

Faculty Assembly Meeting Minutes
Tuesday, April 23, 2019, 3:00-4:40 PM
Browning Hall Auditorium 160

I. Meeting called to order by Faculty Senate President, Gary Renz.

II. **Announcements**

T. Reilly reminded everyone to cast his or her ballot for the 2019 Spring Institute Survey. Only 48 out of 208 voters had cast ballots as of this meeting.

T. Reilly reminded the Assembly of the faculty social on Thursday, April 25 honoring Gary Renz for his service as Senate President as well as all retirees. It begins at 4:30 PM in Library 420.

III. **Salary & Fringe Benefits' Compensation Proposal**

KK Pease presented the 2019-2020 Administration Proposal Document to the Assembly (See *Appendix A*), pointing out key elements such as:

- 2% pay increase for all stasured/status track faculty who have achieved satisfactory performance
- SFB will continue to work with Human Resources utilizing CUPA compensation data concerning benchmarking salaries. They will have an agreed upon methodology in place by December 2019 to be implemented in the 2020-2021 academic year.
- Professional Development and Travel Funds (PDTF) will remain at \$3,100 for full time stasured/status track faculty members requiring approval by department chairs and Deans
- New guidelines for PDTF have been revised taking effect June 1, 2019 (see *Appendix B*).
- Research and Special Projects fund will remain at \$120,000
- Adjunct compensation will remain the same
- Adjunct Research and Professional Development fund will increase to \$25,000

The Faculty Assembly approved (not unanimously) a motion by J. Aleshunas, seconded by R. Olliges, the "Administration Proposal for Academic Year 2019-2020 Document" as presented.

The Faculty Assembly unanimously approved a motion by Keith Welsh, seconded by Jeff Carter, that the Faculty Senate should create a task force to address contingent faculty issues, including compensation and representation.

IV. **Julie Palmer's and Scott Jensen's presentation concerning student athletes**

J. Palmer and S. Jensen made a presentation on student athletes at Webster (see *Appendix C*). They are the faculty representatives for all of Webster's Division III athletes. They handle student appeals and act as the liaisons between faculty, adjuncts and students in both academics and athletics. Their goal was to make the faculty aware of problems student athletes face.

They reported a few facts surrounding Webster athletes:

- There are 16 sporting teams at Webster University
- A past athlete and coach will be inducted into the Webster Hall of Fame this spring
- Division III athletes do not receive scholarships or other amenities that Division I and II athletes receive
- They spend a lot of time attending games, traveling to and from games, traveling to and from practices

S. Jensen talked about how some of the student athletes are being penalized by their professors for missing classes due to their sport activities. He suggested that professors reach out to athletes in their class and contact them through Starfish to help them keep on top of their work. He stated that the liaisons would not defend student athletes who are not trying and not putting in the work they need to do, but will defend those who are doing the work and wish to stay at Webster. S. Jensen said we want to keep these student-athletes at Webster because they choose to come here to continue to play their sport.

T. Reilly suggested that J. Palmer and S. Jensen post this information concerning student athletes on the adjunct faculty website and to include it at the adjunct orientation every fall semester.

V. **'The Role of the Faculty in Developing a New, Shared Vision for the University'**

Karla Armbruster made a presentation regarding restructuring Webster University (*see Appendix D, PowerPoint*). She said that Webster University is definitely going to change in the future and the faculty needs to think creatively and have open minds as to what that change will look like. She believes the process should be faculty-driven, involving all faculty in an authentic way, not just through surveys, and that they must make time and space to brainstorm. She believes at this point, just the faculty should be involved, bringing in administration, staff and students later.

Karla Armbruster said that she does not have a specific new vision or agenda for restructuring but provided many ideas from various books to consider for this task and hopes that the Senate will lead this task in the near future. She mentioned three different models of developing a vision for the university:

- Future Search
- Berea College approach
- Your own ideas

She informed the Assembly that the Senate had suggested having a town hall meeting the first week of the fall semester (2019) to begin discussions.

Meeting Adjourned: 4:25 PM

Appendix A

**Faculty Salary & Fringe Benefit Committee
Administration Proposal for Academic Year 2019-2020
Document**

Compensation

- Faculty salary increase of 2% for statures/status track faculty members who have achieved satisfactory performance according to the performance pay model.

Salary Benchmarking

- The Salary and Fringe Benefit Committee (SFB) will continue to work with Human Resources to examine faculty compensation using CUPA compensation data and review and improve the methodology (including the addition and deletion of peer institutions used for the benchmarking of salaries). By December 2019, the SFB committee and administration will have an agreed upon methodology that will begin to be implemented in the 2020-2021 academic year.

