

REPORT OF THE PRESIDENT'S
TASK FORCE
ON THE UNDERGRADUATE EXPERIENCE

A TASK FORCE APPOINTED
BY
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TULANE UNIVERSITY



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SUMMARY

The workplaces and communities of the future will need individuals who are creative, adept in the use of technology, and capable of collaborating with a broad range of constituencies. They must know how to solve tough, complex problems including hunger, poverty, environmental fragility, education, energy, and public health. It is our responsibility and an energizing principle for Tulane University as we move forward with our Capital Campaign to build an education that empowers and teaches our students to tackle these 21st century challenges.

In this fast-paced world, Tulane must prepare students for lives that will encompass different careers, some in areas not even manifest in today's economy. To be successful in this brave new world students must be flexible, interdisciplinary, and nimble thinkers, as well as be equally adept at theoretical, technological, and human skills. Understanding the complexities of the global marketplace and basic financial literacy are critical. Moreover, students must be proficient in both technology and big data. Above all, our students must be ready to embrace diverse national and global cultures.

The good news is Tulane is uniquely poised to answer this call. A single entry undergraduate admission for students allows for great academic flexibility. On our compact urban campus, students can take full advantage of a university with both professional and arts and science programs, provided we commit to breaking down silos, removing barriers, and building bridges between our academic disciplines. Tulane stands alone amongst our peer and aspirant institutions in having this unique campus and undergraduate structure.

The past ten years have been ones of hard work and problem solving. Our faculty, staff, and students have created, invented, master-minded, built, rebuilt, refurbished, taught, and wrote their way into national prominence. Many Tulane programs thrive.

Architecture students engage in Urban Build and Tulane City Center. Public Health students spearhead global courses including "Health Systems of China." Social Entrepreneurship students tackle real-world problems with design thinking. School of Science and Engineering students engage in hands-on research during the Neuroscience Summer Program. The School of Liberal Arts leads the university in interdisciplinary initiatives including the unique Digital Arts and Humanities and the Gulf South Culture programs. Business students engage in experiential learning through the Burkenroad Reports and the Darwin Fenner Investment Fund. These examples are by no means exhaustive.

It is now time to fund, scale, and celebrate our current programs as well as embrace new initiatives. Tulane University will become a leader in undergraduate education for the 21st century by 1) enhancing technological capabilities on every level, 2) breaking down departmental and school silos to foster interdisciplinary pedagogical and academic engagements, 3) recommitting to deep community engagement and service, 4) strengthening the overall undergraduate experience from the academic classroom to the residential halls, and 5) creating robust holistic career and academic advising services.

To take this leap into the future, we must simultaneously attend to the foundation of our campus environment and campus culture. Without a solid infrastructure, we cannot soar to the

stars. Our research shows that while we have made exciting curricular breakthroughs in every school and department, we are still struggling with outdated infrastructure, lack of state of the art pedagogies in some departments, a need of funding for high demand majors, a weak freshman experience, an honors program in transition, a less than holistic approach to health and wellness, and a need for internally networked career planning and internship offices.

In addition to other more detailed and departmental-level recommendations, this Task Force recommends the following initiatives as funding priorities to bring Tulane University undergraduate education fully into the 21st century:

TECHNOLOGY

- I. Provide incentives for each school to develop a fundable technology plan to build interdisciplinary technological capacity, such as Maker Space Technology: Highlight the development of the Maker Space as a resource for all students and faculty, not just science-focused majors.
- II. Promote Digital Media Literacy such as One Button Video Studio and Web Content Creation Tools in the TIDES Freshman seminars.

INTERDISCIPLINARITY AND PEDAGOGICAL INNOVATION

- III. To attract and retain high achieving students revamp the Honors Program under the umbrella of the new Center for Academic Excellence.
- IV. Reinvigorate the TIDES Freshman seminars and endow new pedagogically innovative courses including 360 Interdisciplinary Seminars
- V. Endow and refocus CELT as a Center of Teaching Excellence that promotes and supports faculty's use of cutting edge technology and innovative pedagogical techniques

SERVICE AND COMMUNITY ENGAGEMENT

- VI. Endow the Center for Public Service to create a database, roll out an ethnographic mapping project, and expand student leadership programs to foster long-term service involvement with community partner organizations
- VII. Establish need based, no debt, cost-of-attendance-scholarships for underrepresented populations to increase diversity on the Tulane campus.

