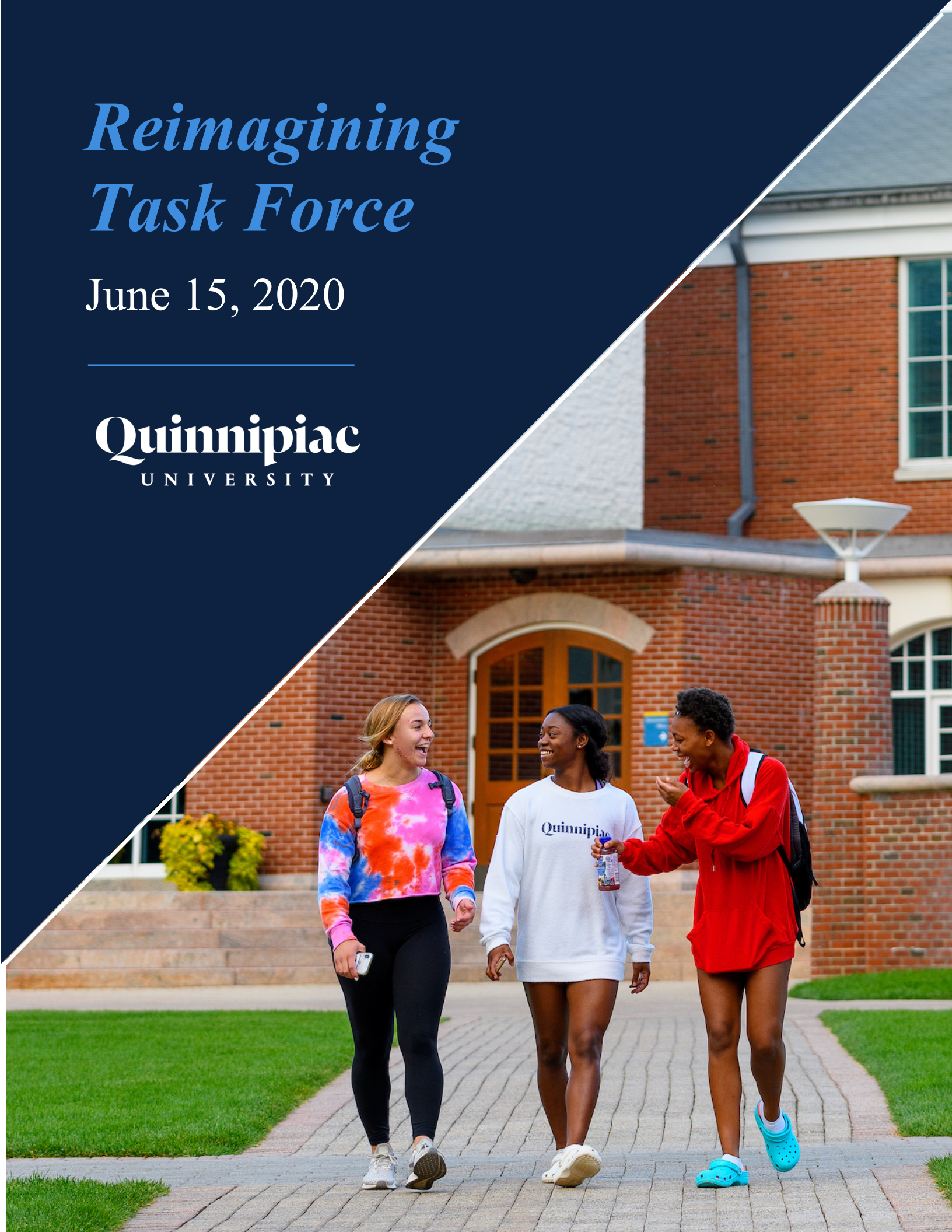


Reimagining Task Force

June 15, 2020

Quinnipiac
UNIVERSITY



Overview

The Reimagining Task Force at Quinnipiac University was created in May 2020 to examine ways the university might adjust its Strategic Plan (approved in 2019) in response to the unanticipated dilemmas triggered by the COVID-19 pandemic, and explore opportunities that a “new normal” may present. The task force was charged with reimagining the four pillars of the Strategic Plan and to imagine what the university could do if unbound by current practice.

