastructure and Partnerships Subcommittee:
   - **Short-term goals:** To draft the *"intelligent system"* (see attached documents 1 & 2) that will identify and address students' needs.
   - **Medium-term goals:**
     - To develop **model internships** with the International Office and Study Abroad Office. They have chosen two study abroad trips that will potentially be developed into internships as components of a pilot program (Shanghai and Tokyo). We will evaluate feasibility of the pilot program based on feedback from the two offices.
     - To conduct **a student survey** to assess student interest in international internships and destinations

- o To *evaluate data regarding student interest* in international internships (place, duration, kind of work, credits) derived from the intelligent system.
- **Long-term goals:**
  - o To recommend the *hiring and training of a staff member* who can coordinate the international internship program with other relevant offices and faculty.
  - o The creation of a *central international internship office*, akin to "DePaul Central," so that students will not have to visit different offices every time they have inquires and concerns about the program.
  - o We like to recommend that DePaul consider establishing a *graduate school of international and global studies.*

4.C. Subcommittee on International Students:
- **Short-term goals:** *Expand support for current international students*. With the goal of bridging the Loop/Lincoln Park gap in the minds of current international students, we recommend exploring ways of assisting with international student orientation, perhaps by offering mini-workshops in writing, public speaking, and introduction to American culture.
- **Medium-term goals:** *Improve integration of current international students on Lincoln Park campus*. We recommend looking for ways to bridge the campus divide by drawing existing international students to Lincoln Park for cultural and social events. This might include the following:
  - o Hosting a college-sponsored international day or week that would bring together LAS departments, alumni, international students, and American students. This might coincide with International Student Education Week.
  - o Hosting invitation-only events along the lines of the president's cocktail hours to bring international and American students together.
  - o Enlisting members of Alumni Seeking Knowledge (ASK) to facilitate events that bring together international alumni and American and international students.
  - o Developing an "international ambassadors" program to identify international student volunteers who would be willing to share their cultural expertise with American students and with professors, perhaps by being invited into the classroom during particular units.
- **Long-term goals:** *Develop a Marketing Strategy for International Recruitment*. Because DePaul's current strategy for recruiting international students focuses entirely on business and technical fields. We recommend naming someone to coordinate marketing LAS to overseas students. This person's duties should include:
  - o Identifying potential markets/regions most likely to be interested in what LAS has to offer.
  - o Identifying particular LAS programs that have special appeal in particular geographic regions and working with Directors/Chairs of these programs to formulate the best ways to package and present these programs to their target audiences.
  - o Assessing which universities similar to DePaul are most successfully attracting foreign students to their liberal arts programs and determining which of their approaches could be used by our College.
  - o Coordinating LAS participation in virtual on-line university fairs (identifiable through International Admissions) to participate in. This is a low-cost approach to reaching an increasingly large audience.
  - o Working with Ann Spittle, Director of Graduate Admissions, to market these programs abroad.
  - o Looking for ways to utilize our study abroad students as international ambassadors who can serve as the first line of recruitment in their host countries.

- Evaluating and capitalizing on the impact DePaul's new J-1 visa (short-term student visa) will have on drawing international students to LAS programs.

