

DUPLICATION OF EFFORT
ACTION PLAN COMMITTEE REPORT
to
UDAY SUKHATME
EXECUTIVE VICE CHANCELLOR AND
DEAN OF THE FACULTIES
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COMMITTEE MEMBERS

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Duplication of Effort Action Plan Committee Report: Summary

The charge: Consider areas on campus including P&T workshops and recruitment where a reduction in the duplication of effort might result in savings. First phase of work will be to identify areas of possible duplication and then to prioritize review of specific areas.

The committee: *Sharon Hamilton, Kim Stewart-Brinston, Richard Turner, Bob White, Sherree Wilson, and Oner Yurtseven.

Current status: The Committee considered duplication of effort in administrative structures, support programs, and curriculum, identifying some duplication in all areas, resulting in six recommendations, two of which (recruiting and internships) are being integrated into other reports.

Recommendations:

1. The many different mentoring relationships between our students and students in local high schools, middle schools and elementary schools need to be coordinated, preferably through the Office of Community Service.
2. A campus-level committee needs to be created to provide oversight for general education and curricular duplication of effort.
3. Because the overall structure of OPD is unwieldy and leads to perceived if not real duplication of effort, there should be reconsideration of the structure of OPD, with tighter structural collaboration among CSL, CTL, and CRL, and potentially incorporating the Solution Center.
4. Because of the need to keep the work of individual schools and units in touch with the broader campus mission, we need some mechanism, preferably one or more existing campus-level committees, to track and discuss the overall use of resources for the University's missions and responsibilities, especially in areas where there may be overlap and duplication of effort (e.g. graduate applications, student evaluations, administrative support for SROP).

Implementation:

1. Bring together the major players in the Office of Community Service, University College, and Community Relations to discuss optimal ways to coordinate the training of student mentors for students in the community. Invite them to explore the more detailed recommendations in the report, explore the establishment of a strategic coordinating committee, and identify any additional resources that might be needed.
2. An Undergraduate Curriculum Committee is being established.
3. OPD is being restructured to try to conserve resources by reducing duplication of effort.
4. There may be a way to accomplish this end using currently established campus-level committees or offices, such as PRAC for curricular matters; APPC for policy matters; Budgetary Affairs for fiscal concerns, and PAII for course evaluations.

Resources: Our intention is to reduce resources rather than to call upon additional resources.

PROCESS:

- The team met three times: December 11; January 19; and March 15.
- December 11 meeting: The committee identified several administrative and support areas that were perceived by faculty as being potentially duplicative. Each member of the committee was assigned one or more of these areas to investigate more thoroughly, with a report due for the following meeting.
- January 19 meeting: We reviewed the reports the committee members had made of administrative and support areas, developing preliminary recommendations. We also began to discuss additional areas of potential duplication of effort, including curricular duplication. We began the process of drafting recommendations based on our current understanding, but agreed that we needed more complete information for many of the areas.
- March 15 meeting: We reviewed the reports developed during the intervening two months, and began to refine the recommendations for this report, noting that a theme of coordination of effort was emerging as a pervasive model in many of the areas of perceived duplication of effort. We developed the basic outline of this report, and agreed that we could “meet by email” rather than have another meeting to draft and refine the report.

MAJOR THEMES:

After considerable discussion of perceived duplication of effort in administrative and support units, we came to an unanticipated realization that the perceptions of duplication in these units resulted either from lack of sufficient coordination among different units or from lack of awareness of existing coordination among different units. We discovered existing models of local/global coordination, wherein each school addresses a particular issue or need according to the individual context of the school, and those individual efforts are coordinated by a central unit, with development and fundraising serving as the most developed example of that model on our campus. This model serves as the basis for many of the following six recommendations.

RECOMMENDATIONS:

1. Recommendation: IUPUI should create a central coordinating body to conduct the conversation about the overall use of resources for the University's missions and responsibilities, especially in areas where there may be overlap and duplication of effort.