As we draft this report, more than 4,000 Connecticut residents have died of COVID-19, giving our state one of the highest per-capita death rates in the nation. More than 30 million Americans have filed jobless claims since states issued orders to close schools and businesses in an attempt to contain the virus. All around the U.S., protests rage against the deaths of George Floyd, Breonna Taylor and countless others. This is a time of crisis, not only for our community, but for the state, nation, and other places around the globe. It is also a time of enormous opportunity. We have the opportunity to design a new Quinnipiac: one that is **actively anti-racist**, one that creates a **seamless sense of community across physical and digital spaces**, and that **prepares our students to enter this new reality with confidence**.

To accomplish this audacious goal, the Reimagining Task Force was split into two Skunkworks groups – one that examined the academics and one that examined operations and services – and a main advisory group. These groups were composed of faculty, staff and administrators. The groups met for two weeks and developed many ideas, some of which overlapped between academics and operations/services. In many cases, the groups were given updates on what had been discussed in the other group so that they would know the direction of the conversation.

The members actively participated in the Skunkworks group meetings, and they met at the end of the Skunkworks meetings to discuss next steps. In addition, a Microsoft Teams site was created for all three groups, and articles, presentations and comments were shared there.

The following report has assembled the ideas, thoughts and recommendations of the two Skunkworks teams and the main Task Force. It affirms Quinnipiac University’s mission of being the University of the Future with a focus on high-quality education and research and personalized customer service that also maximizes the use of technology. The university stakeholders include employers who hire our

graduates, lifelong learners, parents who entrust us with their children’s future, our faculty and staff, and the communities we impact. (See Thorp and Goldstein’s “Our Higher Calling: Rebuilding the Partnership between America and its Colleges and Universities.”).

The Skunkworks members strongly believe that a highly creative and flexible college experience would build pathways for new learners to access a QU education, better serve our students, make Quinnipiac the envy of higher education and, perhaps, provide best practices that other universities would likely copy. The 165-year-old model for higher education, which Quinnipiac has been using, is no longer the most effective. Quinnipiac can lead the way and create a seamless and frictionless model that would be revolutionary in which learning has no boundaries.

The members have analyzed each pillar of the Strategic Plan from the lens of three axes: Facilities, Curriculum/Operations and Personnel. These three axes play a pivotal role in the successful execution of each pillar:



1. Facilities

COVID-19 has broadened the definition of the word “space.” Space is now understood to encompass both physical and virtual components. The intersections between physical and virtual landscapes will completely reshape the University of the Future, from how the institution attracts students, faculty and staff, to how it provides experiential learning and services, and how the faculty and staff work safely. Learning is at the core of our institution, and it must be viewed in terms of how the physical facilities can improve education.

2. Curriculum/Operations

Creating a frictionless experience that is executed flawlessly is the focus of this axis. All parts of the university will need to move as a single unit that is able to quickly adapt to unexpected events. The COVID crisis has taught us that the flexibility necessary for adapting to rapid changes is an essential skill that we must both practice and teach. To achieve this, we will create cross-functional teams to address critical functions ranging from how the faculty deliver the curriculum to how families pay their bills.

3. Personnel

This axis is what brings the latter together. Efficiencies and expansion in technology, such as use of artificial intelligence and remote access, will completely reshape how business is done. Ongoing faculty and staff training and development of new ways to streamline processes need to be top priority to push the University of the Future forward.

The following recommendations keep the same over-arching goal in mind:

Redefining student expertise for an uncertain future.

Pillar 1: Build an institution-wide mindset that prepares graduates for 21st-century careers and citizenship.

Quinnipiac can be a leader in how technology is applied to enhance the educational experience and maximize the benefit of student services. How we teach students, how we provide service to them, and how we prepare them to enter the world after graduation all can be improved through using digital technologies. Mindful and progressive approaches to the use of technology will not replace the inherent social experience of college but will have the potential to create a learning environment that moves from one learning space to another. Quinnipiac must prepare students who are resilient and flexible in thought as the world rebounds and plans to engage the lessons learned from the COVID-19 pandemic.

Facilities: Currently, space on campus is identified in terms of how technology is needed in the space. This process needs to be turned around. We need to think about the technology first and then determine the space.

