

Goal 1: Excellence in Teaching and Learning

D. Improve retention in the student pipeline; increase graduation rates

Faculty Development

Develop means to help faculty to understand better the characteristics and expectations of our incoming students. Consider diversity issues and support for international students.

Committee: Jacqueline Blackwell, Natasha Flowers, Sharon Hamilton [chair], Stephen Hundley, Bob Osgood, Irene Queiro-Tajalli, and Terri A. Tarr.

Current status

- In addition to the many professional development programs sponsored by OPD, schools and departments across the campus provide formal and informal professional development opportunities to their faculties.
- University College and OPD provide the largest number of formal opportunities to help faculty better understand incoming students.
- University College, with the help of IMIR, generates extensive data about incoming students. University College faculty use these data as a basis for developing curricula for learning communities, themed learning communities, and critical inquiry courses.
- OPD conducts research on the characteristics of “millennial students,” and uses research findings to help faculty understand IUPUI students through events and programs like the New Faculty Orientation, the Moore Symposium, Communities of Practice, engaging pedagogies, and integration of new technologies.

Recommendations

- Provide opportunities for faculty to enhance skills in responding to the needs of individual students, focusing on underserved, under-represented, and under-prepared students.
- University College and the Consortium for Learning and Scholarship, with leadership from the Center for Teaching and Learning, the Office for Multicultural Professional Development, and the Community of Practice on Understanding Society and Culture, should collaborate to design faculty workshops focusing on how best to respond to the needs of our diverse student body.
- A representative from the Consortium for Learning and Scholarship should sit on the Diversity Cabinet, using the Cabinet’s discussions to help ascertain the diversity-related needs of faculty across the campus and design workshops that respond to these needs. The representative should report back to the Cabinet on the effectiveness of these workshops.
- The Consortium for Learning and Scholarship should collaborate with the Office of International Affairs to develop appropriate workshops to support faculty teaching international students.

Implementation

- The Consortium for Learning and Scholarship should lead implementation of these recommendations, led by the Center for Teaching and Learning, in collaboration with the Office for Multicultural Professional Development, the Office of International Affairs, and the Community of Practice on Understanding Society and Culture.

Resources

- No additional fiscal resources required. This is part of the work of these offices.

(Revised August 24, 2007)