Strengthening and Supporting the IUPUI Profiles

Communication

Audience	Message(s)	Media	Timing
Students	Communicating within the broader community; campus civic engagement opportunities (that should reflect the profiles)	Serving as Community Engaged Associates; **student voices/testimonials**; Bridge experience, first-year seminar	**beginning before they get to campus, then ongoing through capstone experiences, and as alumni**
	Messaging around the value of the Profiles beyond this is something you will do/be required to do. Why are these things important--to students, to employers, to parents and prospective students. 　-How can we magnify the impact of the messaging that's happening in various places. 　-Introduce in a significant way in Bridge when all students complete it (FYS faculty leaders trained to facilitate a session vs. just being provided a handout to use). Reinforces for them across all segments: advisor language, O Team, Admissions counselor, faculty, student activities. 　-the Profiles (the concepts of what they embody) are like the "so-what" of your resume (you had this job that included these responsibilities...so what?)	-seems like whatever we do has to involve social media, common graphics, common look (graphics exist on the DUE website; need to disseminate more widely)	
	How the Profiles are currently being communicated is not clear to all members		Explicitly linking to Profiles to Programmatic goals should occur at
	Faculty -Program Directors use accreditor standards or job		

	expectations/necessary technical skills to define certain student learning outcomes, then these are aligned (or hope to align) to the Profiles; In other words the Profiles are not *guiding* programmatic student learning objectives, it is bottom up organization, not a top down organization If they can practice and engage with the Profiles seamlessly within the curriculum, do they need to know/state that what they are doing is linked to the Profiles? Profiles provide a framework for students to articulate what they *can* do. Jargon free marketing; the four Profiles themselves are understandable but the "Profiles" term itself is hard to understand. The initial use of PLUS disrupted roll out and introduced significant confusion for the campus.		multiple points of time. Especially at beginning and end. Students in different programs need different degrees of marketing to the Profiles.
Faculty	Engaged learning opportunities for the first-year student within curriculum; show students the profiles; this is important and this is why; be deliberate in making the connections; **get buy-in (shouldn't be a burden to add to coursework) by showing relevance: why it matters for students and how it strengthens teaching and learning** How are faculty learning about the Profiles and their role and	Coursework; **discuss how the profiles are connected to the coursework; interaction with students and other faculty;** PRAC assessment perhaps; Gen Ed Course Review supports alignment with profiles; seek opportunities to reach faculty, faculty champions (not just from administration) -supplemental syllabus that is included in the	add to syllabus for all coursework; work through Gen Ed Course Review New faculty orientation?

	responsibility in discussing them with students
	    -how is the idea of broader learning in general communicated to faculty in terms of the outcomes of their teaching
	    -need more expectation setting/actionable take-aways for adopting language (from the top down; not just jargon)
	Use our shared language
	
	The Profiles are lofty and abstract and faculty may not exactly understand what they are and what they mean. The four Profiles themselves are understandable but their organization and utility are not clear even to faculty.
	
	Unifying framework is powerful; but there is a counter argument focused on if students even *need* to understand the alignment if they are receiving the end product. If they can practice and engage with the Profiles seamlessly within the curriculum, do they need to know/state that what they are doing is linked to the Profiles?
	
	Faculty may be missing the opportunity to tie Profiles into the program's curriculum.
	
	Faculty and students may have different perceptions about the importance of the different Profiles;
		Canvas site, a separate document from the nuts and bolts syllabus
		-**shared language:** graphics exist on the DUE website that could help faculty (everyone) to communicate a consistent message, but awareness of this is minimal
		-map Profiles to accreditation or professional standards for graduates of different academic programs (see example of Student Leadership Competencies database)	

	these will change between disciplines		
Staff	Discussion with career-focused department professionals and advisers	Do they discuss profile topics with students? PRAC assessment perhaps	in general interactions with students and other stakeholders
	Clarify role; emphasize everybody has a role - not just the "assessment people" --need more expectation setting/actionable take-aways for adopting language (from the top down; not just jargon)	-we need a shared language among various IUPUI constituencies (admin, fac, staff, students); we don't have that now which diminishes awareness and overall impact	
Community and Experiential Learning Partners	Communicating within the broader community	Organizations and businesses within the area; co-curricular/extra-curricular alignment & outcomes goals; internships and co-ops reporting--may need to modify online forms	Ongoing
	Office of student employment requires job postings to include implementation to the profiles. Can messaging for all engaged learning experiences and with our partners include language around the profiles.		
	Profiles are great marketing tools to demonstrate to employers and community members what IUPUI students can do.		
Employers	Learning to communicate with teams; be exposed to various employers; need problem-solvers not necessarily engineers	Student internships; guest speakers in classes; **area professionals discuss profiles and connections to "real world" work**	
	Profiles are great marketing tools to		

	demonstrate to employers and community members what IUPUI students can do.		
Prospective Students and Influencers	Deliberate in connecting campus info to the profiles; **how it sets IUPUI apart from other campuses (message for students, faculty, community, employers, etc.)** How are the profiles unique and set up students for success?	Campus visits, SPAN Early College; engagement with area schools	
Alumni	Target info (school or program-based) to connect to profiles	University communications like emails, print materials, etc.; survey alumni to see if they believe they achieved profiles	
Other	Relevant topics of the day	Student topic reflections in the Campus Center How can we develop a common language such as "15 to finish" which was everywhere. We use the language of "urban institution" to define ourselves. How can we do similar with the profiles. Can we develop a few visuals that could be displayed everywhere-- campus center, around campus, in buildings, that use the puzzle piece imagery and reinforce messaging.	