RESIDENTIAL LIFE, HEALTH AND WELLNESS, AND CO-CURRICULAR

- VIII. Build a state of the art Tulane Wellness Center
- IX. Reconfigure, refurbish, and build new residential communities and gathering spaces for informal communal interactions, including a new dining hall
- X. Endow and develop a transformational career/advising services center to ensure students are effectively guided and advised from freshman year towards their goals post graduation

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GOAL OF THIS REPORT:

The goal of this report is to advance Tulane's position as a leader in educating students for 21st century opportunities and challenges. This task force seeks to lay the groundwork for an undergraduate experience that would strengthen Tulane's position in the increasingly competitive landscape of higher education and career preparation for the next decade and beyond.

This Task Force recommends that Tulane take up the charge of implementing a curriculum and undergraduate experience that provides the highest level of academic and pedagogical excellence in all fields, employs the latest technologies to prepare our students to enter a fast-moving technologically advanced workplace, that strengthens Tulane's service requirement to support deep and sustained community engagement to foster emotional intelligence and cultural awareness, and guides our students in the business skills of communication, financial literacy, and entrepreneurial design thinking.

If we understand the workplace of the future, the community of the future, as desperately seeking creative and collaborative individuals who know how to solve the toughest possible world problems from hunger, to poverty, to environmental fragility, to improving education, and caring for public health, then it is our responsibility as educators to equip our students with the skills to be successful in these enterprises.

It does not matter if one is working in oil, or publishing, or elementary education, these challenges will be everyone's real life problems. It is not enough for students to think of their own personal gain and their competitive edge, we want to attract and help encourage students who care about their campus community, their adopted city, and their global community, who know how to be respectful and responsible citizens of a modern democracy.

TASK FORCE CHARGE

In December of 2014, President Fitts convened the President’s Task Force on the Undergraduate Experience and asked its members to identify how undergraduates engage with the university and each other, to explore the access students have to a variety of academic disciplines, to strengthen the Honors Program, to redefine the goals of the residential experience, to identify how to enhance student counseling, health, and wellness initiatives, to optimize the role and impact of career placement activities, and to deepen extracurricular opportunities.

To undertake this charge the committee divided into sub-committees and spent the Spring 2015 semester interviewing staff, faculty, and students, researching best practices, visiting with various constituencies, designing and implementing a student questionnaire, and where applicable, meeting with outside consultants. Students, staff, and faculty from throughout the university have been intimately involved in every aspect of the process.

We have collected and included a significant amount of qualitative and quantitative data that we believe may be useful to future implementation committees. We are also attaching a list of all the people with whom we spoke individually or in groups, as well as all reviewed documents.

This will not be a report about problems, although we will name the most pressing. This will not be a report about easy solutions, although we will suggest several. This will not be a pie in the sky report, although we have identified some pies in the sky that we could strive to bring to Tulane in the next few years.

This report proposes a realistic look at what our Tulane community of scholars, undergraduates, and staff can achieve by naming common values, working together across silo-free collegial campus units, developing state of the art technology and communication systems, and embracing academic, curricular, residential, co-curricular, wellness, and pedagogical best practices.

When we understand the workplace of the future, the communities of the future, as desperately seeking individuals who know how to solve the tough problems—hunger, poverty, environmental fragility, education, energy, public health— then it is our responsibility to help our students gain the expertise necessary to tackle these real life 21st century issues. To be successful in this brave new world students need to be flexible, nimble thinkers, able to move easily between theoretical, technological, practical, and although rarely articulated, human skills.

CALL TO ACTION

After Katrina, the Tulane community had to reinvent our institution and become self-reflective. By committing to rebuild New Orleans and immersing ourselves in service learning we helped save our university and our city. Now we have to think strategically about enhancing our academically challenging curriculum, and simultaneously saving our students from struggling with a campus subculture of binge drinking, sexual assault, and cultural insensitivity.

We must create high impact student engagement practices, provide living-learning communities in updated modern facilities, and equip our students with the 21st century technological and emotional skills to thrive in this increasingly complex world.

The good news is that Tulane University is ready for this challenge. The past ten years have been ones of hard work and problem solving. Our faculty, staff, and students have created, invented, master-minded, built, rebuilt, refurbished, taught, and imagined their way into national prominence.

It is now time to fund, scale, and celebrate our best practices.

Our research shows that while we have exciting breakthroughs in every school and department, we are still struggling with medieval infrastructure, outdated pedagogies in some areas, lack of funding for high-demand majors, an anemic freshman experience, an honors program in transition, lack of full commitment to diversity initiatives, a less than holistic approach to health and wellness, and a need for internally networked career planning and internship offices.