Professional Development/Travel & Research Grant Funds

- Maintain the Professional Development and Travel Funds (PDTF) at the level of \$3,100 per full-time statures/status track faculty member, recognizing that this funding is not an entitlement and subject to approval by department chairs and deans.
- Guidelines for the use of Professional Development and Travel Funds (PTDF) have been revised and are attached. The new policy will go into effect on June 1, 2019.
- Maintain the Faculty Research and Special Projects Program funds at \$120,000.

Adjunct Compensation & Fringe Benefits

- Adjunct compensation will remain at the current level. The administration and the Salary and Fringe Benefit Committee will continue to examine adjunct salaries each year.
- Increase the Adjunct Research and Professional Development fund from \$20,000 to \$25,000.

Document Approved by:

Provost, Webster University

Date

President, Faculty Senate

Date



Office of Academic Affairs

Administrative Guidelines (Faculty)

**For Distributing Full-Time
Faculty Professional
Development/Travel Funds**

Guidelines Information

Effective Dates: June 1, 2019

Last Updated: April 10, 2019

Status: pending approval

Responsible Unit: Office of Academic Affairs; Schools/Colleges

Related Forms: 1) Summary of Faculty Travel Activities; 2) Travel Expense Report

Scope: Full-Time Faculty, Webster Groves

Reason for Guidelines

To provide guidance for the implementation of the full-time faculty Professional Development/Travel funds.

Overview

Faculty professional development is a priority for Webster University. Each College and School has, in the Office of the Dean, a fund to support faculty professional development activities of its statures/status-track faculty.

The amount allocated to professional development/travel funds can be used to offset professional development, professional travel, or any combination. While these funds are not to be considered an individual entitlement, it is expected that reasonable requests and plans supported by chairpersons will be approved by the academic deans. It is expected that the Deans will work to ensure that all funds are fairly and fully distributed to support approved full-time faculty professional development and travel.

Amount of Funding

For AY/FY2019-20, funding is set at \$3,100 per statures/status-track faculty member.

Use of Funds for Professional Development

Stated/status-track faculty members may request support for a variety of professional development activities. Professional Development Funds may be used for the following academic expenses:

- Academic publications
- Academic journal subscriptions (unless electronically subscribed to by the library on a current issue available basis)
- Professional membership dues and fees
- Professional certification, licensure, and insurance fees
- Classroom materials (e.g., demonstration materials, DVDs, videos, software)
- Direct costs for research
- Additional expenses not specified above that relate to professional development may also be considered

Professional development funds may not be used for employee salary, furniture, or capital equipment purchases. Authorization for salary for research assistance must be approved in advance by the dean and comply with Human Resources' guidelines, policies, and procedures. In addition, these funds may not be used for tuition or expenses incurred pursuing a degree at another educational institution.

Minor equipment purchases are generally excluded from professional development funds, as these needs should normally be met through existing University facilities. In the case of special needs, faculty members may propose the use of professional development funds for equipment purchases. All durable goods purchased with University funds, including equipment purchased with Professional Development funds, remain the property of the University and must be returned when the proposed use is complete or if the faculty member leaves the University.

Computers, printers, and other peripherals should be requested through normal Information Technology procedures and are excluded from purchase with professional development funds.

Use of Funds for Professional Travel

Stated/status-track faculty members may utilize Professional Development funds to offset approved faculty travel expenses incurred for travel to professional conferences, workshops, and other educational events. The following types of expenses may be submitted for reimbursement:

- Expenses associated with transportation, lodging, and meals
- Conference, seminar, or institute fees
- Presentation expenses (e.g., copies, poster board, equipment rental)
- Additional expenses not specified above that relate to professional travel may also be considered.

Faculty members are encouraged to present (poster, paper, symposium, etc.) when attending conferences. However, faculty members may use funds for conference attendance if attendance will better enable the faculty member to support new or existing academic programs and lead to an enhanced classroom experience for students.

These funds may not be used to offset faculty travel associated with administrative responsibilities (e.g., travel associated with the faculty member's position as a director of a program, travel associated with

faculty searches). In this instance, travel funds should come out of a Department, School/College, and/or Academic Affairs.

Requests for professional travel are to be processed using the University's regular reimbursement, travel authorization, or acquisition procedures.

Management of the Funds

Faculty members should submit funding requests to their department chairperson for pre-approval. Funding requests are then forwarded to the respective academic dean for approval. Funds can be accessed beginning June 1st of the each academic/fiscal year and may be used for the entire academic year. Faculty members are expected to effectively plan for their professional development/travel activities. Consequently, faculty members need to request and/or expend these funds by March 1st each year. This deadline allows the dean's office to assess whether additional funds can be made available to faculty who have professional development/travel requests that exceeded the typical faculty allocation amount. Requests that are made after March 1st may be funded at the discretion of the Dean.