Integration of messaging. Making sure all stakeholders know what the other is doing. Why this is valuable to students beyond a requirement. Building into orientation, training student org retreats.

Reflection is so important to reinforce student learning around the Profiles. What opportunities are students given to reflect?

Top down expectation setting, Bottom up buy in

When thinking about assignments and experiences, outcomes, map back to profiles in explicit ways. What is the common thread that woven throughout everything we do. It's like the "so what" part of your resume. What makes our students stand out, what makes our students valuable for post graduation opportunities, grad school, employment. What makes us a Jaguar?

How can we secure buy in at all levels and help everyone use a common language around the Profiles?

Needs to be action steps and expectation setting--adopt this shared language in all that we do: job postings, syllabi, event announcements,

Professional Development

Audience	Goal(s)/Topic(s) for Professional Development	Type(s) of Programming or Resource(s)
Faculty teaching FYE and General Education courses		CTL's resources/worksheets and webinar recordings on mapping profiles in courses/programs
	Communication about what the profiles are /how they are mapped/why they are mapped the way they are to each program and course In Class Activities and how they are linked to profiles	Education about the profiles department/school meetings to distribute information examples of how the profiles can be applied to the early learners - it is not just about graduates but how you can start to build the foundation from the beginning. Examples of how to apply to each "school" (science vs arts)
	- begin with the end - what is the end goal? students wonder why they are doing this? why am I being told this information? Students need to understand what the steps are. - help students understand the goal of higher education / goal of their major - the profiles are the focus and what all of IUPUI is doing - differences in what happened in high school versus what is happening in the FY - integrate FY students better into learning in the college level - students don't make connections between what you learn in class and the skills that you'll need during college and after graduation - faculty may be more focused on subject matter rather than the why beyond the content - how to convince faculty to do things differently?	- that helps faculty make those connections for students - really emphasizing things like TILT assignment design framework / connecting SLOs (Profiles) to course in general e.g., Backward Design - emphasize just make one change - doesn't need to be everything all at once (doesn't mean you're a bad teacher - just that everyone is always working to improve)

Faculty teaching mid-point discipline-specific courses	Mapping assignments to PROFILES-draw the arrow UP to program learning outcomes	crosswalk between PULs and PROFILES CTL workshops on mapping touchstone assignments to the PROFILES
	Programming to review/refresh, and evaluate how they are linked to courses. Understanding of what has been done in previous course	1-1 consults as develop new outcomes to link Discipline related education/resources - how the specific program can highlight/apply each profile
	- what do faculty need to be able to make connections between subject they love to students broader learning - profiles/success after graduation - faculty should integrate profiles throughout their curriculum - if not teaching to profiles ask them why not? - target adjuncts?	- reaching out to adjunct faculty - providing educational training and connections to profiles - informal conversations with faculty who teach same stuff or in departments were they discuss what profiles they are teaching - connect with chairs / dept heads to help make those connections
Faculty teaching Capstone courses	Mapping assignments to PROFILES-draw the arrow UP to program learning outcomes How students can use the profiles to highlight their skills as they approach graduation How students can self evaluate their progress on profiles The right amount of students in the course to be able to provide meaningful experiences How the profiles can be applied to a research based capstone experience	CTL workshops on mapping touchstone assignments to the PROFILES Evaluation tools examples to help incorporate into program tools Help students generate examples of what they have done to achieve the profiles
Student Affairs staff	mapping student activities to PROFILES	CTL workshops (partnering with student affairs or student employment professionals) around student activities mapping. "working up from the assignment level to the larger learning outcomes"

	General understanding of the profiles to mediate student and faculty concerns as they arise. Would give the team more support to communicate the expectations. (For example, learners are expected to be strong communicators- this is not just an expectation of the faculty, but a condition of the profiles that support their degree	Image and examples of how they can use the profiles to support common student concerns/issues
Staff in other learning contexts	Student employment-linking to meaningful learning experiences (and to the PROFILES) creating space for students to reflect and draw linkages. e-portfolios for student employment?	
Student peer mentors and teaching assistants	General information and course specific mapping	
Experiential learning partners in the community	General information and what the expectations are of our students	
Other	● Helping faculty help students see the thread of the PROFILES through their IUPUI career-- Students as contributors to their own learning experiences ● How to make this meaningful to students? ● Creating space for students to reflect on their learning journey-we aren't just telling students, we are learning from them and feeding that back into our teaching ● faculty need to understand why it is important to create space for student reflection need to focus on instructors beyond FT ● Graduate students as instructors	CTL workshops on mapping program learning outcomes to the PROFILES Have students add a personal course learning outcome to a course-gives the student ownership of the learning experience Weave PROFILES orientation into TA training Outreach to adjuncts re: PROFILES From IU Fort Wayne perspective, it might be helpful to offer some in person opportunities for development/workshops on our campus - not sure how well attended it might be, but traveling to Indy and zoom aren't always ideal