If we all agree to mark the strengths of each other's units, break down the unnecessary silos between schools, fully fund and align our strategic planning initiatives, provide and support opportunities for interschool and interdepartmental collaborations, we can deliver an education that embodies interdisciplinary problem solving, and unique independent thinking.

We have the chance, as a university community, ten years after the flood that nearly shut our doors, to open our minds and hearts to a much more inclusive, much more multicultural, and much more tolerant campus culture. It is time to embrace only rituals and traditions that foster acceptance, compassion, and imagination—practices that strengthen rather than weaken our community. A university culture with a firm set of values, a core foundation dedicated to academic excellence, emotional intelligence, flexible thinking, and health and wellness naturally supports the highest level of intellectual engagement.

KEY ELEMENTS OF A DYNAMIC UNDERGRADUATE EXPERIENCE

After careful research, our task force identified what we have observed to be the key elements of a dynamic undergraduate experience.

We can be a university that teaches critical thinking, scientific research, side by side with the ethics and morals of emotional intelligence. We can commit to high quality teaching coupled with implementing the highest level of technology in our classrooms, *while* developing a forward-looking curriculum and pedagogy of social justice and human compassion. We can be a university that emphasizes both the highest level of academic excellence and the deepest commitment to community service.

As a single portal entry into the University, Newcomb–Tulane College allows us to be a university that emphasizes focused undergraduate research, scholarship, and engagement with faculty while providing room for independent and cross-disciplinary learning, majors spanning multiple schools as well as self-designed majors. We can be a community of educators who care to guide, mentor, and help students design innovative courses of study, and prepare for interesting careers.

A thorough review of best practices reveals that the key elements of a dynamic undergraduate experience are:

- I. 21ST CENTURY PEDAGOGICAL AND INTERDISCIPLINARY INITIATIVES
- II. DYNAMIC FRESHMEN AND COHORT EXPERIENCES
- III. MEANINGFUL RESIDENTIAL AND CO-CURRICULAR EXPERIENCES
- IV. HOLISTIC WELLNESS INITIATIVES

In the following pages, we present our assessment of the presence of these elements in our current programming and identify gaps in our offerings.

I. 21ST CENTURY ACADEMIC AND INTERDISCIPLINARY INITIATIVES

A Tulane education should be a hands-on, community based, research based, social justice based, and theoretically grounded education. We do not want a single student to leave Tulane without being touched by and changed by tackling difficult problems in their field of study. The Tulane education should be challenging, with opportunities to talk in class and outside of class with professors, staff members, and other scholars.

After surveying the various academic programs across campus as well as speaking directly with deans, department heads, faculty and students the task force came to three key conclusions:

- I. Many exciting and dynamic programs for both our undergraduate students and faculty members are in place and running well.
- II. Among these programs, many are underfunded and under-supported.
- III. Further, Tulane lacks a systematic method to strategically build on our strengths with coordinated and centralized resources, promotion of interdisciplinary and experiential initiatives, and incentives for collaborations between departments and schools rather than competition for resources.

For faculty to create dynamic interactive classrooms, there must be incentive for change and demand for change. Too many faculty members are using out-dated teaching methods to tackle present-day issues. The faculty, and there are many of them, who have changed to and developed exciting pedagogies are not rewarded or recognized adequately for their efforts. Faculty who serve as “super” mentors, burn out from overwork.

Additionally, our undergraduates, especially in the introductory classes, are often taught by adjunct or “contingent” faculty. This over-reliance on 11th hour staffing of freshman and sophomore classes in our core curriculum has resulted in diminished quality of those courses and a barrier to allowing to faculty-student engagement opportunities.

II. DYNAMIC FRESHMEN AND COHORT EXPERIENCES

Tulane’s undergraduate experience begins not when a freshman student arrives on campus, but when she or he accepts our invitation for enrollment and begins to anticipate joining our academic community. If we set high expectation for these young men and women as scholars, engaged community members, and most importantly, as citizen leaders, the students will personalize their own well-defined, structured, value-driven, and highly engaging experience.

Setting these expectations in the freshman year will serve as a foundation for these students to then realize the full potential of exploring their unique passions and skills throughout each year as they matriculate to graduation.

Currently, Tulane lacks the kind of cohesive freshman year that can tie together the most critical elements of a first-year student’s time on campus. Although the undergraduate program offers a common freshman reading experience and the long-standing Tulane Interdisciplinary Experience (TIDES) courses, we do not do enough to anchor every freshman in Tulane’s core values, nor do we present an adequate number of opportunities for all of our students to engage with faculty and staff through structured mentoring, residential interactions, and well-defined easily accessible academic and co-curricular programs.