Although not an entitlement, faculty may roll over funds to the following academic year. This option is designed to allow some faculty to fund a professional development/travel opportunity that would significantly exceed the typical faculty allocation. To do so, faculty must submit a detailed roll-over funding proposal to their department chairperson and respective dean. Faculty may roll-over a maximum of \$3,100. Approvals to roll over funds are for one academic year. For example, unused 2018-19 funds, with an approved funding proposal, could be rolled over to 2019-20.

Report of Activity

Expense reports should be submitted monthly or once every 30 days using the appropriate University systems, forms, and process. Expense reports submitted after 60 days may be considered a taxable benefit and the amount to be refunded will be reduced accordingly.

By the end of the academic year, faculty members are expected to submit a report to their academic dean summarizing their professional development activities. For faculty travel, faculty members must complete the "Summary of Faculty Travel Activities."

**FACULTY ATHLETICS REPRESENTATIVES
SCOTT JENSEN AND J.P. PALMER**

Purpose of the Faculty Athletics Reps (FARS):

As described in Article 6.1.3 of the NCAA Constitution, the FAR shall be “a member of the institution’s faculty or an administrator who holds faculty rank and shall not hold an administrative or coaching position in the athletics department.”

The term “faculty athletics representative” derives from NCAA usage and denotes the perceived need on the part of the NCAA to involve a faculty viewpoint in the administration of intercollegiate athletics programs.

Responsibilities include:

- Attending SLIAC meetings with Webster’s Athletic Director and Senior Woman’s Administrator
- Being involved in student appeals
- Athletic policy review
- Serving as the liaison between students and adjuncts
- SLIAC and NCAA legislative input
- recommending student/athletes for NCAA post graduate scholarships
- choosing yearly HOF inductees from the slate of candidates nominated
- serving as a liaison with academic areas and athletics



Webster Athletics 2018-19

- Athletics sponsors 16 sports and has approximately 300 student-athletes.
- In 2018-2019, student-athletes come from 26 states and 4 countries.
- Webster Athletics won the SLIAC 2017-2018 All-Sports Trophy for the 17th time in the 20 year existence of the award. Currently in 1st place in the 2018-2019 All-Sports Trophy rankings.
- 26 Gorlok student-athletes were SLIAC All-Academic this fall and winter. Spring All-Academic teams will be announced in May.
- Three Webster teams won SLIAC regular season titles this fall and winter; volleyball, women's soccer, and men's basketball
- The Webster volleyball team had an individual and the volleyball team itself are NCAA III statistical champions in digs per set and attacks per set.
- The Athletic Department successfully hosted the NCAA III Central Baseball Regional in 2016, 2017 and 2018, with glowing reviews from participants and attendees
- Webster University Athletics earned the NADIIIAA top Community Service Award for the department's participation in Webster Works Worldwide.
- Webster has two Gorloks (one former student-athlete and one former coach) being inducted into the SLIAC Hall of Fame, becoming the ninth and tenth Gorloks in the SLIAC Hall.





General | 4/11/2019 12:09:00 PM | Ben Greenberg, Sports Information Director

Carr, Todt Among This Year's Inductees into SLIAC Hall of Fame

The St. Louis Intercollegiate Athletic Conference has announced the members of their 2019 Hall of Fame Class and this year's class of inductees has a Webster flavor as two of the three members of the Hall of Fame Class of 2019 are former Gorloks as the league has selected former Webster women's basketball star Angie Carr (2001-05) and former Webster men's soccer coach Marty Todt (1988-12) for induction



Student Athlete GPAs:

Team	Average Cum GPA
Baseball	3.23
Men's Basketball	2.66
Women's Basketball	3.26
Cheerleading	3.21
Men's Cross Country	3.46
Women's Cross Country	3.23
Golf	3.38
Men's Soccer	3.04
Women's Soccer	3.28
Softball	3.08
Men's Tennis	3.40
Women's Tennis	3.37
Men's Track and Field	3.08
Womens' Track and Field	3.21
Volleyball	3.54

5 teams have a team GPA > 3.35 GPA of general students

121 student-athletes have a cumulative GPA of 3.35 or higher.



Division III Athletics:



MISSION STATEMENT

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At the Webster University Athletic Department, our mission is to help our student-athletes achieve an honest, and excellent, education in the classroom, competitive arena and community.

An honest education in the classroom means that our student-athletes treat classmates, faculty and staff with good character and integrity. Specifically, our student-athletes:

- Take challenging and worthwhile classes that support honorable and important educational goals;
- Initiate early, truthful, and forthright communication with professors about class attendance;
- Adhere to professor's expectations regarding attendance; and,
- Submit genuine self-produced academic products.