5. **Mission-Related/Social Justice Task Force**
   - Create a Social Justice Center or Institute in the College.
   - Create a website linked to the LAS homepage to profile and showcase LAS faculty/staff/student/alumni social justice research, service, and scholarship on a rotating basis.
   - Create a website linked to the LAS homepage that contains mission/social justice (M/SJ) resources for students, including curricular and co-curricular offerings; community opportunities; funding opportunities.
   - Create a regular and recurring spotlight in *Insights: the LAS Newsletter* to profile and showcase social justice research, service, and scholarship in LAS.
   - Work with Media Relations to pick up/focus on more of the social justice research/scholarship/work in LAS (e.g., radio adverts, billboards, etc.).
   - Highlight social justice research, scholarship and opportunities in information that goes to prospective LAS students (e.g., brochures, video links, etc.).
   - Install large screens in Lincoln Park buildings that list and promote LAS events.
   - Partner with Residence Life to get word out to more students about social justice opportunities and events in LAS.
   - Create list serves and e-mail blasts of events and speakers with subscribe/unsubscribe options.
   - Use Social Media (Facebook, Twitter, etc.) to promote LAS events.
   - Create an MA in social justice to compete with Loyola's new MA in Social Justice and Community Development.
   - Create a social justice quarter to launch the theme of social justice.
   - Develop targeted Social Justice Event Series/academic and scholarly speaker series/community leadership/activist speaker series/thematic or issue-oriented panels/film screenings, photography and art exhibits, etc.
   - Consider a "Social Justice Across the Curriculum" initiative, not unlike the "Writing Across the Curriculum," or the "Ethics Across the Curriculum" initiative (which admittedly didn't fare so well.)
   - Designate some courses as Social Justice (SJ) intensive, similar to the LSP's designated Writing Intensive courses (i.e., Focal Point Seminar & Sophomore Seminar on Multiculturalism in the U.S.)
   - Find ways to encourage the development of more experiential social justice type courses, perhaps for JYEL credit. Instructors could either identify a particular project for the whole class to work on over a quarter, or students (in groups or alone) could design projects based on their own interests. It is recognized that some academic units (e.g., Peace, Justice, and Conflict, Women's and Gender Studies, etc.) are more oriented towards addressing issues of social justice in their curriculum than others, but there is no unit that couldn't or doesn't do at least something in the area. Romantic literature courses or more broadly the humanities could, for example, offer opportunity to develop experiential learning courses with a focus on contemporary social justice issues that take up the literature of such writers as Richard Wright, Ralph Ellison, Simone de Beauvoir, Toni Morrison, Albert Camus, among others.
   - Find ways to take advantage of special grants, such as the McCormick Foundation's. Each academic unit could identify a McCormick Intern that would be paid $1200 a term, 10 hours per week, whose work would be dedicated to the issue of social justice.
   - Investigate recommendations made in the AACU report, cited above, on personal and social responsibility in higher education.
   - Find ways to make better use of on-campus university resources and centers, such as the Steans Center, University Ministry, and LAS Centers, that could provide curricular support regarding the instruction and practice of social justice.

- Tap into student interest in sustainability, and integrate related issues of social justice (e.g., environmental racism) into the curriculum and/or co-curricular activities.
- Establish an annual LAS award for Social Justice Work by faculty. We recommend that this honor, which should take into account teaching, research and service, be called the *Sister Helen Prejean Excellence in Social Justice Award*. It would be presented by Sister Helen each year.
- Add criteria to LAS guidelines for tenure and promotion that recognizes social justice work in research, teaching, scholarship, and service. The college should also encourage departments and programs to include such language in their guidelines where appropriate.
- Designate one of the LAS Summer Research Grants for a social justice research project.
- Add a course release to the Beck Research Initiative Faculty Fellowship, awarded each year through Women's and Gender Studies.
- Develop an LAS-based multi-college, multi-disciplinary, community-based research fellowship that would support a collaboration of fellows across two or more disciplines. Topics would include issues such as education, food access, healthcare access, housing, and community-based economic development.
- Continue to support the Social Science Research Center's development of a "Research-Justice Fellowship" that builds capacity among DePaul researchers in the use of social media to disseminate research findings, raise the profile of socially relevant research at DePaul, and to involve DePaul students in research."
- Arrange and develop funding for students to engage in M/SJ activities:
  o Target some Undergraduate Summer Research Grants
  o Target some scholarship money to facilitate experiential learning
  o Create a M/SJ Outstanding Student Achievement Award
  o With Advancement: solicit unused frequent flyer miles for student travel to social justice-related conferences
  o Create incentives for students to get involved with social justice-related service opportunities and research who might not otherwise do so
  o Get privileged students "out there" to see what is really going on
  o Get non-privileged students to see neighborhoods/needs other than their own
  o Provide support for international internships related to justice education and poverty issues
- Foster Collaborations for Student Engagement in Social Justice
  o Within LAS:
    ▪ Create a M/SJ office, officer, or portfolio for an associate dean or compensated faculty member to make sure work is carried forward and assessed
    ▪ Create a standing committee on M/SJ student recognition & development to advise the above
    ▪ Collaborate across units (departments, programs, centers) on the creation and promotion of curricular opportunities for students
  o Between LAS and the Steans Center, Student Life, University Ministry, and Chicagoland Catholic elementary and high schools:
    ▪ On joint-sponsored programming
    ▪ On cross-promotion of events
    ▪ On publicizing opportunities for students
  o Provide sustainable student access to notable justice activists with national and international renown, willing to serve as mentors and inspirations through one- to two-week visits each year, such as what's been happening with Don Mullan and Sr. Helen Prejean.
  o On publicizing student achievements