A well-designed **Intermodal Learning and Experience Center** that accounts for social distancing and other primary prevention methods could provide more sophisticated virtual and remote technology experience. Augmented reality (AR) and virtual reality (VR) are only two examples of what is currently cutting edge. The technology market is wide open to a dizzying array of possibilities in the short term, and Quinnipiac must be nimble enough to readily mobilize any technology that adds meaningful learning experiences while staying ahead of the competition. This is not technology adopted for its own sake, but technology that facilitates the powerful linkages between teaching and learning in a multi-modal environment. An intermodal center could support the creation of a seamless feel between on-ground learning and virtual learning spaces.

If the students in one course are **grouped into one or more pods – a pod being a virtual substitute for a traditional classroom – then some students in the course might be invited to attend class in an intermodal pod while others engage in an on-ground experience and vice versa.** The variations for

how to manage what happens in the same course between two learning spaces – pods or on-ground – are limitless and bound only by the ability to think creatively. This method of course delivery would distinguish Quinnipiac from its peers and establish it as a leader in higher education.

Smart facilities and systems would be felt in all aspects of the student lifecycle. From the first day that a parent or student calls in or emails with a question, the experience must feel different than the norm. Facilities and systems should provide one-stop customer service, removing barriers, frustration and time. When a bill is paid, for example, Quinnipiac can provide immediate access to enrollment management, the bursar, the registrar, card services, student life for events and academic calendar, and health services, to name only a few. This can be achieved with a universal website and app that opens the doors of the university at the touch of a finger. This universal website is a modernized MyQ experience that seamlessly connects both desktop and mobile experiences while unlocking the power of the one-stop shop.

Curriculum/Operations: We want our students to be dynamic thinkers who understand that there will be few simple solutions to the problems they will encounter that can make an impact outside of Quinnipiac sooner. The aim will be to develop the whole student; a student who has gleaned not only the riches of an academic education but who has been effectively mentored to realize their full potential as contributing members of society. This will be the Quinnipiac brand – students who are well prepared academically and personally for what promises to be a challenging post-graduation. Our graduates will adapt easily to change and will be resourceful and flexible in thought and action. In turn, this creative resourcefulness will have an impact on the community these students participate in, on and off campus.



In addition, COVID-19 has underscored the importance of science and data in combination with a respect for human frailty. Quinnipiac students need a curriculum that focuses on **communicating clearly and effectively, recognizing misinformation and bias**, and being true to one's values and beliefs. In addition, in our focus on wellness defined broadly, we hope that empathy, mindfulness and compassion attend to the academic achievements of our graduates.

The changing higher education environment provides an opportunity for more collaboration with society as a whole, including companies, nonprofit organizations and government entities. We have an opportunity to expand co-op programs across every unit on campus. This also will help with our community-building efforts.

We have an opportunity to redefine the student lifecycle, creating **shorter academic blocks**. To facilitate the education of the whole student, traditional semesters could be replaced with learning blocks, conceptualized as four, seven-week blocks in one academic year. Depending on the major, blocks might reflect delivery of courses in a more traditional format – combinations of virtual and on-ground experiences as previously mentioned. Other blocks, however, would offer opportunities to explore or expand upon individual interests during on-campus intensives either by working on a “grand problem (dilemma)” or a “burning issue” with multidisciplinary teams or by pursuing an internship or other immersive experiences.

During these deeply experiential learning blocks, students might not take classes but might focus instead on earning certificates or badges that also may serve vehicles toward becoming life-long learners. The beauty of this model is that it can be flexible enough for students desiring or needing, by way of major, a more traditional college experience while opening the door for others – adult learners, for example – looking to develop new skills or for the pure enjoyment of life-long learning. This model provides the needed flexibility to appeal to both traditional students and new populations, such as seasoned professionals looking to upskill, veterans, parents and others.

The length of Quinnipiac's programs needs re-evaluation. Undergraduate programs that are three years in length may be more appealing to students and families, particularly given the cost of a college education. Three-year programs will allow students to enter the workforce sooner, which would mitigate student debt, as long as the student is developed holistically and completely. Additionally, many students begin college with advance placement (AP) credits and college credit, which can significantly reduce the time it takes to earn a degree and, therefore, the cost of tuition.

There is an opportunity for QU to offer high school students programs that would “count” when they matriculate into Quinnipiac. Exploring other ways to grant college credit, such as college credit for military experience, would further support Quinnipiac’s Yellow Ribbon designation and, perhaps, identify a mechanism to grant credit to others with exceptional life experiences. Quinnipiac has had many students, and there are many potential students, who would find shorter time to program completion attractive, but we do not market or advertise this as an opportunity. We can become a leader in this field.