Rationale: The Duplication of Effort Committee has identified a number of areas where duplication of effort is necessary and productive, especially in areas where a campus-wide mission necessitates work being done within departments and units. Thus, this global/local collaboration becomes the preferred structure for approaching missions that extend across campus and to departments and units. Keeping these elements in conversation is crucial where plans and problems as well as values and aspirations must be coordinated on a regular basis.

IUPUI budgeting and planning practices represent a clear instance where global/local structures are needed to enable the Campus and its schools and support units to conduct helpful conversations as to how schools and support units can collaborate and cooperate in contributing to campus missions and opportunities while developing local missions and nurturing the disciplinary and professional work of faculty and staff in schools and support units.

At many universities, responsibility centered management operates through a balance between the decentering of revenues to schools and support units and the centralizing actions of planning and reporting. Revenue generating units and support units regularly present their plans for using revenues and their assessment of the impact of actions completed to a central body, thus keeping the work of schools and units in touch with the broader campus missions and opportunities.

2. Recommendation: All entities interested in providing mentoring services to pre-college age youth work through one central organization which is responsible for the coordination of all student mentoring programs sponsored by IUPUI and conducted by IUPUI students. Further, we recommend that consistent training be provided for all students who mentor other students in an IUPUI- sponsored mentoring program and that Enrollment Services become more involved to ensure we are providing students from underrepresented populations with information related to college attendance in the future.

Rationale: At all levels IUPUI students are actively serving as mentors within the Central Indiana community. Our students are providing valuable service and inspiration to local high school, middle school, and elementary school students. While we have made some great strides to better coordinate these activities as a campus, there are still some things that we could improve.

Current model:

Most of the mentoring activities for local school age youth operate through the Center for Service and Learning. Both the Office of Neighborhood Partnerships and the Office of Community Service provide students with opportunities to become mentors. These offices, under the umbrella of the Center for Service and Learning, have a mechanism to not only promote the mentoring opportunities, but to also track the involvement of our students, faculty and staff in these activities. The Office of Community Service also provides direction for student organizations that want to begin a mentoring program. This seems to serve well as a global coordinating entity for the campus. Where the need for additional coordination becomes more evident is the school based/ departmental level.

At IUPUI we do have some mentoring programs that are not currently connected to the Office of Community Service. For various reasons, being it grant mandates or increased alumni/ student engagement goals, these programs have initiated mentoring opportunities for IUPUI faculty, staff and students which fall outside of the Center for Service and Learning's oversight. Programs such as the College Preparatory Initiative and Student African American Brotherhood through University College and the Good Friends Program through Community Relations are a couple examples of programs not coordinated through the Center of Service and Learning.

Challenges:

- ❑ ***Lack of information regarding who to contact when you want to recruit IUPUI students to serve as mentors for local youth.*** If an entity contacts the university indicating they would like to have IUPUI students serve as mentors for local youth, who do they contact? Currently there is no clear cut answer to this question. Based upon the program focus and demographics of students to be served, this request could go to a number of different departments on campus.

- ❑ ***Lack consistency in program operation*** Given changes within the leadership of some schools we have traditionally served, a number of programs have had to back track in order to get the new official's buy-in regarding the mentoring program for their school. The Good Friends and CPI programs have both encountered this situation. This only serves to slow down the process of placing current students while everyone comes to a mutual agreement regarding whether or not the school will accept the offer to place mentors for the given year. This is also exacerbated when programs have ongoing turnover in the staff supporting the mentoring program.

- ❑ ***Over saturation of IUPUI mentoring programs in some schools is causing us to miss opportunities to expand our reach.*** While most of

the mentoring efforts on campus focused on the schools that feed into IPS high schools, we have a number of programs that feed into only three of the five IPS high schools (George Washington, Northwest, and Arsenal Tech). In some cases the lack of coordination that leads to this type of over saturation also adds to the feeling of school officials that IUPUI is a complex and unorganized place.

- ❑ ***How we promote IUPUI programs that expose students to college through early outreach.*** To my knowledge there is very little interaction between those entities on campus dedicated to early outreach and college awareness and the current mentoring programs. The inclusion of information regarding college preparation and academic enrichment programs helps to reinforce IUPUI as a future academic destination for these students.