An excellent education in the classroom means that our student-athletes:

- Maintain a GPA of 3.2 or higher;
- Earn the SLIAC all-academic award;
- Participate actively in class;
- Take advantage of special academic opportunities such as study abroad, and,
- Earn an appropriate degree to support a productive future.

An honest education in the competitive arena means that our student-athletes act as effective ambassadors to represent, and project a positive image for, our University and community. Specifically, our student-athletes:

- Follow NCAA, SLIAC and Webster University rules, in letter and in spirit;
- Compete in their sport with fairness, integrity, dignity and compassion, win or lose;
- Refuse performance enhancing substances; and,
- Respect coaches' instructions and other players' opinions and sentiments.

An excellent education in the competitive arena means that our student-athletes:

- Continually self-improve to maximize their individual potential;
- Cooperate with coaches and teammates;
- Exemplify class and teamwork on and off the field;
- Achieve a top-three SLIAC finish in their sport;
- Benefit from our coaches' continuing professional development;
- Embrace, support and advance our coaches' commitment to leadership, teamwork, respect for opponents and maximizing student-athletes' well-being and physical and mental abilities; and,



Season Information

Fall Sports:

- M/W Cross country September-November 7 meets
- Golf September-April 24 games
- M/W Soccer September-November 19 games
- Volleyball September-Nov. 32 games
- M/W Basketball November-February 31 games

Spring Sports:

- M/W Tennis January – April 17 games
- Baseball January – May 40 games
- Softball January – May 36 games
- M/W Track January – May 13 meets

(Indoor and Outdoor)



And We Leave You With This.....

- In fall of 2017, 10.7% (275 out of 2556) of students on the home campus were student-athletes
- In fall of 2018, 11.8% (285 out of 2418) of students on the home campus ARE student-athletes.
- NCAA Division III student-athletes do not receive athletic scholarships.
- Student-athletes are not to miss class for practice. Coaches schedule practices around classes (i.e, baseball team often practices beginning at 9:30 pm--after night class)
- Two-a-days=practice before class and practice in the evenings
- Certain sports have almost all out-of-town competitions
- Off-campus facility usage for many sports (increases time students spend traveling back and forth)
- <http://www.websterathletics.com/>
- Athletics is often the “glue” or the “Velcro” that helps keep our students here!



**THE ROLE OF THE
FACULTY IN DEVELOPING
A NEW, SHARED VISION
FOR THE UNIVERSITY**



Context: Restructuring



The Senate was asked to talk about restructuring. This suggestion was not met with wild enthusiasm, perhaps because

- Restructuring has many negative connotations and has produced much strife and confusion at a number of other institutions. It seems to often occur in an atmosphere of fear and desperation, which is not a climate conducive to good decisions.

HOWEVER — If we're going to do it

- Meaningful restructuring must be undertaken at the university level rather than within isolated units (schools and colleges).
- The faculty must have a central role in any plans for restructuring since we “own and operate” the curriculum, which is the reason our academic structures exist.

Purpose of Today's Presentation



The Senate believes (or at least hopes) that Webster can take a different, more positive and productive approach to “restructuring.”

Today, I will

- Explain why a reasonable person might think this,
- Fill you in on the direction that our conversation has been taking, and
- Propose a modest next step, with the possibility of a more ambitious step after that.

WHAT I AM NOT DOING: Proposing a specific new vision or structure for Webster University.

Change



Webster is **going to change**. How do we know?

- The nature and purpose of universities have always changed over time; they will continue to change as our society changes. (See next slide.)
- Webster must change due to our current situation of decreasing enrollments and budget deficits. Our recent path is unsustainable.

MOREOVER

Webster is **already changing**: Departments are rethinking curricula and proposing new programs. Allocation of resources, including approval of new and replacement faculty positions, are changing the shape of the university.