	● Adjuncts? Students with AES and/or other needs and how we can meet the same objectives of the profiles	- connect with junior colleagues, new faculty - programming where campus could introduce the profiles - and make sure they are making those connections as they build their courses - mentor program for new faculty? - more promotion even among faculty who've been here - keep coming back to it cause folks forget - more promotion of the fact that PULs are gone and Profiles replaced them - constant reminders - - get everyone to put them into their syllabi - making explicit connects to resources like - Office of Intl Affairs has aligned Profiles with Dimensions of Global learning - they are providing resources (https://international.iupui.edu/global-learning/curriculum-internationalization/global-dimensions.html)

Implementation

Venue	Strengths to Leverage or Sustain in this Venue	Concerns to Address or Overcome in this Venue
Aligning the Profiles with Program-level learning outcomes	• Not necessary for every class to connect to every P. Think about a range of classes that can as a whole connect to all the Ps.	• How do we drive the profiles down to actual activities in the class and assessing activities in the class? Connect the why for students. The Profiles allow us to connect for students the why, why this activity, what am I learning because of this activity. And articulate connection to career. • Contextualize profiles to the individual course.
In FYE and General Education Courses	• Use the Ps as a starting point. Here are the Ps, here's how they connect to the syllabus, here's how they connect to the work we are doing in class today. Concept mapping. Show the why upfront, follow up with the why at the end. • As programs are mapping courses to the Ps we should also be thinking about the Gen ed review process. Efficient use of energies to combine the processes. • Model of course coordinators. These folks design the course template (including assessment measures) and individual instructors use that template to create course. • Work with program specific curriculum committee. If we want to make these institutionalized it can't just be articulated to individual instructors. • Most program level learning outcomes are mapped to Ps. • Some of our prior professional development on Profiles has centered on working with faculty - helping with alignment and assessment at course level. Need more work at departmental level. How can we better **leverage existing campus experts**: Departments need a Profiles expert to come and share how to implement. Give good examples. Peer to peer education. • Consider another retreat - with members from departments. Round robin workshop. Several experts from various areas for mapping and assessment. Experts rotate through various tables leading work towards each goal. • Look at external accreditation-how do these pieces articulate with the Ps. Connect course learning outcome, dept level learning outcomes, Ps, and disciplinary accreditation. • List of rubrics for measuring-being collected and shared via Ps website.	• To do the alignment work at all levels, takes time to do it right and well. How to do work now to start addressing all these levels? • **Better communication** to faculty is a challenge to overcome-how do we communicate to all faculty the importance of connecting to Profiles. Faculty have spent 18 months in survival mode = trying to teach their courses in different modalities. They need to be reintroduced to the Profiles. And they need to know why they need to do the alignment and assessment. For their students. • **Message in communication** to instructors: we aren't asking you to change your curriculum. The Ps exist in your curriculum, let's find

		• Can we make it possible to search by courses that are implementing Ps well-if instructors could see this across the campus instructor from one dept could look at good work examples of instructor from another. • **Challenge**-we need Canvas to catch up with built in application of the Ps, (embedding wise). Example, a rubric measure that connects to skill/assignment in the course. Drag and drop rubric. • Challenge-faculty are burnt out. We need outside help from folks who have done this well. Workshops with folks who have done it well.
In mid-point discipline-specific courses	See above	See above
In Capstone courses	See above	See above
In on-campus co-curricular and experiential settings	• Map Ps to student employment positions and build into on the job education and training and job learning outcomes. • When engaging support entities in the classroom, ask if they have mapped the Ps to their learning outcomes. Ex. Library has mapped Information Literacy Competencies to the Ps and in many cases includes rubrics/assessment measures.	
In community-based experiential settings		

Other		

Assessment and Improvement

Venue	Learning Artifact or Assignment to Assess	Strategies to Improve and "Close-the-Loop"
In FYE and General Education Courses		
In mid-point discipline-specific courses	[COMMENTS: Some type of assessment of competencies midpoint, not necessarily associated with course. In collaboration with advisors who can help review whether students are ready with the foundational skills they need for higher-level courses? This tends to be a check of completed courses rather than an assessment per se -- would need to be in collaboration with faculty]	Requiring pre-reqs for midpoint courses
In Capstone courses	[COMMENTS: Capstone can seem more about assessment of a program than assessment of students Some programs might need help creating crosswalks between accreditor/discipline expectations and the broader Profiles Make sure design of the Capstone experience considers student growth/development in the Profiles, not just needs of program assessment/accreditation]	Make sure every Capstone has a well-defined crosswalk to Profiles that is actually used
In on-campus co-curricular and experiential settings	Combination of observations by supervisor of student competencies in combination with reflections from students -- but students need training in how to write good reflections! (Leaders also need training in how to write good reflection prompts.)	
In community-based experiential settings		
Engaged Learning Showcase		
Other		