Related Recommendations:

- ❑ ***Promote the Office of Community Service as the clearing house for all external mentoring requests.*** This then becomes our one-stop-shop for mentoring programs. The Office of Community Service can then promote the opportunities to campus community. Even if an entity decides to create a mentoring relationship, the Office of Community Service is best positioned to assist that department or organization with directions on how to proceed. This also makes sure the Center for Service and Learning is kept abreast of all mentoring activities for future reporting purposes.
- ❑ ***Provide ongoing train the trainer sessions for departments involved in mentoring programs.*** This approach will allow for more consistent instruction in how to train students to become mentors. It can also cover all of the administrative duties that are involved in coordinating a mentoring program, including working with community contacts and school administrators. College Mentors for Kids offers an overall structure that can be used by all chapters. This is a model we may want to adopt on our campus.
- ❑ ***Develop a strategic coordinating committee for pre-college mentoring programs.*** Effort need to be made to increase communication between the various mentoring programs on our campus. Either through a strategic coordinating committee or some other entity there serves as the venue to discuss the various mentoring programs. This type of communication may allow us to be more strategic in where we place mentors and what schools we target for future mentoring opportunities.
- ❑ ***Re-examine how we promote IUPUI programs that expose students to college through early outreach.*** The following programs need to become actively involved in providing resources and services to the

mentoring programs: Enrollment Services-Multicultural Outreach & Financial Aid; Urban Pre-Dental Club; SPAN program, Upward Bound, and Twenty First Century Scholars-Central Indiana. In addition students need to be informed of some of the summer enrichment programs available like the Summer Sports Camp, Young Scholars, Minority Engineering Advancement Program (MEAP) and Herron Youth Art Camp.

The mentoring programs offered through IUPUI are all designed with a specific purpose of engaging youth and providing them encouragement toward future college attendance. Most students served would otherwise would not receive this type of support. The students that are touched through these programs usually come from low-income and/or minority households and this serves as their first exposure to college life by interacting with our students, faculty and staff. It is through increased coordination and communication that we can fulfill the promise of providing a brighter future, one student at a time.

3. Recommend that that an assessment of the current structure of internships at IUPUI be conducted; topics to be addressed include:

- a) Effectiveness of the program particularly from the standpoint of students and employers.**
- b) What changes, if any are warranted?**
- c) Are students receiving the full benefit of the internship program experience?**
- d) Are students receiving adequate and advising/career counseling regarding internships and how they fit into their career goals?**
- d) What, if any programs/services are being duplicated?**

Rationale: Internships offer students the chance to gain professional experience relevant to their field of study; these short-term experiential learning opportunities which can enhance their career development and career exploration allow students to acquire hands-on practical experience while also gaining in-depth knowledge that makes them attractive to potential employers. During these internship or co-operative education experiences students are able to “try on” positions, while also acquiring professional skills and experiences which may make them more employable once they are in the market for full-time professional positions. Internships may be paid or unpaid, depending on the employer and the discipline and many may be eligible for academic credit. Positions may be in business, government, social service agencies, education and other non-profit settings.

Traditionally, at IUPUI the Career Center managed and coordinated a campus-wide internship program with exceptions, for example the School of Engineering and Technology has for many years managed a co-op program for its students, and several years ago the Kelly School of Business (KSOB) established a Career Placement Office, which houses an Internship program for KSOB students. The coordination by the Career Center required that a staff member in the Center had

to know or be familiar with the different requirements/rules of the individual schools/academic units and had less time to spend on marketing, employer development, and counseling students seeking direction regarding internships and their career plans.