Features of the Contemporary American University



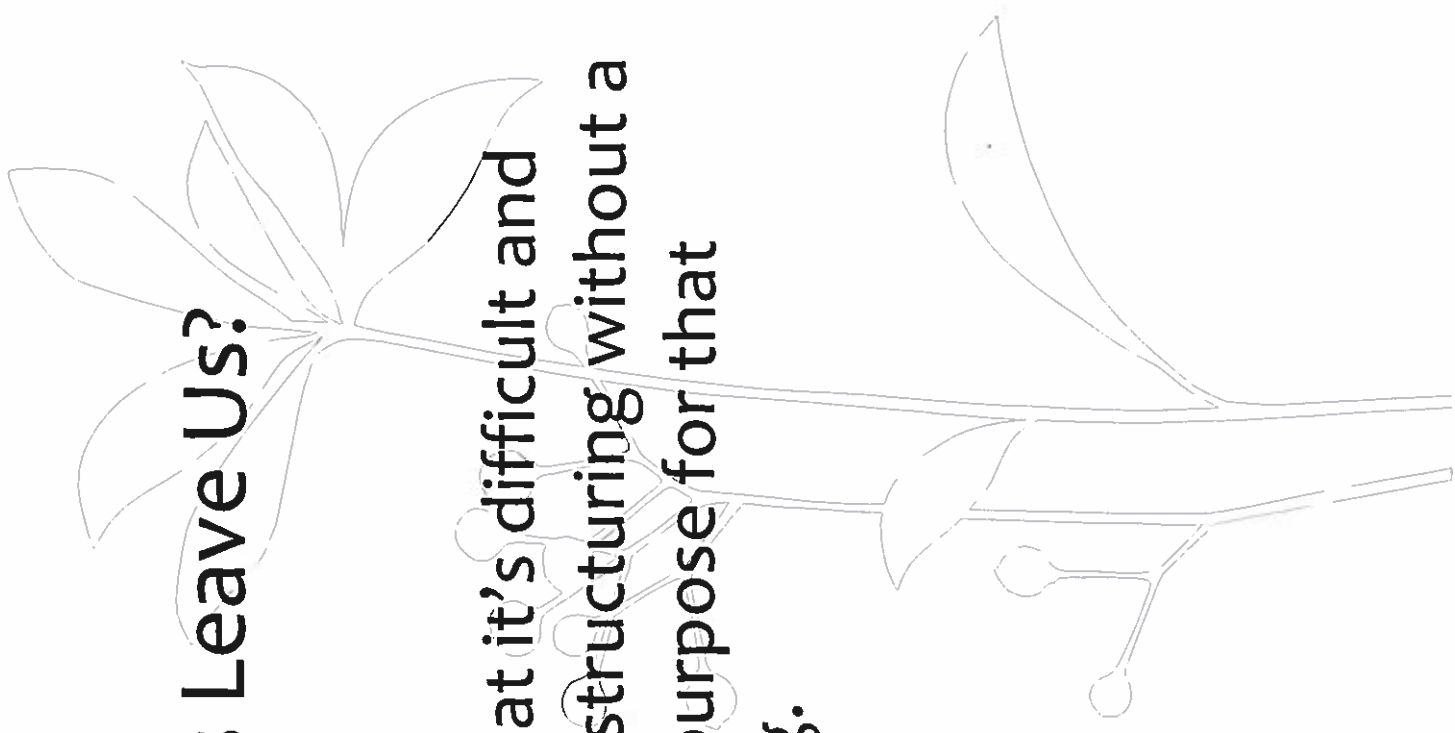
(drawn from Cathy Davidson's *The New Education: How to Revolutionize the University to Prepare Students for a World in Flux*)

- majors; minors;
- the divisions of humanities, social sciences, and natural and biological sciences;
- credit hours; degree requirements; grades;
- general education; upper-division electives;
- the ability to choose professors; optional attendance policies;
- professionalization (credentials, accreditation); graduate schools;
- competitive scholarships; financial aid; college entrance exams;
- capital fund-raising campaigns;
- living wages for professors; tenure; and sabbaticals.

All of these features were innovations of the late 19th century.

So Where Does This Leave Us?

The Senate quickly realized that it's difficult and perhaps dangerous to discuss restructuring without a clearly articulated goal or purpose for that restructuring.



Short-Term vs. Long-Term Goals



- We have **one obvious, pressing short-term goal** — to overcome our financial challenges.
- But the very real need to achieve **financial stability in the short term** can be an obstacle to **real, long-term innovation**.
- Changing only to meet short-term financial needs may not move us onto a **sustainable, long-term path**, given the changes happening around us (in the world and in higher education).

Shaping Change



- To avoid merely reacting to problems, challenges, and even opportunities, we need a **long-term guiding vision**, informed by our past, our present, and a shared understanding of where we want and need to go in the future. We need to become a **self-actualized institution**.
- To borrow a phrase from beloved SF author Octavia Butler's novel *Parable of the Sower*, we need to **shape change** — this means accepting
 1. that change will occur,
 2. that it will often come from outside forces we cannot resist or control, but
 3. that we can nudge the effects of change in a certain direction if we know what we want that direction to be.

Sample Questions for Developing a Vision



- What will the world be like in 50 years?
- What will students and society need from higher education?
- What directions will our various disciplines and professions likely take?
- What new disciplines, professions, and human endeavors will evolve?

REMINDER: This is only an example of what “thinking outside the box” might look like. It is **not** a suggestion for Webster.