Additional comments:
- Faculty working with course review process may struggle to identify key assessments in a course (tend to focus on everything vs. focusing on the main domain)
  - Develop guidelines to help faculty identify key artifacts for assessment
  - How can we help them see what they're doing in their courses and how it connects to the Profiles more broadly?
- Having an annual meeting to align assessments to course and program-level outcomes provides a space for faculty to discuss assessment and identify gaps, determine if additional outcomes are needed, etc.
- Arrange a venue/time for sharing of examples of key artifacts for assessments for faculty across disciplines
- It is difficult to think of assessment and improvement of the Profiles separate from other key success factors
- Use of the TILT framework to clarify purpose (e.g., goals, learning outcomes) for students (and for faculty)
  - Can also help ensure that the assignments are meaningful for students
- Can identify categories of assignments, such as reflections, that can be embedded with existing assignments to strengthen assessment of outcomes
- Society is beginning to value higher education less, so finding ways to meet students where they and figuring out what they value will be beneficial for them to understand the value of their education
  - Communicate to students that they are on a "path" with their program/major
- This work can generate conversations about learning with colleagues that are valuable and productive and would not have occurred otherwise
- Our discussion of how to strengthen assessment would be beneficial for faculty to have within their programs and departments (the table can be a prompt for those conversations)

Top 3 Takeaways
- There is a need to develop guidelines for helping faculty identify key artifacts for assessment
  - Sharing of examples is also helpful for this
- Knowing where in a curriculum students will be able to demonstrate key outcomes is important so you know where to implement those key assessments
- Process is iterative - in the process of assessing outcomes, the outcomes themselves may need to be revised, new ones created, etc.

Documentation

Venue	Strengths to Leverage or Sustain in this Venue	Concerns to Address or Overcome in this Venue
Student ePortfolios	Use eportfolio for students to reflect on student learning vis a vis the PROFILES	Uncertain as to the level of current usage need faculty to line up behind using this from the beginning of the course of study **Do curriculum mapping to see where/when the eportfolio would fit in. Looking at the curriculum asd a whole, see where eportfolios could plug in, the provide faculty support on how to incorporate these into student activities.** These curriculum mapping discussion should also invite folks from Student Employment to get a true and holistic integration of profiles within the ePortfolio space (Liz) Need to introduce this early-in bridge/FYE, lay out framework here, campaign with faculty for how this relates to the profiles, identify specific classes where students are expected to add to the e-porfolio
	Collection of artifacts as direct evidence of student learning & reflections in which students articulate takeaways of learning. Can create conversation with faculty about effectiveness of teaching Supports general education review processes Flexibility, student-owned, publicly-visible	Too often viewed as something done for institutional or external reports rather than for improvement of own teaching and program curricula. Technology: faculty and student preparation for engaging and developing over time Proper integration of ePortfolios into curricula to enable student & faculty acclimation, engagement
The Record		Need to add more courses into the Record
	Enables recognition of HIPs in student learning	Need for more seamless integration into curricula.

		Simplifying approval process
	• 3500 students • Adding more curricular experiences • Working with graduate students info and technology to develop a searchable database for students to identify Record experiences. Database searchable by type of experience. • We can give students a deliverable that other schools cannot provide. • Record of evidence of career readiness • Record shows evidence of achievement for integrated case in P&T	• Dissemination of info about why and how to use record to students • More advisors are showing students the record leading students have concerns about why experience are not reflected • More student friendly interface (opportunity) • Continuing the transition from RISE, specifically as regards scholarship • How can we best use our status as part of the consortium to help our transfer students (opportunity) • How are we motivating faculty to participate? Avoid the sense that it is one more thing or that they remain unaware? • How can we convince international students to use this tool (opportunity) • Way to allow students to offer a record opportunity (in the same way they might create an honors contract outside an honors course). How can we create a process to make these individual projects easy? (opportunity) • How are we ensuring that submitting faculty are tying these entries to the Profiles.
General Education Review Process	Reflection and artifact - opportunity to connect to ePortfolios and integrate into entire conceptual learning framework	Documentation typically considered service work rather than teaching.
PRAC Reports		Documentation typically considered service work rather than teaching.
Program Review Process		Documentation typically considered service work rather than teaching.
IRDS-supported Surveys, Tools, and Resources		
Reaffirmation of Accreditation Process		
External-facing Communication Channels		
Other		Greater support for part time faculty in all aspects of their work

Strengthening and Supporting the IUPUI Profiles

Priorities and Responsibilities

Key Success Factor	Major Priorities	Area(s) of Responsibility
Communication	1. Table A in the room: 2. Shared language across all domains/units. Our Brand! Consistency, seeing the language out there all around us so that it becomes second nature and we don't even think about using the names of each profile as we communicate. More than words, however; shared understanding of what this is, goals, value. 3. Broad and specific awareness: internal communication, integration of messaging. Clarification of roles and responsibilities. 4. Buy in across all segments, especially internal. When faculty and staff use the language, students will use the language. Barriers: fatigue, so many points of assessment and audiences, (HLC, accrediting bodies, IU at large, purposes), purposes, decentralization. Zoom Group 1: • messaging for faculty, need to get buy in from faculty • messaging in general, Profiles help set IUPUI apart from other institutions • get employers involved, have area professionals discuss the Profiles in connection to real world work experiences NCAA Group A: • shared language - relates to buy-in, relates to both broad and specific communication; how can we create a shared language (like 15-to-Finish campaign) NCAA Group B: • possibly reconsider how we are phrasing what we're calling these; words Profiles or PLUS can be jargon-ish; not the 4 profiles, but what we call the whole thing • how important is it that the students actually know what the profiles are vs. being able to demonstrate the skill or understand that	