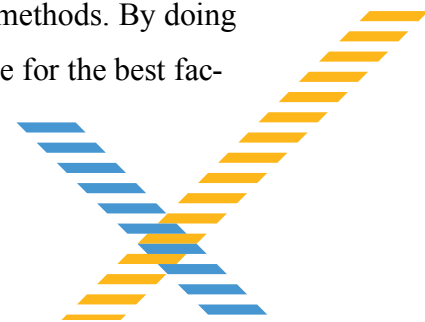
As the use of technology becomes interwoven with a college education, opportunities to engage in learning globally, nationally and at a more local level expand exponentially. Quinnipiac must tap into this new world of opportunity.

Our curriculum needs to be more customizable. We should allow our top students to build their own majors. Mentoring from faculty should support student self-reflection, evaluation of strengths and challenges, and ongoing guidance to support goal achievement. Devising a university-wide advising and assessment group for independent majors might open possibilities for students who are attracted to us as an unconventional institution preparing students for an unconventional world.

More classes that model dynamic and creative thinking, using data and a myriad of other methods, are essential for creating a better future in an uncertain world. We should develop a student’s writing skills to reflect precision of thought and expression so that writing becomes a powerful problem-solving tool. We believe these are two foundational skill sets for the 21st century.

Every student must graduate with a portfolio designed to showcase what they have learned and who they have become through their vibrant, energetic, forward-looking college experience. Portfolios, by their very nature, should reflect the range of skill sets and preparation for a multitude of employment possibilities upon graduation. Transcripts only provide a quantitative representation of a student. This portfolio provides an employer a complete picture of the student from a qualitative perspective, which would allow for a more valuable assessment of each student’s abilities.

Personnel: We need to make the educational experience seamless between online and in the classroom. This can be done by training our faculty and staff with technology and new teaching methods. By doing so, we will enhance the faculty experience, making Quinnipiac the employer of choice for the best faculty in the world.



Faculty and staff development must be an ongoing process targeted on currency with technology and best practices in all learning spaces. Educational experiences that cross over different spaces must appear as if this is the usual, unremarkable, and customary way we do things at Quinnipiac. On-ground classrooms must adapt to online strategies, and virtual classrooms must adapt to on-ground classrooms to create a fluid education in all sorts of spaces.

Because of the changing academic landscape, we should revisit the tenure clock and allow for more flexibility in what counts for service and publication, and in some cases, consider the potential value of remote hirings for targeted programs where this is the norm. This would help the connection between the institution and industry.

We need to de-emphasize student evaluations in examining faculty and explore alternatives to better gauge faculty excellence. Studies have shown that they do not accurately represent what is learned in the classroom. In this new teaching/learning environment, we should be able to identify more accurate and telling evaluative outcomes and base our assessment of faculty on those.

The faculty handbook needs to be revised to include the minimal standards for any class since all instruction will now be a hybrid. All syllabuses and assignments at the beginning of every semester must be placed in Quinnipiac's website for easier access for students and sharing between faculty.



Pillar 2: Create an inclusive, excellence-driven community.

Quinnipiac has the opportunity to create new pathways to the world-class education it provides for students who have traditionally been excluded from such opportunities. We need to listen to members of those communities about their needs and build structures for those needs instead of around them.

Facilities: We believe that Quinnipiac can become the first completely tech-intelligent campus, or “The Smart Campus of the Future.” Some parts of this goal are easily achievable in the six- to 24-month period, but it also leaves room for longer-term progress. For example, the “Smart Campus” would have its own “homegrown” **virtual AI assistant (like Siri/Alexa) called “Qu-ey” fully integrated with every aspect on and off campus** (classes, events, services) and in the pocket of every faculty, staff and student. A big idea like this sparks intrigue and interest, not only internally but also externally. Donors/alumni might want to become angel investors to help support this new way of thinking.

The Smart Campus concept would allow Quinnipiac to adjust its price point down for certain experiences and disrupt the market from a value standpoint, which would help diversify the student body. Using a system like this completely breaks down the barriers between the physical and virtual. A Smart Campus goes wherever the stakeholders are. For example:

- a. QU-ey could empower students to customize when, where and how they engage with their classes.
- b. QU-ey could connect with Internet-of-Things devices to send alerts to students about skipping classes, helping faculty to identify those who may be struggling.
- c. QU-ey could use AI to provide self-service for common tasks via a chatbot – alleviating student stress and streamlining administrative operations.
- d. QU-ey could unlock self-service smart kiosks allowing for convenient, on-the-go and touchless dining services for students, faculty and staff.