While TIDES has served an important function in our retention efforts of the past, it can do much more by evolving into a comprehensive gateway to campus life that includes well-crafted opportunities that first, ground the student in our campus culture, and second, begin the process of connecting a student’s educational experience to his or her future goals.

Beyond the freshman year, upperclassmen must continue to recognize Tulane’s core institutional values throughout their academic, co-curricular, and community engagement experiences. Strong ties to faculty members and challenging, cutting edge academic engagements along with meaningful co-curricular programs are at the core of this mission and support cohort affiliation and campus affinity.

*“There is loud majority of preppy, wealthy, privileged kids with a large focus on Greek life. There is an equally large group of “alternative” kids but you have to work harder to find them. If you’re not white or straight, best of luck to you. Substance abuse is normalized, but you can find your people.
Just be patient.*

*Task Force Student Survey
Results, 2015
See Appendix B*

III. MEANINGFUL RESIDENTIAL AND CO-CURRICULAR EXPERIENCES

Tulane currently requires all freshmen and sophomores to reside on campus. This campus residency requirement provides the university the opportunity to leverage the residential experience to jump-start and frame the entire undergraduate experience by focusing on connections between residential life and academic programs, University values, and by building affinity through campus traditions.

Several new residence halls have been added to the physical plant over the past 5-10 years; these newer spaces have included apartments for a faculty-in-residence as well as study lounges, a classroom space, and a demonstration kitchen. However, the overall plan for housing lacks a cohesive strategy to maximize the co-curricular experience of our students by cohort. In fact, the majority of freshmen, our most vulnerable cohort for retention, do not live in the most updated halls that offer the most direct opportunities for faculty engagement.

To help formulate a cohesive strategy for Tulane's residential life experience, two consultants visited the campus in February to conduct a site assessment. The full report is included as an appendix.

In addition to more purposeful Residential Life Programs, Tulane should continue to offer co-curricular experiences that facilitate student learning, leadership development, and holistic student growth.

Further, a professional development model can articulate educational outcomes for each year of study that prepares a student for her or his career journey.

Research continues to show that students who are engaged in co-curricular life both persist to graduation and have higher affinity for their alma mater. Co-curricular programs will need to include a variety of clubs, events, speakers, and activities that reflect the diversity of the student body in its many forms and facets.

Housing Consultants' Findings

Uneven experiences exist for the first-year students residing in the residence halls, especially as it relates to the connection with the institutions academic mission. The quality of the facilities varies greatly as do programs that provide clear outcomes that align with Tulane's mission, vision, and values.

Third and fourth year students have an interest in living on campus but do not find on-campus facilities acceptable.

For unknown reasons, the institution does not sustain new initiatives. New initiatives are often undertaken but discarded.

Report on Redefining the Goals of the Residential Experience, 2015

See Appendix C

*Currently, only
19% of rising
juniors continue to
reside on campus.*

IV. HOLISTIC WELLNESS INITIATIVES

“A college health program should provide a wide spectrum of services, which will support the ‘health’ of the campus community in its broadest sense. This means a commitment to integrating primary prevention and public health services as well as clinical and mental.”

*Michael J. Huey,
M.D. and J. Robert Wirag*

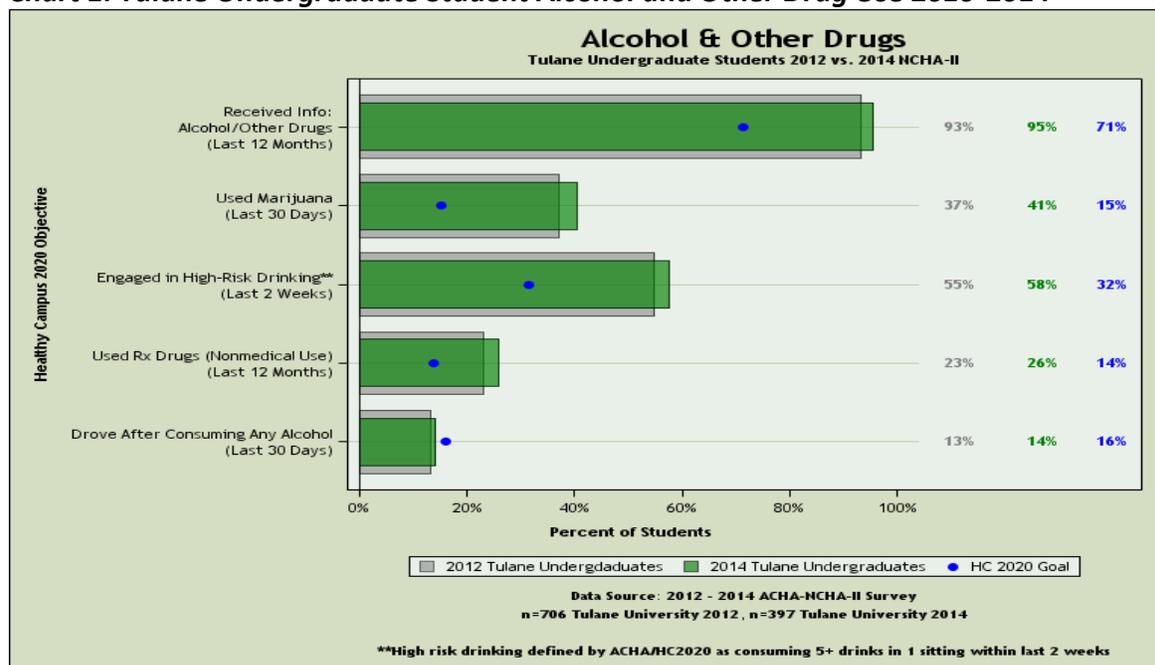
The recent number of suicides and sexual assaults on the Tulane Campus in 2014/15 has opened our eyes and hearts to what can only be seen as a health and wellness crisis on our campus.