6. **Technology Task Force**
   6.A. Short-Term Goals
   - Overarching
     - Create a Steering Committee/Advisory Board to work with the LAS Technology Center and provide recommendations/assistance regarding the use of technology in the college (in the areas of teaching, research, internal processing).
     - Set up liaison relationships with external partners (within and outside the university) – look to these relationships for "best practices" that can be emulated.
     - Hold regular open meetings to discuss technological issues.
     - Investigate and integrate best practices at other universities in the use of technology.
     - Promote existing technologies/resources – make sure members of LAS know what is available (D2L, Digication, SSRC, LASTC, etc.).
     - Ask departments to meet internally to discuss their current systems and processes (including software usage) and report back to the Dean's Office so that efficient processes can be evaluated for expansion to college-wide use.+
   - Teaching
     - Find ways to further encourage and incentivize more faculty to adopt pedagogical technologies, when appropriate, including D2L, Digication, participation in DOTS (DePaul Online Training Series) with the goal of increased online and/or hybrid courses.
   - Research
     - Circulate a newsletter that features faculty research, with the potential to inspire and further collaborative research. (Potentially link to an online forum and offer workshops or seminar series to highlight faculty research.)
   - Infrastructure
     - Promote existing technologies/resources – ensure that LAS faculty/staff know what is already available.
     - Create a feedback system for faculty, staff and students allowing them to offer their input on existing systems.
     - Create an organizational chart or list of IT contacts in each area of the College
     - Develop an "announcement protocol" – a series of steps always followed when a new system/new concept is announced.
     - Create an online FAQ of instructions for common College tasks and instructions on who to contact for proposing new systems.

   6.B. Medium-Term Goals
   - Overarching
     - Create a website and newsletter to publicize College technology resources.
     - Create an application that matches faculty needs with students' qualifications to support faculty-student research, possibly in collaboration with DePaul Career Center. Perhaps tie this into the faculty research system that lists the projects faculty are working on and the student qualifications needed to support the project.
     - Create a monthly/quarterly "Tech Spotlight": a 30-second preview of a new system, a new teaching method or a new research project involving technology.
     - + Coordinate the sharing of best technological practices between units.
   - Teaching
     - Adopt Quality Matters (QM) standards to certify the quality of all online classes offered by the College. At present, faculty are encouraged to seek QM certification only for the first course they develop as part of the DOTS incentivization process.

- o Seek collaboration for students between departments/colleges (e.g. pair students with CDM students for digital/online deliverables)
- Research
    - o Create a faculty research inventory database searchable by keywords and/or topics, perhaps by utilizing the existing ActivityInsights or solicited faculty input on research survey.
    - o Create a system to extract interdisciplinary grants based on the areas of interest. This will foster and promote collaboration.
- Infrastructure
    - o Older Condor websites should be properly dismantled and replaced as necessary (in conversation with Condor site owners).

6.C. Long-Term Goals
- Overarching
    - o Investigate site license options for software used across LAS units.
    - o Obtain resources to purchase and maintain technology equipment and software needed. Another alternative to effectively allocate resources is to house all the specialized software on a server(s) where faculty can log in to use it.
- Teaching
    - o Get a dedicated Digication person for LAS (housed in the LAS Tech Center?).
    - o The College, with the support of Academic Affairs and Faculty Instructional Technology Services should encourage and financially support the development of online programs (as opposed to specific courses), including specific majors, minors and concentrations that have an entirely-online option. These should be encouraged at both the undergraduate and the graduate level. There should be financial support for clusters of faculty within programs who wish to develop the additional courses and structures to enable the delivery of entire programs online. Such programs would address the needs of DePaul's current students, and allow for the possibility of reaching new student audiences in the region and around the globe.
- Infrastructure
    - o Update and redesign websites for specific departments and areas