Polymath University

As a condition of matriculation, every student at Polymath University commits to three disparate majors. Faculty at Polymath University all possess competency in three distinct disciplines and teach, research, create, and think in the areas between those disciplines. Polymath University is built on the educational philosophy that creativity and innovative thinking emerge from the mashing-up of disparate ideas, from the ability to make connections between what appear to be different concepts.

Students choose one each from a “menu” of three majors: the professions, the sciences and social sciences, and the arts and humanities.

From “The Future of the University: Speculative Design for Innovation in Higher Education,”
by David Staley

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Nomad University

Educational futurist John Moravec observed that:

Industrial society is giving way to knowledge and innovation work. Whereas industrialization required people to settle in one place to perform a very specific role or function, the jobs associated with knowledge and information workers have become much less specific concerning task and place.... A nomadic knowledge worker... is a creative, imaginative, and innovative person who can work with almost anybody, anytime, and anywhere.¹¹

To educate these nomadic knowledge workers, Nomad University has no fixed physical location, . . . with professors and students seeking out problems and experiences anywhere in the world. Perhaps they seek to solve an engineering problem in sub-Saharan Africa, mediate clashes between the police and the community in an American urban core, or design a software solution for a global multinational.



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Nomad University (p. 2)

Each “course” at Nomad University is organized around a specific problem. The faculty mentor identifies the problem, likely grounded in a specific research question. Then via a virtual network, the students and the professor decide on the nature of the problem and the outcomes for completion (success). They assemble at a location determined by the professor, where they will work together on the problem for a specified period of time. When the participants and their clients are satisfied that some equilibrium solution has been achieved, the student-faculty ensemble disassembles until they meet again in another location to work on a new and different problem.

Students matriculate from Nomad University once they have participated in 12 such classes and developed a portfolio of their work.

From “The Future of the University: Speculative Design for Innovation in Higher Education,” by David Staley

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Interface University

Interface University focuses on the idea that machines will not — indeed cannot — supplant human cognition. The curriculum presumes that humans and computers thinking together are better than humans or computers thinking alone, and that thinking with machines allows students to engage in a level of cognition not possible with the human brain alone. Thus, at Interface University students will learn how to “think with computers.”

This means more than simply giving students iPads during their freshman year. The curriculum aims to enhance the quality of the interface between computer and individual brain. Branden Hookway defines an interface as a form of relation that obtains between two or more distinct entities, conditions, or states such that it only comes into being as these distinct entities enter into an active relation with one another... and such that its overall activity brings about the production of a unified condition or system that is mutually defined through the regulated and specified interrelations of these distinct entities.

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Interface University (p. 2)

Students indicate their readiness to matriculate when they have demonstrated this unified condition or system, this “state of interface.” The pedagogical and epistemological philosophy of Interface University asserts that the highest goal of education is achieving the kind of symbiosis between human and computer intelligences as exists between a horse and rider.

No mere tool, the computer is an equal partner in creativity, in thinking, in cognition. On matriculation, students will identify the computer/algorithm/artificial intelligence with which they “interfaced” throughout their university studies. That specific computer’s identification would accompany the student’s records in any official transcripts, portfolios, or certifications.