	they've gained it; maybe work with students more generally on awareness of the opportunity to build skills and actually do the skill-building and then later introduce the framework of the Profiles	
	• important for community leaders to know what the Profiles are in order to drive programs	
	• Are Profiles driving the development of experiences or are we developing experiences and then mapping them to the Profiles	
	Lisa - messaging for faculty - need to get buy in to show how relevant it is and how it connects to students - Profiles set IUPUI apart from other campuses - thinking of a way for employers to get involved - have area professionals talk about this to students/faculty	
	Michele - possibly reconsider how we're phrasing what we're calling these (e.g., communicator, etc) - could we simplify ; when we say Profiles does that alienate folks? - debate about whether students should know the Profiles vs be able to demonstrate their skills in the Profiles or are both important? Is it important to have this framework to demonstrate their skills to communicate their learning experiences to others outside IUPUI - important that folks know profiles to drive framework for curriculum and planning (are Profiles driving development? or is that already happening and it is being connected to the Profiles?) - how much of a tie-in to the Profiles do different constituents need to have? Students, etc. Being able to demonstrate is more important than knowing what they are. But employers, alumni - they might need the Profiles to pull folks in and better explain.	

	Kristi - idea of a shared language that relates to buy-in and communication - getting everyone on-board - how can we create a shared language so that everyone knows what we're talking about, the value of it, - 15 to finish - getting students enroll in 15 credit hours each semester - how to do that with the Profiles - broad buy-in, shared language	
Professional Development	Our group identified three priorities for professional development goals and programming: 1) From Student employment Affairs, specifically for supervisors of student employees, on professional development activities on how to link the profiles to meaningful learning experiences – how can we create spaces for students to reflect and draw linkages across multiple curricular and employment experiences, e.g., e-portfolios for student employment. 2) For faculty and staff instructors who teach courses (gen ed, FYE or capstone) professional development that could support with course design where students can be active contributors to their own learning experiences – how can our course design give students power and agency to connect the profiles to their education broadly 3) For graduate students instructors, Tas, and adjuncts – what kinds of campus-wide and departmental professional development opportunities can be promoted to make them integral to the quality assurance work of profiles. There was also a conversation on how disciplines that may have not close community partnerships could include this group in this work. We also discussed potential partnerships, workshop topics and promotional venue that could help address these priorities.	

| | Zoom Group 2:
● Supervisors of student employees need PD on how to link the Profiles to these opportunities; draw connections between curricular and co-curricular experiences
● Fac/staff instructors who teach gen ed, FYS or disciplinary major courses - provide PD in course design (what kinds of assignments best facilities this type of learning, sequence of assignments)
● Go beyond the full time faculty - GA instructors, TAs, adjunct faculty members need PD too

NCAA Group C:
● Faculty - make sure they know what the Profiles are and why they're important at the institutional level; then how they play within the specifics of the academic department; course level-work with faculty on meaningful ways to incorporate Profiles-type learning in their courses
● Work with students - important for fac/staff to know how to work with students to highlight their own skills, especially at the capstone level
● Provide examples of assessment tools that can be used with different types of student experiences (curricular, co-curricular)

NCAA Group D:
● Reaching out to target adjunct faculty and new faculty who are brand new to teaching in general or first higher ed teaching experiences - work with them to understand the Profiles and the importance of including them in their teaching
● Making explicit the need to incorporate the resources in some of the other centers; ex) Multicultural Affairs have created resources for faculty for how to introduce global learning into their courses
● Help faculty know how to help students understand the Profiles
● Help faculty approach incorporation of Profiles in small steps, provide examples | |

	Anusha - what currently exists and what could be considered in the future - student employment - for supervisors - how to link the Profiles to meaningful employment experiences for students - how can we make space for students to make connections between employment and their school work - eportfolio? reflections? - course design - where students can be active contributors to their own learning experience - make it transparent for students why they are doing this experience and connecting back to Profiles ; give agency to students - how can we go beyond full-time faculty eg., grad students, TAs, adjunct faculty to connect them to PD opportunities - what campus and departmental opportunities could be developed - how disciplines without close community partners could still link to those Profiles? Randy - reaching out and targeting adjunct and new faculty - importance of profiles and connecting them to their teaching - making explicit incorporate/connect to other centers/resources - support units - like OIA (Dimensions of Global Learning - https://international.iupui.edu/global-learning/curriculum-internationalization/global-dimensions.html) - helping students understand what are Profiles and helping students make those connections - PD for faculty, make sure they don't need to make complete change - small changes can add up Terri - need to meet faculty who have different levels of familiarity with the profiles ; faculty know what they are and why they are important ; know how they are mapped in their program and department? adjuncts might not know why profiles are in their syllabus	

	- at course level - how to incorporate into departments, assessment - course changes connect up to larger goals - working with students - faculty and other positions - to help students highlight their own skills eg at capstone level as they sell themselves and look for employment - make sure students can identify what they learned and how it connects to Profiles - how to create assessment tools, provide examples, prompts, etc for anyone who works with students - people need to be aware of how they can assess	
Implementation	Zoom Group 3: • Library pilot program with student workers could be used as an aspirational practice • Who's responsible as we onboard new faculty and staff in getting them indoctrinated to the Profiles • Faculty are now paying attention to DEI work because it's part of the annual review; can we do something similar with the Profiles (would address major inconsistencies among departments) • Can we recognize students as they're going through their program, for completing Profile "things" vs. waiting until the end (Record?) • Are we educating academic advisors and career centers? NCAA Group E: • communication to faculty; challenge we need to overcome (why they need to do this; emphasize that we're not expecting them to change their curriculum) • CTL PD focused on individual faculty members; reality is that this needs to be focused at the department level, can we leverage campus expertise to do this work at the department level (different retreat involving 2 fac from each department); give them a road map of how colleagues have done it • Canvas needs to catch up with rubrics, which would have a positive impact on implementation of Profiles	