- e. QU-ey could learn students' habits/interests and be able to suggest events happening on campus, locally or virtually anywhere that they might enjoy.

We can create interactive and dynamic on-campus digital signage where content changes based on dynamically fed data that could improve the student experience (i.e., Shuttle to YH Campus is arriving in 3 minutes – better make your way to the shuttle stop now.)

Tuition should not only cover the value of the education and experience the student is receiving, but also the tools that enable the experience. Each student should be provided a device(s) with all materials (texts, learning aids, etc.) made available virtually; wireless capability to support safe/secure learning experience (hotspots, partnerships with wireless carriers, etc.); and a support system that promotes mental and physical well-being 24/7. This approach will ensure that no matter what an individual student's situation is outside of the institution, each is given the same opportunity to succeed within QU's physical and digital "walls." QU needs to meet students where they already are – on social media. They are already well versed in social media platforms, and as a result, can be key players in creating them.

Entrepreneurial international students should be recruited to Quinnipiac because they now can easily enroll in online classes and can work online with other students. We believe that this can be a Quinnipiac selling point if we have students from all over the globe in our "classrooms," which would also be enticing to international employers. Building a global network will set us apart. We know from observers of higher education trends worldwide (e.g., Joseph Aoun) that there is an emerging sense among some schools and students that a need exists for a coherent and collaborative global curriculum that includes several institutions: QU should be one of those institutions.



Curriculum/Operations: We can target students who don't typically consider Quinnipiac with micro programs, such as a micro bachelor's or programs for high school students. The School of Communications has started QU Academy to work with a test group of high schools in Connecticut. This can be expanded across the state and region as a recruiting tool.

Recruiting tools and methods should tout Quinnipiac's technological prowess. When a student is accepted, the "Welcome Package" should immerse them immediately into our culture. A simple addition of a "Google Cardboard VR Headset" with an **augmented/virtual reality welcome video/tour/etc. allows a prospective student to visualize immediately what a QU experience will be like.**

Personnel: Departments and units on campus that have a lower percentage of faculty and staff of color than their student body should be given support and resources to improve their diversity. Our students need to be able to see that there are people who look like them in every single place they go on campus. Inclusion and diversity go beyond just phenotypic representations as well. For instance, diverse teams also allow Quinnipiac's faculty, staff and students to solve more of the world's problems as a result of different lived experiences. The university also needs to set a **goal of improving faculty, staff and student diversity by 10 percent by 2025.** We believe that many steps in this report will help Quinnipiac achieve increased diversity.

Quinnipiac also needs to consider hiring faculty and staff who can and will work remotely. Our hiring processes should no longer be limited by a potential hire's location.



Instead of academic advisers, **let's have "experience counselors"** who help students throughout the whole experience, both virtually and on the ground. These staffers would report to the new chief experience officer.

We can reimagine student involvement. All students will have **a mentor, and they will also act as a mentor for younger students.** In addition, every unit on campus also will have ambassadors – faculty, staff and students – who can act as resources for those who have questions. Recent studies have found that “[s]tudents who have a mentor during college demonstrate greater academic achievement and career development during their time in college” (2019: Gallup Inc. and Strada Education Network. “Mentoring College Students to Success”). A Quinnipiac education will include a focus on intensive, intentional and individual mentorship. Quinnipiac students will both have mentors and be trained as a mentor for others. First-year and sophomore students can mentor students from the high school they attended, as well as area high schools. Seniors and graduates can mentor first-years through juniors. And, finally, alumni can mentor seniors and graduates. This ensures that as students move through their career at QU, they are building a support system and network that can potentially carry them through life.

We need **“Q-mmunity” Involvement.** Every member of our institution has a potential impact on the other members of our community. “Q-mmunity” should be an ideal that runs through the veins of every member of this campus:

1. It starts with administrative staff in Admissions, Financial Aid, IMC, Facilities and Development. Staff in these business units impact the future of our students because they are the ones communicating with students before they even get here.
2. Once the students are here, faculty and student advisers have the largest impact. They are spending the most time with our students. We need their support to push and adhere to our over-arching message and goals. They are providing the product that our students are investing in – the service these individuals provide should be elite (24/7, 365).
3. Campus services (Bursar, Student Affairs, Residential Life, Registrar, Financial Aid, Facilities, Public Safety, Health and Wellness) have the next largest impact. These individuals represent student-facing services that can make or break our students’ days in just a few minutes of interaction. They should buy into the goals and message and push a consistent messaging and service that aligns with our over-arching goals.