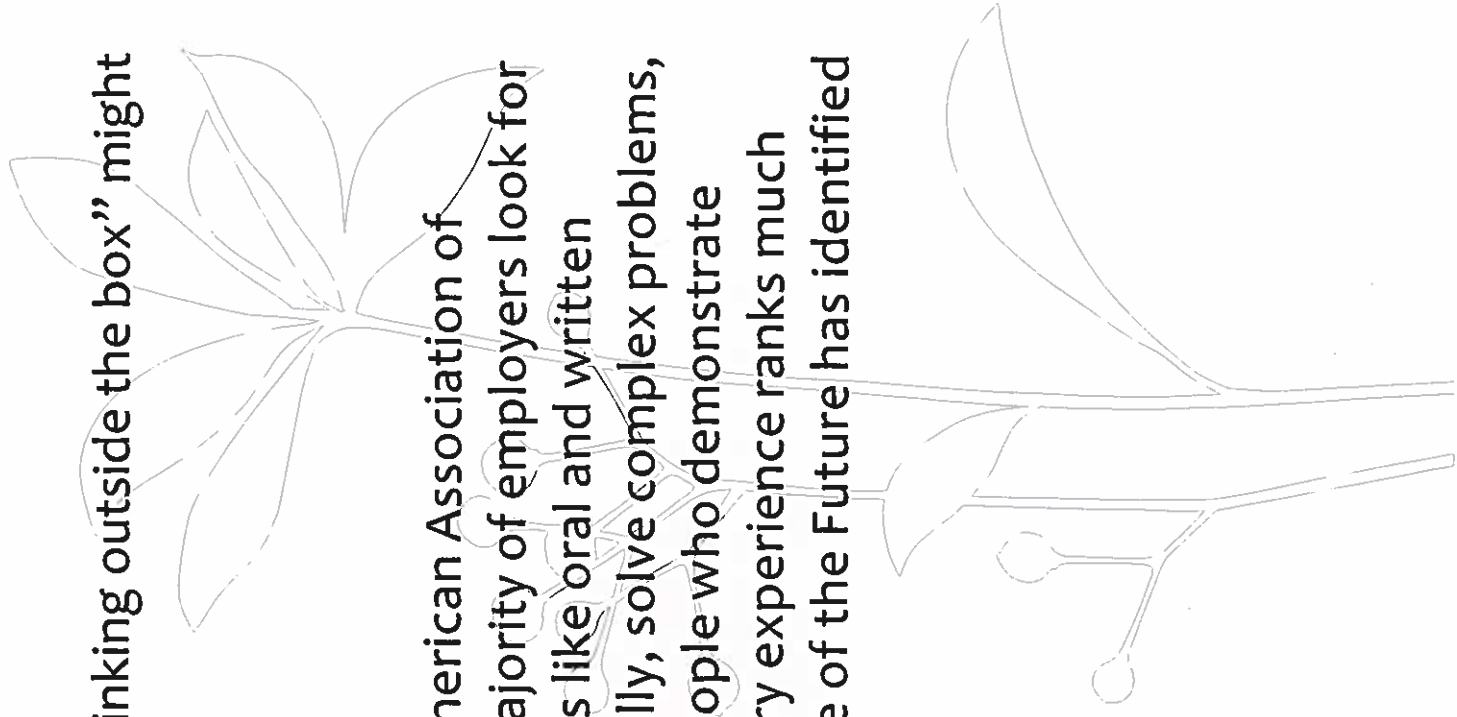
From “The Future of the University: Speculative Design for Innovation in Higher Education,” by David Staley

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The Neo-Liberal Arts College

Studies by Northeastern University and the American Association of Colleges and Universities found that a large majority of employers look for college graduates with broadly applicable skills like oral and written communications and a capacity to think critically, solve complex problems, take responsibility, and innovate, as well as people who demonstrate ethical judgment and integrity. Specific industry experience ranks much lower according to these surveys. The Institute of the Future has identified 10 work skills for the future:

- **Sense-making**
- **Social intelligence**
- **Novel and adaptive thinking**
- **Cross-cultural competency**



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The Neo-Liberal Arts College (p. 2)

- Computational thinking
- New-media literacy
- Transdisciplinarity
- Design mindset
- Cognitive load management
- Virtual collaboration

The Neo-Liberal Arts College teaches broad, practical intellectual skills that are ready-made for action in the world, and students develop fluency in these skills. The college has no majors or electives: a degree from the Neo-Liberal Arts College signals competence in each of these 10 skills.

From “The Future of the University: Speculative Design for Innovation in Higher Education,” by David Staley

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Ludic University (or the University of Play)

Douglas Thomas and John Seely Brown claim that “the ability to play may be the single most important skill to develop for the twenty-first century.” They define play as “the tension between the rules of the game and the freedom to act within those rules.” In a state of play, we have “unlimited agency to build and experiment with things within those boundaries.”

Ludic University makes play the highest form of learning, well above the acquisition and production of knowledge. Engaging in play turns out to be related to the processes used by artists, so the activities within Ludic University look much like the kinds of activities artists engage in. If the seminar room and the laboratory define the modern research university, then the studio defines Ludic University. The university has no set curriculum . . . Students follow their curiosity, exploring those subjects necessary to satisfy that curiosity on an as-needed basis.

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Ludic University (or the University of Play) p. 2

A key epistemological tenet of Ludic University is that play and imagination define higher learning, and so the university cultivates the imagination. The ontological terrain on which Ludic University operates is that of the subjunctive, the “adjacent possible,” and the future. That is, students enact play not within the actual world but in possible worlds. To play means to imagine that which would not otherwise exist.

Students of the University-as-Playground engage in world-making, with players building pretend worlds, inhabiting them, playing in them, and role playing within these imaginary environments. Students and faculty also transgress the rules, invent new rules, and play games based on these new rules. The exploration of “what if?” is one of the highest forms of inquiry. Students/players explore these worlds through virtual simulations and also through the construction of actual physical worlds.

From “The Future of the University: Speculative Design for Innovation in Higher Education,” by David Staley

Open, Creative Thinking



Breaking out of the box of the way we've "always" done things is hard, especially in the face of severe short-term pressures.

First: We must believe another way is possible: "This is the only way, we say; but there are as many ways as can be drawn radii from one centre" (H.D. Thoreau, *Walden*)

Second: We must make time and space for open, creative thinking, to play with ideas. . . . together.