	Jane - what are some ways we can better implement profiles - library has done pilot program with student workers - who is responsible as we onboard new faculty/staff to teach them the Profiles? - good job getting faculty to pay attention to DEI work by making it part of P&T - should we be doing this with Profiles - inconsistencies among dept creates inequities for students - do we have a student award at mid-point for Profiles? - are we making sure our academic advisors and career centers are aware of Profiles and having those conversations? At job fairs are we telling employers about the Profiles? Jerry/Steve - instructor/faculty perspective - what do they know about the Profiles? better communication to faculty - faculty have spent the last 18 months with pandemic - might need re-introduction to them ; why they should align them? Not asking faculty to change their curriculum or the way they teach - just making that alignment and assessment work clearer - PD last spring focused on individual instructor but this is a departmental thing - need to be departmental level PD - what about a retreat like this today but 2-3 folks from every dept who round robin and discuss what they've done - canvas needs to catch up with rubrics. can we make rubrics more easily applicable?	
Assessment and Improvement	Zoom Group 4: • need to develop to guidelines to help faculty identify key artifacts for completing assessment; share ideas among faculty • know where in the curriculum students can demonstrate outcomes • process is iterative, so learning outcomes might need to be revised NCAA Group F:	

	• CAS standards often used as assessment of a program, but also talking about the growth of the student • Look at achievement of learning outcomes by different demographics • Co-curricular learning - how do we assess? right now it involves faculty member observing and students reflecting; but students need training about writing reflections (PD needed) Jessica - need to develop guidelines to help faculty identify artifacts for assessment ; dedicated time/space for faculty to share artifacts - knowing where in curriculum students are demonstrating key outcomes - so faulty know where to implement these assessments Karen - assessment is context dependent - discipline specific accreditation framed the discussion - capstone - assessment is often used as assessment of program as well as growth of student ; more than just a checkmark for the program - to what extent are we looking at achievement of Profiles by demographic? - thinking about the co-curricular learning experiences and how to assess the profiles in those? - right now that is a combination of observation and student reflection - however students without good training aren't necessarily good at writing reflections - and not all faculty are good at writing reflection prompts	
Documentation	Overarching theme of a need for integration among documentation processes: 1) Documentation as a piece of the assessment process which should be systemic, with the entire program involved, with specific tasks then assigned to faculty in appropriate roles, supported by professional development – so that documentation is a result of regular educational processes, not something additional, creating	

| | assessment reports becomes easier when the documentation is there as a part of regular processes

An example we explored was the integration of ePortfolio into a degree program, and how it is ineffective when students create an ePortfolio just within a capstone, with no other connections, but when done well, beginning in the first year with intentional touch points, intentional collection of artifacts and reflections over time, intentional use of reflective and social pedagogies, students are prepared in the capstone to curate and articulate learning – then the ePortfolio is a rich source of documentation for the entire cascade in the conceptual learning framework – assignments, courses, programs, and institutional outcomes.

2) We talked about integration in the context of documentation processes – for example reviewing the capstone for assessment of the Profiles along with the PRAC report – is there a way to streamline and integrate our processes of documentation; also in regards to the Record – how do we make a Record designation a seamless approval process along with course development.

Related – of the types of documentation we explored, several were primary sources and others were reports that are dependent on having the primary sources – how do we think about the integration of processes connecting these types of sources.

3) We talked about how generating and reviewing assessment documentation is often seen as service, something done for the institution, rather than as an aspect of teaching. Reframing the purposes of documentation may influence the time faculty put into the work. Also, that broadly thinking about how assessment and documentation work better when seen as a cycle rather than a linear process. Seeing documentation as a step toward | |

analysis, reflection, and changes or improvements – it's integrated and part of the teaching process, using documentation to reflect on and improve teaching practices. Zoom Group 5: • need for integration among documentation processes • documentation as a piece of the assessment process should be systemic, with the entire department involved • documentation of Profiles should be integrated into other processes • needs to be intentional (ex: ePortfolios) • generating and reviewing assessment documentation needs to be regarded as "service" rather than "teaching"-would impact how faculty approach it • Emphasize documentation as a step in the teaching practice NCAA Group G: • searchable database of experiences • informing more students and faculty about the Record • development - director needs to have a real commitment Amy - overarching theme - integration of processes - where does documentation fall within other areas discussed today? for example documentation of assessment - so that documentation is part of normal educational processes and not an add-on or additional work for students - eg intentional collection of materials in eportfolio - documentation processes - integrate with PRAC report? the Record? seamless along with course development - types of documentation - primary sources - how generating documentation should be service not a part of teaching - might influence the way faculty approach it - a cycle rather than a linear process - integrated part of teaching process	

	Tom - tableau report from IRDS - working on creating a searchable database - search by Profiles - informing more students/faculty about the Record - P&T - put into dossier when they've integrated high impact practices into their curriculum - transition from RISE to other high-impact practices	
Other		

