

To: University Faculty Council  
From: Agenda Committee  
Date: September 11, 1995

## **UFC and UFC Committees Tackling the Strategic Directions Charter Draft Focussing on Academic Issues and Main Points**

*Proposed plan for Fall UFC:*

<i>September 12 UFC meeting:</i>	<i>Introduce the big questions listed below.</i>
<i>October 1:</i>	<i>The next draft of the charter will be available and will be distributed widely.</i>
<i>October 10 UFC meeting:</i>	<i>Try to get answers to the big questions.</i>
<i>October and November:</i>	<i>Committees and campus faculties take a more detailed look, using the framework of the big questions list to organize discussion.</i>
<i>November 1:</i>	<i>UFC Agenda Committee will assess the status of committee and campus faculty discussions and will make contingency plans if warranted.</i>
<i>November 28 UFC meeting:</i>	<i>Meeting will be devoted to discussion and resolutions.</i>

### **Asking the Big Questions**

#### **I. Partnerships with the public**

- A. How should our schools (not just Education) explore partnerships with K-12?
- B. How should our faculty engage in new partnerships with business, industry, government agencies, and the third sector providing research, educational, and/or professional service expertise outside the university walls?
- C. In what ways will such partnerships contribute to achieving the mission of our university?
- D. Will this detract from our traditional academic programs?
- E. How should faculty activities in such partnerships be governed and rewarded?

#### **II. Promoting student retention and attainment**

- A. How much of our institutional resources are we now prepared to devote to increasing student retention and attainment?
- B. How much of our institutional resources should be spent now in creating new modes of instruction?
- C. What is our proper role in remediation?
- D. Are we ready to hold ourselves more accountable for student persistence and attainment?

**III. Getting more serious about diversity**

- A. Do we really want to break the glass ceiling where it exists in our institution?
- B. How much of our institutional resources are we willing to devote now to increasing the number of minority students obtaining university degrees and the number of women students achieving success in the sciences, engineering, and other areas in which they currently are under-represented?
- C. Are we ready to hold ourselves accountable in these areas?

**IV. Centralization versus decentralization: academic areas**

- A. Is it our basic belief that in general the authority and responsibility for academic decision-making is best left at the most local level practical?
- B.
  - 1. How would it be possible to define a university-wide model of an IU graduate (or a set of university-wide principles of undergraduate learning)?
  - 2. What mechanism could the faculty and administration use to define this model or agree on the principles?
- C. Would it benefit a significant number of students to design and offer across all eight campuses a two-year associate of arts degree and a two-year associate of sciences degree (not to the exclusion of other two-year degree programs)?
  - 1. How would it be possible to agree to a curriculum in which course credits and grades would transfer among all eight campuses?
  - 2. In developing this, what mechanism could the faculty use to make decisions about such degree programs?
- D. Broader issues of transferability between campuses and institutions:
  - 1. How much effort should we now put into increasing the transferability of course credits and grades among the campuses?
  - 2. What mechanisms could faculty use to communicate about requirements of majors, policies, etc.?
  - 3. What mechanisms could faculty use to make curricular decisions about distance-learning courses offered by other campuses or other institutions?
- E. When each campus has a Gradpact equivalent, will it be desirable and/or possible for these pacts to transfer campus to campus?

**V. Defining and rewarding faculty work: new demands will modify the types of work many faculty are called on to do**

- A.
  - 1. Should we expand and clarify the definition of faculty work?
  - 2. If so, how should we go about redefining the work of the faculty?
- B.
  - 1. Should we expand and clarify the types of faculty rank?
  - 2. If so, how should we go about it?
- C.
  - 1. Should we refine or restructure the faculty reward system?
  - 2. If so, how should we go about it?
- D. If the university is to focus more on accountability and use of assessment, how should we go about devising new models for assessment of faculty work?

**VI. Other faculty governance issues raised in the charter: How will faculty have a voice concerning**

- A. Consideration of new tuition policy and the effect it may have on academic programs?
- B. Merger, elimination, transfer of academic programs?
- C. Possible redistribution of discretionary funds to support centers of excellence?
- D. Development of assessment plans for academic programs and units?
- E. Marketing and promotional programs and the effect they may have on academic programs?
- F. Adaptations made to RCM and the effect they may have on academic programs?
- G. Centralization versus decentralization of administrative support services and the effect decisions may have on academic programs?