While Tulane is not facing this crisis alone, that makes our responsibility to take action even greater. Statistics show that binge and dangerous drinking behaviors have increased and simultaneously sexual assaults have gone up.

Initiatives and recommendations in this category coalesce around the idea that all units of the campus community must see wellness as their responsibility. This is an all-campus, all hands on deck call to action.

We cannot continue to see ourselves as a functioning research university with the levels of substance abuse and sexual assault at higher than national levels. The values, ethics and morals of an enlightened liberal society do not support this disassociated behavior. This is not what we should be teaching the majority of our students to either tolerate and laugh off, or suffer silently.

Chart 1: Tulane Undergraduate Student Alcohol and Other Drug Use 2010-2014



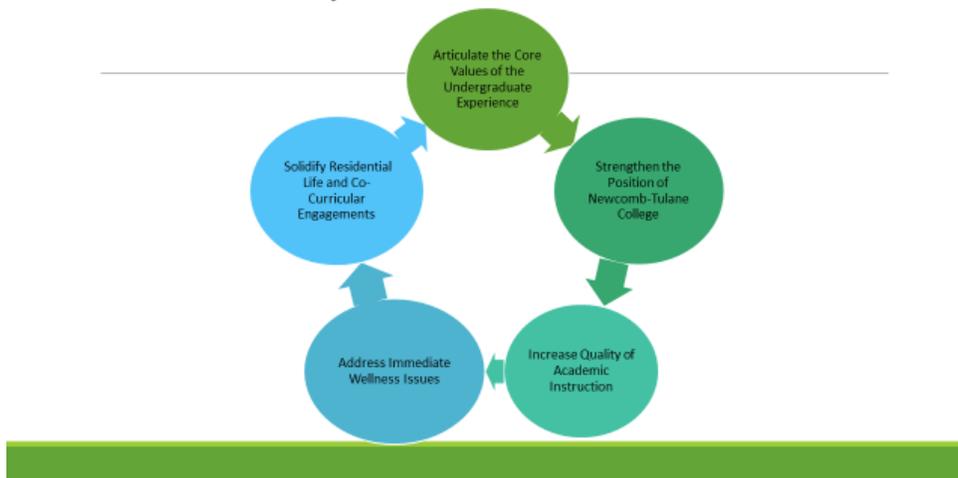
FIVE RECOMMENDATIONS TO FOSTER THESE KEY ELEMENTS

These five recommendations not only address some immediate needs for our undergraduates but also lay the groundwork to strengthen the long-term position of the University. The following pages provide detailed action steps that we feel are critical for the Tulane undergraduate program to reach a standard that constitute a dynamic experience for undergraduates.

The committee views some of these steps as ‘low hanging fruit’ that involve renaming, realigning, or repurposing current resources. Other actions require a directive from the President and Provost as well as strategic resource allocations. Several of the long-term actions that we name, as well as the campus-wide actions, call for further exploration and in some cases, require a campaign to elicit critical stakeholder support. In all cases, these recommendations stem directly from the needs that emerged from students, staff, faculty, and department heads.