Area of Responsibility	Action Planning
Office of Academic Affairs	Get buy-in (shouldn't be a burden to add to coursework) by showing relevance: why it matters for students and faculty and how it strengthens teaching and learning Having someone from various groups come to speak with academic departments, to fill in gaps of what is unknown. Sending people out to offices doesn't work as well. Helpful to have someone else talk about cascading outcomes (IEL, CTL, Academic Affairs to FT faculty - not focus on compliance) Integration of documentation and assessment into teaching activities as part of faculty role (not add-on) - Academic Affairs - annual report as part of teaching activities Associate Deans and Chairs meetings (Academic Affairs) - opportunity to talk about role of documentation/assessment as part of teaching role/faculty role - support advancement of Profiles work. Involving those who have oversight of faculty time and work. Teaching is valued, focus on assessment (documentation as a part of assessment) as integral to teaching process. Annual report, more encouragement to add what done with Profiles. Finding ways to embed the profiles into annual reviews/PT? Onboarding new faculty. Develop communications plan for instructors Component in new faculty orientation Put the Profiles on Digital Measures (service, teaching and learning). Is there a way to get a Record course listed in digital measures. Get conversation going in tandem between IEL & CTL & other units - so everyone is moving in same direction in offering resources to departments (capstone, gen ed, 200/300 level) Faculty going up for tenure and promotion on teaching - work around Profiles should be part of this. Conversations with early career/new to campus faculty - P&T workshops re: profiles ; workshops for adjuncts
Division of Student Affairs	How it sets IUPUI apart from other campuses (message for students, faculty, community, employers, etc.)

	How are they framing the profiles for the students. How are they partnering with schools.

Develop communications plan for students

-in terms of developing a shared language, there needs to be coordination between DoSA and AA in marketing and dissemination
-need coordination within DoSA among DoSA units (we're all doing our own thing)

Keep doing what they are doing; area for them to work on - can they can integrate what they are doing with what departments are doing?

Can help develop good reflection prompts for co-curricular experiences
Ensure new faculty/staff to the division are well-trained in the Profiles and prepared to support/assess them |
| Academic Units | Discuss with community partners; Get buy-in (shouldn't be a burden to add to coursework) by showing relevance: why it matters for students and faculty and how it strengthens teaching and learning; area professionals discuss profiles and connections to "real world" work and how much they value the profiles attributes; How it sets IUPUI apart from other campuses (message for students, faculty, community, employers, etc.); seek out champions throughout campus to assist with provide professional development

Transparency with profiles and program and course learning outcomes. Make it a consistent practice.
Onboarding adjuncts, grad students, new faculty.

Identify pockets where good work around the profiles is already happening, provide examples of assignments that others could model.

Education on how the profiles are applicable to your specific profession. It is an component of your education at IUPUI, but how is it going to make you be better in your profession

Implementation - if this continues to look like a top down approach - it will be done imperfectly. Deans and Dept Chair needs to articulate why these are meaningful.   Tacking profiles now coming out of COVID is not ideal.

Faculty want things they can plug in - each resources that can plug and play. Make it simple for faculty. Stuff in Canvas. How do we get information out of existing technologies - and get them reporting out. |

	Scavenger hunt to find the profiles - and the technology needs to be there to identify what's happening (Record). Built into the process to reaffirm your course.
	Who are the peers - who can come in and work with and speak to departments (peer to peer training and PD)
	Need to focus on what can be controlled and implemented this year? Capstone courses, general education.
	Find informal comfortable ways to gather faculty together to find out what they are doing also advisors etc - like brown bags, fireside chats, byob via Zoom, etc. (to discuss the Profiles, highlight how faculty might already be addressing them in their courses, and identifying ways to do so if they are not.)
Program Review and Assessment Committee	Streamlining of reports - will happen over time - Profiles review was addendum to PRAC report, can be easily integrated. Disconnect between assessing the profiles and what faculty are assessing in the courses. Evaluation tools (Reflection prompts, assessments) for profiles that are discipline specific and can be utilized and incorporated into current tools. Workshops - assessment institute - identify people who are doing the good work and provide resources. Closer integration with DUE/Undergrad Affairs Committee on assessment issues, particularly guiding Gen Ed review as well as assessment of Profiles in undergrad programs
Center for Teaching and Learning	Get buy-in (shouldn't be a burden to add to coursework) by showing relevance: why it matters for students and faculty and how it strengthens teaching and learning Having someone from various groups come to speak with academic departments, to fill in gaps of what is unknown. Sending people out to offices doesn't work as well. Helpful to have someone else talk about cascading outcomes (IEL, CTL, Academic Affairs to FT faculty - not focus on compliance) Partner and offer curriculum and co-curriculum mapping workshops Workshop on guidelines for developing and aligning assessments with Profiles