Everyone at Quinnipiac needs to work harmoniously together to push our university into the future. We seek a “first contact” service culture that handles a specific question or problem on first contact, even if that requires personnel in one office making the call to another more appropriate office to help the client.

Pillar 3: Nurture and positively impact internal, local and global communities.

No pillar is more important than any other, but some have a greater impact and require more attention from a strategic standpoint. Pillar 3 is that pillar. The university is committing to the well-being of our campus communities where every member is positioned to thrive personally and professionally. The cultivation of the entire person and the identity that is QU revolves around the successful execution of this pillar. Our “brand” is built here. Whether students are with us physically or virtually, the well-being of our community is what defines us.

Facilities: One of the key strategies driving this pillar was the master facilities plan and creating a physical environment that addresses critical campus community needs. The master plan, which doesn't preclude adjustments, should include ways to integrate virtual space into the physical. For example, a large project on the horizon is the building of a comprehensive wellness center. Now more than ever, the need for virtual wellness support is as important as the physical. **The virtual wellness center is something that can be “built” now, even before breaking ground on the physical structure.** The powerful link between learning and being well – emotionally and physically – needs to guide our work in this crucial area.

In addition, technological resources need to be focused on refitting every classroom to the seamless merging of virtual and on-ground experiences. This is currently happening, but it will need to be reviewed annually to ensure that learning continues to thrive.

Curriculum/Operations: Building a community begins internally. We will systematically bring together faculty from different disciplines to brainstorm together to figure out the synergies that can lead to innovative program development (i.e., entrepreneurship faculty, nursing faculty and physical therapy faculty; project management faculty, theater faculty and television, film and media arts faculty; game design faculty and human resources faculty; computer sciences faculty and sports faculty, to name a few). We will give faculty time to develop these programs meaningfully.

Every school and unit on campus needs to develop relationships with the local community as well as build extensive international networks. We will develop a Quinnipiac student high school mentorship program to give young students advice about college. This can also create networking and recruiting opportunities.

The focus is the nurturing of the entire person. The mentorship program and experience counselors mentioned earlier can help socially. Intellectually, the learning that takes place should bring the student from novice to expert in their field of study before they even enter the workforce. Our teaching focus should reflect that stability is not the norm. Students are taught to adapt to instability and be problem solvers and thinkers. Students are taught to fix problems as well as solve dilemmas. Sometimes, they are taught that certain dilemmas cannot be resolved, either in the short-term or, perhaps, ever.

Another way to build the entire person is by providing unscheduled time. This represents time during the day to allow students to do things they normally would not do if classes were offered throughout the day.



Personnel: This pillar presents a great opportunity to get faculty and staff involved in improving campus climate, which in turn will improve our external community. A way to help nurture our personnel to embrace Quinnipiac’s mission is to provide designated unscheduled time during the workday for employees to do something they would not normally do. The “Quinnipiac Flex Program” could increase morale, provide skill growth opportunities, enliven the campus community, and encourage socializing and knowledge transfer among peers. Industry practice tells us that this may be unstructured time, but it is not without purpose: corporations that adopted this practice understand that community problem solving and creativity thrive in these managed spaces.

Ongoing training and professional development are essential to carry out these goals and ideas. As established in the first pillar, we must ensure that Quinnipiac’s workforce evolves in terms of thought, desire and motivation so that all parties have a 21st-century mindset and see how their role aligns with the university’s evolutionary mission.



Pillar 4: Foster life-long connections and success.

There's little doubt that the meaning of terms within these pillars has changed post COVID-19. The most likely ground to track these changes for Pillar 4 would be in what we mean by "success" in this reimagined university and how the idea of "connections" has expanded post COVID-19.

Facilities: From a physical space perspective, **Quinnipiac needs an alumni center on or near campus to serve as the central focal point** for alumni events when graduates return to Hamden. Most universities have such a building for social and service opportunities. An on-campus center reinforces Q-community beyond commencement and can reinforce an obligation for alumni to help the students who come after them by holding mentoring sessions and other programming.