In 2000, Bill Plater created a campus-wide Brain Gain Study Task Force led by Nasser Paydar, which over the course of a year reviewed the goals and objectives of a successful IUPUI internship and student experiential learning resource program. The Task Force was comprised of 28 faculty and staff representatives of both academic and administrative units from across the campus. During the winter and spring of 2001, the members were asked “to define the needs of students and academic units with regard to experiential learning as well as the appropriate resources available at IUPUI, and then to determine and recommend the most useful and efficient tools best suited to meeting those needs and goals” (Brain Drain Task Force, 2001). The Task Force was divided into four subcommittees; one of which was the **Success and Future Subcommittee**, which recommended the following actions:

- *Semi de-centralize the administration of internship programs at IUPUI.* With the primary responsibilities in the academic units, the schools can define experiential learning that is most suitable for their own programs, develop their own policies and procedures for credit earning internships, conduct site visits, set student academic eligibility requirements, and carry out their own assessment process. The Career Center and IUPUI Internship Coordinating Committee (as defined below), will coordinate this program.
- *Provide a central support for coordination of efforts for internship programs from the IUPUI Career Center.* The Career Center can serve as a gateway for industry to IUPUI. The Career Center will maintain the infrastructure of the website, but schools will be responsible for, and have read/write access to, their own sections with the ability to work with potential employers, publicize internship programs at the campus, educate their students in development of their interview skills and resume writing, and review activity and create reports.
- *Create an IUPUI Internship Coordinating Committee.* The Internship Coordinating Committee, made up of members from schools with active experiential learning programs and a member from the Career Center, will act as an administrative and steering committee for coordination of campus efforts in these areas, as well as planning for future coordination of activities in experiential learning at the campus. The Committee will be responsible for facilitating and reviewing:

- An annual campus inventory of experiential learning activities, as well as a complete list of area companies and organizations involved in offering these programs to IUPUI students.
 - Measurable goals and benchmarks for employer development and student involvement in internships.
 - An annual survey to determine the satisfaction of schools/units with the centralized activities and resources provided by the campus for web design and maintenance, employer assistance, school access and use of the web, student feedback, etc.
- Expand JagJobs to include the internship module. A central website on internship and other related activities, used and partially maintained by participating schools at IUPUI, will bring together all possible student experiential learning opportunities. This site will also provide a gateway for industry to communicate with several schools as efficiently as possible. The IUPUI Internship Coordinating Committee will coordinate the design and maintenance of this website.

Upon review of internship programs at five of our peer institutions (Wayne State University, Virginia Commonwealth University, University of Alabama-Birmingham, University of Cincinnati, and the University of Illinois-Chicago), the recommendations of the Success and Future Subcommittee are in keeping with the current structure/organization of other internship programs, that is campus career centers serve as a central coordination point for students and employers re: internships, however academic units/schools have primary responsibility for managing and defining policies for internships, particularly when academic credit is awarded for the internship.

Current status of internship programs at IUPUI:

- a) In contrast to the recommendations of the Brain Gain Study Task Force that the Career Center serve as the gateway to internships on campus, a new entity was created - The Solution Center (SC), which has responsibility for marketing and making employer contacts. The role of the SC is to serve employers; the SC also convenes the Internship Council which is comprised of the Internship Coordinators from individual schools and/or academic units.
- b) The internship coordinators manage and coordinate the administrative aspects of internships for their schools; this does alleviate the challenge under the prior structure of one Career Center staff member having to know and be familiar with the different requirements/rules of the individual schools/academic units for internships particularly as they relate to academic credit.
- c) While there are exceptions, the majority of internship coordinators are not full-time positions, rather most are performing that function in addition to other full-time roles; schools with more resources, i.e. the Kelley School of

Business and Engineering and Technology are able to offer and provide more services to students and employers. Additionally, it is not known how many coordinators have backgrounds or experience in advising, and career and/or student development.

- d) Schools maintain separate lists of available internship positions which may be confusing for students and employers and provide a limited view of internship opportunities; there may also be uncertainty (by both employer and students) of whom to talk with and/or see regarding internship opportunities.

4. Recommend that student recruitment continue to be coordinated through a local/global model, wherein Enrollment Services serves as the central coordinating body, while each school recruits students according to its programmatic offerings and culture. In addition, we recommend that schools inform Enrollment Services of any outreach activities so that these efforts may be coordinated rather than duplicative.