- Analogy of brainstorming or invention phase of writing a paper or creating a work of art.
- Dialogue with others who think differently and know different things is essential.
- Saying "Yes, and . . ." is essential.

Core Principles for a Process to Develop a Vision

- Faculty-driven
- Involves all the faculty in an authentic way
- Provides time and space for speculating, dreaming, listening, and building on each other's ideas.



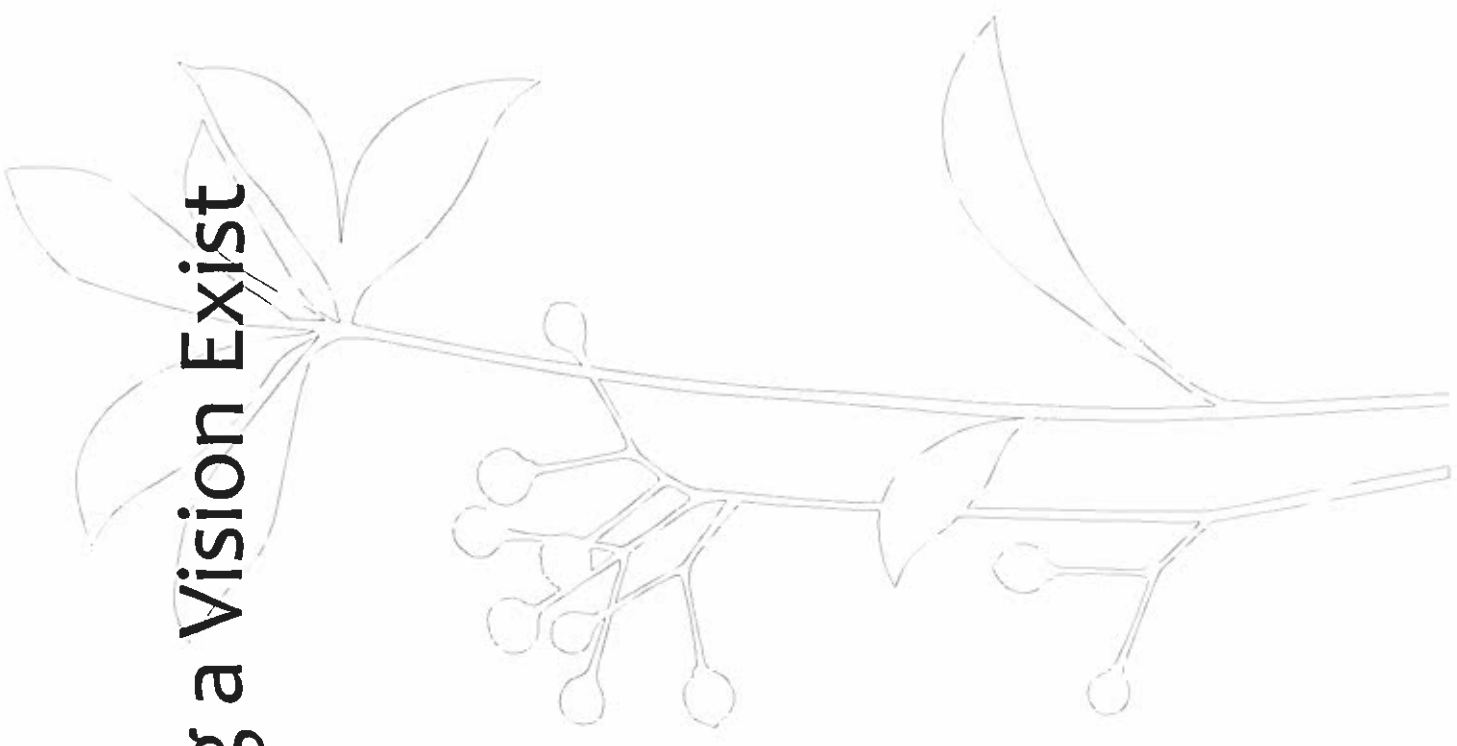
Objections



- **Isn't this wildly impractical? Why develop an ideal that we can't live up to?** Yes, in a way it is impractical. We will not be able to implement our ideal vision without adapting it to practical constraints. But there is value in being aspirational, in knowing what you want as a touchstone for decision-making.
- **What about the administration, staff, and students? Faculty don't have the power to implement this kind of change.** Very true. We will need to work with everyone to develop a vision and to use it as a principle for planning. But faculty can best help the university by bringing a strong, shared position to the table.

Models for Developing a Vision Exist

- Future Search
- Berea College approach
- Your Idea



Next —

Town Hall during the first week of Fall semester to gauge the level of interest in engaging in this sort of process.