Any discussion of facilities must begin with the new prominence of digital space as a constant mode of educational delivery, and then on how physical space can and should reflect that inversion of the traditional facilities discussion. The Intermodal Center is just one of those examples that can have an impact on how we teach and learn but also on how we involve our alumni community and the larger professional community as we work on scholarship and learn to disrupt and reshape the post-COVID world. Alumni should have well-defined and refined ramps that let them access what we offer in terms of career support and connect with our current students to support their work with the larger Bobcat community. The Intermodal Center could work well with an alumni center that provides remote and on-ground facilities for graduates and friends of the university. The complexity of the digital connections required need not have direct correlations to the physical spaces; in some ways, this space-value inversion reduces the direct functionality of much of our physical space. Everyone should be able to access this complex digital facility, whether from Starbucks or the Intermodal Center.

Curriculum/Operations: Quinnipiac needs to offer classes where seats are available to nondegree-seeking adults. This would generate revenue in a virtual environment where additional costs are minimal and would help us meet our mission of life-long learning. This also will enhance the diversity of each class, which educational research suggests increases learning.

It would be useful to think of curricula post COVID-19 as both outward facing – directed at outside audiences not necessarily studying for a degree – and inward facing, aimed at a more traditionally time-bound group of students. With a shortened and more intense academic calendar, as proposed earlier, outside audiences can meet their goals on their own time, and students can work/study continuously to finish their degrees in three years if they want. The center line for this new curricular look draws on our well-established focus on experiential learning, ranging from internships/externships to co-ops and study/work abroad, and this arrangement of curricular opportunities relies on faculty to be available for teaching and advising, and classes working with outside supervisors in industry and the professions/alumni providing clear evaluation and mentoring for all our students. The utility of a co-curricular transcript might be examined here in correlation with a well-developed and systematic portfolio system that becomes the central advising space for all upper-class students. The suggestion is to use a kind of portfolio-driven model, as mentioned earlier, since the work transcends typical and traditional boundaries in higher education.

The idea of a university-wide option for mentored independent programs of study built around students' desires for new approaches to gaining academic expertise would be key in this context. As our graduates will know, continuing education is imperative as they grow professionally. We can seize this opportunity to engage society while helping our existing undergraduate students, who will need new learning and skills. For example, we can provide professional editing services to graduates preparing presentations, technical documents, or resumes and cover letters.



Personnel: There are at least five distinct groups affected by and involved in this pillar’s success:

1. Faculty who do most of the teaching and advising in the inward-facing curriculum;
2. Digital warriors who work with students and faculty to find the value added in the dual-delivery curricula;
3. Experience counselors who handle the assessment and mentoring of students in their experiential work;
4. Service employees who complement the academic side with high-touch, seamless engagement with students on the technical, financial, residential and student services side of things, and
5. A small but highly efficient management team that oversees all these components to create the “one world” system that we are describing. This last group needs to be better integrated with the virtual and physical campus, and it needs the ability/authority to act quickly to help the operation of the whole function well.



Next Steps

This section is a prototype roadmap that can be taken to realize the ideas set forth. These ideas cannot all be achieved at once; however, we should consider starting with small pilot groups before scaling these solutions. The pilot groups could be a first-year class in a specific school or major, or even smaller depending on the goal that we are attempting to achieve. The University of the Future will not be built in a day, but strategic steps need to be taken to move us toward the ultimate goal of the Smart Campus that redefines student expertise for an uncertain future.

1. Short-Term (6-24 months)
 - a. Polling and focus groups on:
 - i. Students and faculty on digital textbooks
 - ii. Students on block scheduling
 - iii. Faculty and staff on types of traits they look for in graduates
 - iv. Examine how to build curriculum to nurture those traits?
 - v. Climate of high school students and what they are looking for
 - b. Fitting all classrooms into hybrid learning.
 - i. Survey students and faculty (specifically adjunct faculty) for assessing their current technological capabilities for online learning (laptops, cameras, headphones, stable access to internet) and identify the ones that need aid for obtaining equipment and create device loaning program for students and faculty who don't have the financial means to upgrade to equipment needed for seamless delivery of online teaching.
 - ii. Assess each classroom's technological needs for concurrent online delivery and fit each classroom with some sort of Zoom-compatible camera and audio system so that the instructor doesn't have to be glued to the laptop during in-class meetings, which would be streamed to the online students.
 - iii. Create partnerships with local libraries and cell phone companies (hot spot) for providing uninterrupted internet access for students with unreliable access.