Rationale: Based on the feedback from the IUPUI Enrollment Services Office and the number of schools, the student recruitment activities are well coordinated as the schools are aware of the scope and nature of student recruitment activities planned by the Enrollment Services so that the schools can participate and complement the efforts. When schools, however, carry on additional recruitment activities, the Enrollment Services Office is not informed about these efforts.

There is also good coordination and very little duplication in the follow up procedures after the students are admitted to IUPUI in terms of scholarship offers, orientation, campus visits, and registration. Again, schools are informed about the campus offers and plans so that they may complement the process to strengthen the engagement with the interested, applied, and admitted students.

5. Recommend that the Executive Vice Chancellor and Dean of the Faculties, in consultation with the IUPUI Faculty Council, constitute an Undergraduate Curriculum Committee to provide oversight of general education and to monitor potential curricular duplication of effort.

Rationale: For many years there have been heated discussions of perceived and possibly real curricular duplication of effort in some courses. A central coordinating body to monitor the potential for curricular duplication would appropriately place curricular concerns with the faculty for deliberation. Recommendations would go to the EVC for final decision.

6. Recommend structural connections and collaborations among the Center for Teaching and Learning, the Center for Service and Learning, the

Center for Research and Learning, and the Solution Center, bearing in mind the following:

a) The Campus should seriously consider bringing these four Centers under the direction of one unit, presumably the Office for Professional Development.

b) Independent of a), the Director of OPD should work with the directors of the four Centers to enhance communication and seek ways for further collaboration. In doing so, additional cost savings may appear.

c) It is important to continue to look for space that will allow all four Centers to be located in the same space.

Rationale:

Issue: Possible duplication of effort involving the Center for Service and Learning, the Center for Teaching and Learning, the Center for Research and Learning, and the Solution Center.

Investigation: Interviews, either through the telephone or via e-mail, were conducted with Bob Bringle, Director of the Center for Service and Learning, Megan Palmer, Director of the Center for Teaching and Learning, Kathryn Wilson, Director of the Center for Research and Learning, and Teresa Bennett, Director of the Solution Center. None of the four directors indicated that there was a serious issue of duplication of effort across the four Centers, but each did acknowledge that more coordination was possible.

Findings:

The Centers for Teaching and Learning, Service and Learning, and Research and Learning are part of the Office of Professional Development. This has helped to limit some duplication of effort, including the management of budgets. There was an acknowledgement that the Centers could be more effective in their collaborations and communications. Indeed, it was noted that the Center for Service Learning was placed under the authority of OPD in order to allow for better communication. To build on this, the Office of Professional Development may want to consider the manner in which the opportunities afforded by the three centers are presented to the rest of the campus. One suggestion was that the features of the three centers might be organized in terms of function rather than on a "unit" or Center basis. For example, if all three Centers promote internships, it might be best to focus on internships in general, rather than Center-specific opportunities.

The Center for Research and Learning and the Center for Teaching and Learning are located in OPD space. The Center for Service and Learning is in a separate location. The three Centers could probably coordinate and communicate more efficiently if they shared a location.

The respondents suggested that there should be better communication with the Solution Center and the three Centers for Learning. There was a question concerning the nature of internships organized by the Solution Center in contrast to those organized by the other Centers. There is a potential tension between the needs of a given local business and the desire that internships should be academic in nature. This reflects a more general distinction between the Solution Center, which specifically looks outward to serve the external community, and the Centers for Learning, which look inward to transform IUPUI. It should be noted that Director Bennett welcomes greater collaboration among the four units.

NOTE:

The following is in response to a question concerning funding of the Solution Center:

IUPUI was granted \$1.8 million by the Lilly Endowment in 2003 to start the Solution Center, 25% of which was used to launch the Center and 75% was used to create the Venture Fund grant program. The Center's approximately \$450,000 budget is funded in part through the University (+/- \$337,500) and through grant funding (\$112,500) from five foundations for the Nonprofit Solutions program. Director Bennett is also actively seeking new grants from Indiana Foundations for the next phase of the Venture Fund grant program.