- I. Articulate the Core Values of the Undergraduate Experience
- II. Strengthen the Position of Newcomb-Tulane College
- III. Increase Quality of Academic Instruction
- IV. Address Immediate Wellness Issues
- V. Solidify Residence Life And Co-Curricular Engagements

Key Recommendations



I. ARTICULATE THE CORE VALUES OF TULANE UNIVERSITY'S UNDERGRADUATE EXPERIENCE

The Task Force for the Undergraduate Experience strongly recommends that in 2015-2016 the Tulane community outline and stand behind a revised mission statement and a set of core values for Newcomb-Tulane Undergraduate College.

To align the efforts of the Office of Admissions with the Newcomb-Tulane Undergraduate College and all Tulane stakeholders, this task force strongly recommends that in 2015, Tulane University outlines and stands behind a new undergraduate mission statement and a new set of core values.

Further, to set clear expectations for unprecedented collaboration across campus units, the task force recommends several key actions to support all current and future academic and co-curricular initiatives.

- i. Use the year of the presidents' inauguration as a time for the whole campus to articulate and grapple with the values that we would like to define our University.
 - a. *Adopt a new mission statement and set of values for the Tulane community based on inclusivity and high standards of responsible behavior.*
 - b. *Once these values are defined, state these values in our opening convocations.*
 - c. *Reiterate these values at residential advisor trainings, in faculty and staff development sessions, and in board and alumni meetings*
- ii. Commit to increase diversity in all areas of the university and foster cultural competency across the institution
 - a. *As a committee we endorse the efforts and the diversity initiatives put forth in the 2014 Enrollment Management Strategic Plan*
 - b. *Reinstate target of opportunity faculty hires*
 - c. *Let underserved and underserved students know that they have the support of the Administration at the highest levels*
 - d. *Follow up with qualitative and quantitative assessments of minority students*
- iii. Establish a council of associate deans of undergraduate education with an Associate Dean-level representative from each school unit.
 - a. *This council will serve to help eliminate 'siloed' behaviors of individual school units and allow for increased support of, participation in, and accountability for interdisciplinary initiatives, cross-unit programs such as Honors, and retention efforts*
 - b. *As a corollary, charge each school with creating and prioritizing that position if it does not already exist.*

II. STRENGTHEN THE POSITION OF NEWCOMB-TULANE COLLEGE

Strategically establish Newcomb-Tulane College as the hub of all Undergraduate Curricular and Academic Co-curricular Programming with the goal of maximizing resources and breaking down silos for optimal collaboration and coordination across all campus units. This task force strongly supports aligning undergraduate programs, departments, and services to increase students' ease in accessing resources and to facilitate a truly individually tailored academic experience.

- i. *Reconstitute and roll out a strengthened TIDES class*
 - a. *Determine what key content should be included in a TIDES course (Key content should include, campus services, health and wellness, diversity and inclusion)*
 - b. *Our model for a reconstituted TIDES comes from the University of Texas at Austin. What the University calls regular faculty can propose courses. The courses proposed must have: interdisciplinary and contemporary content, writing, oral communication, information literacy, "gems of the university" and in our case the city, include university lecture series, and introduction to distinguished faculty.*
- ii. *Establish New Centers within the Newcomb-Tulane College*
 - a. *The Center for Academic Excellence*
 - i. *This center will house Honors, Altman, Stamps Scholars, and other like and/or future academically-elevated programs and initiatives.*
 - ii. *It will oversee and execute the newly reconstituted Honors Program (see Appendix E)*
 - b. *The Center for Interdisciplinary Studies*
 - i. *This center will field and fund proposals by schools and faculty for collaborative academic programs for undergraduates, proposed 360 Courses, and Lagniappe Module-based courses. (See Table 1)*
 - c. *The Center for Professional Development*
 - i. *As a more encompassing version of the current Career Center, this new center will have formalized relationships with all school units.*
 - ii. *The Center will orchestrate all career and internship services across campus as well as implement a four-year professional development program.*
 - d. *The Center for Writing and Communication Support*
 - i. *This center will facilitate and support the new core curriculum initiative to expand course requirements that raise the level of communication skills.*
 - ii. *This center will facilitate both written and oral skills development for our undergraduates.*