- iv. Invest in software that can increase student engagement and help build important such as writing (pegwritingscholar.com) and presentations (pitchvantage.com/). Utilization of these types of software equipped with AI also can help reduce busy work for faculty so that their time is freed up for more meaningful engagement with students.
 - c. Begin phasing of new curriculum and scheduling.
 - d. Implement one-stop shop for all customer-facing services:
 - i. Roll out website
 - ii. Ramp up “experience counselors”
 - iii. Completely digitize QCard program
 - e. Utilize technology to centralize administrative tasks.
 - f. Create teams to implement:
 - i. Intermodel Learning Center
 - ii. Qu’ey
 - iii. Mentorship program
 - iv. Remote working capabilities
2. Long-Term (beyond 24 months)
- a. Create task teams for effective remote working capabilities and repurpose spaces to meet collaborative needs of students/faculty/staff/alumni.
 - b. Create a completely online degree that costs \$20,000-\$30,000 per year for 4 years or less.
 - c. Expand partnerships even more with high schools and community colleges to create easier transitions and pathways to Quinnipiac.
 - i. Work directly with career/college counselors in various high schools to build stable relationships with each school in order to create brand awareness;
 - ii. Offer QU-approved AP courses in the high schools that can transfer in as college course credit;
 - iii. Create micro-bachelor’s degrees with a formation of five courses formulated from a balance of University Curriculum and Program Core courses at a discounted rate for high school students to create a direct pathway for admission;
 - iv. Create summer camps for high school students that come with Continuing Education credits.
 - d. Reassess the University Curriculum requirements and make necessary adjustments for creating more flexibility for students.

- e. Create cross-disciplinary programs representative of the 21st-century jobs.
- f. Redesign the semester system into seven-week modules to accelerate graduation.
- g. Require a co-op experience for each program (this could be an invitation only program just like the 3+1 programs), which can help with tuition for especially underprivileged students and create a co-op unit within career services responsible for building relationships with for profit and nonprofit businesses and for helping student placement in these organizations.
- h. Use existing centers in the university and create partnerships with local businesses to create meaningful problem-based projects for students
- i. Ask Game Design students, as part of coursework, to develop:
 - i. A virtual QU world to accompany on-ground campus experience
 - ii. Virtual experiences for lab-based courses

3. Moonshots

- a. How might we group students together, based on interest in science and technology, to nurture success and build relationships? Similar to eHarmony, **imagine “QHarmony” – a platform that groups students, faculty/staff and alumni across all levels and majors for the purpose of immersing students in rich learning environments to foster diversity of thought, the value of teamwork, and the significance of networking.**
- b. How might we match students using science and technology to a major, or a specific employer based on personality traits?



Members:**Reimaging Task Force – Steering Group**

- Chris Roush, chair, dean of the School of Communications
- Steve Allegretto, associate vice president for finance/controller
- Rob Cottrell, clinical assistant professor of biomedical sciences and program director of pathologists' assistant program
- Chuck Saia, trustee, Deloitte
- Bob Smart, dean of the College of Arts and Sciences
- Annalisa Zinn, vice president for academic innovation and effectiveness
- Fred McKinney (consultant role), Carlton Highsmith Chair for Innovation and Entrepreneurship and professor of entrepreneurship and strategy

Academic Skunkworks

- Bob Smart, chair, dean of the College of Arts and Sciences
- Cory Ann Boyd, associate professor of nursing
- Lynn Byers, professor of mechanical engineering and director of the mechanical engineering program
- Maureen McCarthy, director of the Center for Research and Scholarship
- Tuvana Rua, associate professor of management
- JT Torres, assistant teaching professor of English
- Annalisa Zinn, vice president for academic innovation and effectiveness
- Elena Bertozzi (consultant role), associate professor of game design and development

Operations/Service Skunkworks

- Steve Allegretto, chair, associate vice president for finance/controller
- John Bratsis, associate director of university applications
- Salvatore Filardi, vice president for facilities and capital planning
- Tim O'Sullivan, associate director of admissions
- Jim Ryan, associate vice president for integrated marketing and communications
- Stephen Sweet, director of student conduct
- Mike Taylor, associate dean of academic services, School of Business
- Todd Sloan, vice president for development and alumni affairs



Reimagining Task Force

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