	Embed Profiles within existing programming for alignment, TILT, etc.
	Using newly developed common language and developing a piece for the shared syllabus. Provide the training/professional development for faculty to implement in their courses.
	Could develop a module that everyone could pull in on Canvas and modify for their own use.
	Recorded education for faculty (5 min or less videos) to help
	Professional Development; Training/Training/Training. Make simply rubrics. Helping to identify experts that can help faculty.
	Help faculty write good goals and objectives
	Focus on helping develop PD workshops geared towards new faculty, new to IUPUI, new to teaching helping them learn about the Profiles
	Continuing to partner with other units like OIA and other units to promote workshops, raise profile of those workshops
Planning and Institutional Improvement	Expand the profiles to all students including graduate and professional students and align with undergraduate profiles
Institute for Engaged Learning	Implement in discussions with Community Engaged Associates;
	Discuss with community partners: Get buy-in (shouldn't be a burden to add to coursework) by showing relevance: why it matters for students and how it strengthens teaching and learning
	Having someone from various groups come to speak with academic departments, to fill in gaps of what is unknown. Sending people out to offices doesn't work as well.
	Helpful to have someone else talk about cascading outcomes (IEL, CTL, Academic Affairs to FT faculty - not focus on compliance).
	Record - review of processes for getting something in; how process and importance of Record gets communicated to units - have a Record representative address academic units.
	The Record - if want faculty to engage in activities, need to make it easy - review of process for submitting experiences - many doing experiences that qualify but not on Record, need to explore why not. Record privileges things that are highly structured, serve students the same way semester after semester. Work that is highly individualized or not repeated consistently (Herron - students get a commission, art or

	design project with client) doesn't fit into template - more flexibility would make it more appealing.

Workshop on guidelines for developing and aligning assessments with Profiles

Workshops on how to incorporate into engaged learning experiences.

Send letter to faculty that they are in the Record for T&P. |
| Student Experience Council | How it sets IUPUI apart from other campuses (message for students, faculty, community, employers, etc.)

Student education about what profiles are and what they can do for students

Rephrasing the Profiles so it is more student friendly language; social media campaign for the profiles? where are the places students are connecting with them |
| Institutional Research and Decision Support | Survey on if students know about Profiles, how and whether they understand how they relate to their program, etc.

Need to have a way on the backend to get data on our Canvas - to pull data on the Profiles. Can we create learning outcomes in Canvas assignments - and then - being able to extract assignments.

Someone needs to aggregate these data for HLC (PII or IRDS)

Continue their good work of collecting and making public student data sliced along different dimensions (incl. demographic data) |
| Undergraduate Affairs Committee | Get buy-in (shouldn't be a burden to add to coursework) by showing relevance: why it matters for students and faculty and how it strengthens teaching and learning; area professionals discuss profiles and connections to "real world" work and how much they value the profiles attributes; How it sets IUPUI apart from other campuses (message for students, faculty, community, employers, etc.) |
| Division of Undergraduate Education | Get buy-in (shouldn't be a burden to add to coursework) by showing relevance: why it matters for students and faculty and how it strengthens teaching and learning; area professionals discuss profiles and connections to "real world" work and how much they value the profiles attributes; How it sets IUPUI apart from other campuses (message for students, faculty, community, employers, etc.)

DUE in consultation with IU Studios develop some core messaging pieces (name, key messages in general or for different constituents) |

	Include voices from key stakeholders to make the messaging inspirational and emotional for those who implement (faculty and staff), and for students who are consuming and using and benefitting from. -Incorporate initial introduction to and education about broader learning and the Profiles to the Bridge program (which will soon involve all new students), including development of the curriculum for this segment of Bridge and in-depth training of anybody (FYS instructors, Bridge program administrators who might give a keynote type address?, student mentors?) who will be delivering or facilitating this part of the overall Bridge program. Profile tool kit online to help orient new faculty (w/ CTL)
Office of Community Engagement	Implement in discussions with Community Engaged Associates; Discuss with community partners; area professionals discuss profiles and connections to "real world" work and how much they value the profiles attributes; We have to create the narrative before they can push it out. What does it mean to be a community contributor? What does this mean for the IUPUI student and graduate? Opportunities.
Headline	Educate stakeholders and seek champions to get buy-in
Other	When onboarding adjunct faculty, introduce them to Profiles and speak with them about how to integrate them in their courses (likely requires multiple units - OAA, departments that hire adjuncts) A canvas course page to explain the profiles - either in course template or in navigation band on canvas UITS-Profile embeddedness, rubrics, etc. How do we track actions and initiatives that do or should cut across multiple of these offices? RCM makes it more challenging to leverage campus resources for broadly improving teaching. Perhaps we need a meeting of representatives from all these offices to come up with resources and processes that could be used broadly to support the Profiles Connecting with recruiters making sure they understand the profiles - simple talking points for recruiters so high school students, counsellors, and parents of potential students understand the rich and meaningful experiences IUPUI students have

Table A Headline: Coordination, Collaboration, Inspiration

What's already happening along the Profiles? Use the examples to share with others who need to incorporate them in their units.

Need to develop the Broad Communication messaging to students, faculty (communicating reminders), associate faculty, community partners, alumni. Periodic Comm. Not just the words, but the goals and aspirations it represents and is meant to convey: learning and student capacity to communicate their learning and excitement about their learning.

Maybe it's a focus group bringing together true believers (faculty and staff) who have implemented the profiles in their classes and co-curricular events/activities successfully and students who can communicate about concrete experiences in which they've advanced their learning. IU Studios and other campus communication leaders would use those examples to develop a messaging and branding toolkit for larger campus communication, visuals, graphics, social media efforts.

For all: Need an online toolkit.
Make clear who is ultimately responsible for managing the Profiles and working with units.

How is this being used in recruiting? Where is enrollment management.