- i. Establish an Umbrella Office to House all Academic Initiatives for Underserved Populations
 - a. *This office will contain Posse, College Track, Tulane’s own need-based scholarship recipients, as well as house a Summer Boot Camp for pre-entry STEM and writing instruction.*
 - b. *Fund 100+ need based cost of attendance scholarships— 100/100*
 - c. *Insure success with a built in Faculty mentoring program using the model of Posse*
 - d. *Fund specific success coaches for these students*
- ii. Create an Associate Dean-level position to lead Tulane retention efforts and champion cross-unit initiatives
 - a. *Explore organizational capacity to better coordinate undergraduate assessment and data collection*
- iii. Deepen relationships with Center for Public Service partners and by extension student’s public service experiences.
 - a. *Improve the quality of service learning activities*
 - b. *Increase incentives for faculty to teach and become involved in Service Courses*
 - c. *Expand student leadership programs*
 - d. *Create a grant competition for “engaged departments”*
 - e. *Gradually expand the CEA program (define CEA)*
 - f. *Research different pathways to service – research to determine categories of involvement, framework, and appropriate/adequate programming*
 - g. *Establish software/platform for service learning and internships – portfolio, reporting, reflections, access to partner agencies, photos, etc.*
 - h. *Launch a mapping initiative in the Corridor (tracing, monitoring and assessing Tulane’s impact in one selected neighborhood*

III. INCREASE QUALITY OF ACADEMIC INSTRUCTION

Students in our survey and in direct conversations mentioned often that they would like more contact with tenured regular faculty in the first two years of their Tulane Education.

Research by many higher education organizations emphasizes that students who have direct engagement with full-time and tenured faculty mentors who track them throughout the four years do better in classes, matriculate at higher rates, and have a greater sense of affiliation and loyalty with their university. For the benefit of the students, we need to move more part-time faculty into full-time and tenure track lines while providing support and opportunities for tenured faculty to improve their pedagogical and mentoring practices.

We can address the need for more purposeful undergraduate pedagogy with two fairly substantial institutional changes.

The first would involve making CELT a focused Center for Teaching that advocates for and supports faculty in developing cutting edge pedagogical practices. By providing professors of practice, and tenure track and tenured professors, with the resources, administrative encouragement, and incentives to improve their pedagogy we enable students to have a more engaged academic experience.

Second, we can address a problem that is epidemic to undergraduate education by creating a Core Faculty Institute. This epidemic is the increased number of contingent faculty. To deliver the highest quality pedagogical experience to our undergraduates, to stabilize the faculty body, we must explore, in collaboration with the University Senate, a plan to convert many contingent faculty to full-time teaching intensive lines. As research shows, students who are mentored through close connections with the same faculty members over the course of their matriculation, retain and graduate at higher rates, as well as continue their engagement with the institution through alumni giving.

At the present time, over 50 % of our classes are taught by non-tenured faculty, and often 11th hour adjuncts. These professors, particularly the adjuncts, have no long-term professional links with our university or community.

An overdependence on contingent faculty weakens student engagement, mentoring, and research opportunities. Therefore, we propose the following steps:

- i. Reimagine CELT primarily as a Center for Teaching (Make this a naming opportunity)
 - a. *Bring experts to campus to lead workshops for faculty and grad students so they can learn best practices and evidence-based effective teaching methods*
 - b. *Send faculty and grad students to conferences and workshops for above*
 - c. *Conduct detailed assessment to see if the best practices are working at Tulane University*
- ii. Establish Core Institute Faculty
 - a. *Under the umbrella of the Newcomb-Tulane College the Core Institute Faculty body will be responsible for teaching core courses in Writing, Languages, and introductory STEM subjects.*
 - b. *The faculty must document successful teaching and accomplishments in two of these three areas: publishing, conference presentations, and service.*
- iii. Introduce 360 courses on specific societal problems
 - a. *These courses will engage top professors from many disciplines to give lectures on the same problem to students of each cohort.*
 - b. *There will be one 360 course for each cohort of sophomores, juniors, and seniors.*
- iv. Establish loop technology courses
 - a. *Similar to an innovative model at Harvard (cs50), fund the nascent computer science program to offer large courses where students use technology to work independently, and where there is a constant feedback loop for the professors and from the professors.*

IV. ADDRESS IMMEDIATE WELLNESS ISSUES

Campus Health and Wellness services are integral to the Tulane student experience and supporting student retention and persistence to graduation. To fully address the health needs of students, whether physical or mental, a cultural change in how health is viewed must occur within the Tulane Community, resulting in a greater emphasis on health from student orientation to graduation. All members of the Tulane Campus community must be on board and engaged in this critical effort.

- i. Build an integrated holistic wellness facility
 - a. *Develop a comprehensive wellness building on campus that would incorporate student health, caps, and the well, along with supplemental equipment and spaces to promote student well-being.*
 - b. *Create a building that includes multipurpose spaces for instruction (health promotion, yoga), a demonstration kitchen to focus on healthy eating, etc.*
 - c. *Incentivize health behaviors across campus*
 - d. *Utilize data on campus for intentional change*
 - e. *Market and promote a healthy campus vision*
 - f. *Articulate and enforce accountability standards for health and wellness core values*
 - g. *Promote and implement the new Tulane alcohol policy*
- ii. Broaden responsibility for promoting health and wellness to faculty and staff
 - a. *Make health and wellness a significant part of new employee and faculty orientations*
 - b. *Add health and wellness education to reconstituted year long TIDES seminars*
 - c. *Centralize health information for all in campus wide data-base*

V. STRENGTHEN RESIDENTIAL LIFE AND COCURRICULAR ENGAGEMENTS

Tulane University mandates freshmen and sophomores to live on campus; however, the University does not currently have a purposeful residential experience that connects to our academic mission. The freshmen residential experience is the foundation for a student's co-curricular experience over the four years of an undergraduate education. Ideally, a strong and purposeful residential experience will be complemented by an array of co-curricular engagement opportunities that reflect the diversity of the Tulane student body and foster both class identity and institutional affinity.

- i. Reconceptualize the freshmen year residential experience to include new residence communities – ideally located in the middle of campus – with purposeful academic linkages and highly structured programs that support student learning and engagement, academic achievement and scholarship, and the identified core values of Tulane.
- ii. Transform Josephine Louise as an exemplar of living-learning communities as a nexus of women's intellectual development through floors aligned by theme – women in the sciences, women in the arts or business, etc.
- iii. Explore substantive strategies to connect faculty-driven academic programs to residential floors or halls, such as grounding on a theme reflective of each Freshman Hall on a theme reflective of Tulane's current foci (sustainability, social design, music of the Gulf South) and/or aligning TIDES classes with freshmen residential halls.
- iv. Strengthen living-learning communities on campus by assuring that these communities are connected to an academic department or campus office – perhaps by continuing topics as foci from the above freshman hall list of themes.
- v. Develop a set of freshmen programs and traditions that begin to foster class affinity.
- vi. Increase the number of traditions for all Tulane students to inculcate Tulane values and support class and university affinity.
- vii. Create a campus wide communication strategy that leverages technology and puts information about campus events into mobile devices in a time-sensitive manner. Reinforce the Tulane story through a variety of communication mechanisms reflective of this generation of undergraduate students.
- viii. Implement a robust student learning outcome and satisfaction data collection process to drive institutional programs and services.
- ix. Reimagine the cohort experience – See Table 1.

TABLE 1	Freshman	Sophomore 360° Course: Water	Junior 360° Course: Energy	Senior 360° Course: Privacy
<i>Distinctive Event</i>	Convocation	Convocation to celebrate the 2 nd Year and Major Declaration	Presidential Dinner	Senior Year Experience
<i>Professional Development and Life Skills</i>	TIDES Year-Long Freshman Seminar	Four-Year Professional Development opportunities continue Lagniappe Experiences in Life Skills topics (financial literacy, wellness, career development, available for upperclassman students)		
<i>Residential Experience</i>	Intensive Residential Life Programming connected to TIDES and Faculty Engagement Opportunities	Intensive Residential Life Programming connected to Faculty Engagement Opportunities	Attractive upperclassman opportunities for on-campus housing Juniors eligible to serve as Resident Assistants and peer mentors	Attractive upperclassman opportunities for on-campus housing Seniors eligible to serve as Resident Assistants and peer mentors
<i>Public Service as a Core Value</i>	Class cohort service engagements that span four years <i>For example: Freshman Project: Gulf Coast Restoration</i>			
<i>Academically Elevated Opportunities for high-achieving students</i>	Highly Structured Honors Program Engagements	Highly Structured Honors Program Engagements <i>Students eligible to transfer into Honors Program through competitive application process</i>	Structured Honors Program Engagements <i>Students eligible to transfer into Honors Program through competitive application process</i>	Culminating Honors Program Engagements

Table 1 : By strengthening residential experiences and connecting buildings/floors to faculty, creating traditions that foster class affinity, and incorporating many of the other recommendations in this document, the future of a Tulane student’s experience could be reimagined with the following activities and outcomes.

APPENDICES

Appendix A: AAUP: Tenure & Teaching Appointments White Paper, 2014

Appendix B: Task Force on the Undergraduate Experience Survey Results of the Open Ended Questions, 2015

Appendix C: Report on Redefining the Goals of the Residential Experience at Tulane University, 2015

Appendix D: Peer Review Report for Tulane University Health Services, 2014

Appendix E: Proposed Honors Reconfiguration, 2015

Appendix F: Selected Bibliography for Undergraduate Student Experience Task Force

Appendix G: List of all Interviews and Stakeholder Meetings

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