

CIE at UR:

Findings and Recommendations

From the Committee on Creativity, Innovation, and Entrepreneurship:

Anthony Russell (Chair, A&S), Beth Crawford (A&S), Jeremy Drummond (A&S), Haley Harwell (Jepson), Randy Raggio (RSB), Andrew Schoeneman (SPCS), Roger Skalbeck (Law)

OUR APPROACH

The committee's charge was to investigate a program in CIE at Richmond that would be distinctive and enhance UR student creativity, entrepreneurial ingenuity, willingness to take risks, resilience, and competence in addressing problems and challenges from multiple perspectives. In tackling its charge, our committee had two basic options: take a narrow approach that would focus on the ways in which creativity, innovation, and entrepreneurship have been developed and implemented in the context of business (this is the norm); or, take a broader approach to conceive a program that would pull together the strengths of all the schools of the university community as a whole. We spent much of the past six months investigating comparable initiatives on other campuses, and engaging in conversations with UR students, faculty, and staff in order to register their concerns and suggestions and to share our own ideas as they evolved. Our research suggests that the broader approach is both more original and more likely to be successful and impactful for two main reasons: 1) There is a clear consensus that creative thought and entrepreneurial ingenuity are stimulated by cross-disciplinary collaborations; 2) Students and faculty *across* the UR community have expressed a very strong aspiration to be involved in novel course and project-based experiences that will engage them more consistently with dynamic modes of creative and entrepreneurial thinking. The University of Richmond has been relatively slow in establishing a broadly based institutional culture that values risk-taking and experimentation. We need to do a better job of empowering all UR students through the kinds of learning experiences that will help them become more creative, bold, flexible thinkers and doers as they confront an increasingly complex and changing world. We are hopeful that our recommendations will not only be effective in further enhancing our students' abilities, but that in the process they will also help to establish a more tightly knit and vibrant UR community.

COMMITTEE RESEARCH

Definitions

Our committee's research has been framed by the following definitions of creativity, innovation and entrepreneurial skill:

Creativity: the ability to transcend traditional ideas, rules, patterns, relationships, and to develop meaningful new ideas, forms, methods, interpretations.

Innovation: the ability to view problems from new perspectives and introduce new methods or solutions

Entrepreneurial skill: The capacity to identify the right contexts, conditions, and opportunities in which creative or innovative initiatives can thrive.

Creativity that has a positive impact on our lives is the ability to add value to something, whatever the context (art, science, business, political thought), and entrepreneurial skill discovers or creates the opportunities in which value can be added. From this perspective, our committee is operating under the assumption that creativity and entrepreneurial intelligence are both qualities that a liberal arts education should develop across all disciplines.

Findings

Through surveys, meetings, and workshops addressed to students, faculty, and staff from a wide range of constituencies at UR, we identified some of the recurring insights and ideas for how creativity and innovation should be enhanced in our university community. We also researched similar kinds of initiatives underway at other schools and identified their strengths and weaknesses. There was significant overlap among the opinions and perspectives expressed throughout our campus, and these frequently coincided with some of the conclusions we drew from our investigations of external programs. As a result, our research identified very clearly that the following should be essential elements of a viable and vibrant initiative on creativity, innovation and entrepreneurial thinking:¹

- **Collaboration.** Collaboration has been repeatedly identified in our internal and external research as the crucial catalyst for creativity. We must find ways to better support collaboration across different schools and disciplines among students, faculty, and local and global community groups.

¹ For more detailed summaries of this research, see Appendices 1-3

- Thoughtful risk taking and resilience. A CIE program should support experimentation and the exploration of bold ideas across a range of activities. It should recognize that adventurous ideas often fail and that there is value in responding resiliently to failure. Process should be valued as much as product.
- Faculty and student buy-in. We need a critical mass of faculty and student investment from across the five schools in order to energize this initiative and make it sustainable. Without this, the initiative will have limited impact on the university.
- Program flexibility. The program must be flexible in supporting the exploration of new ideas and avoid getting entrenched in any passing fad. In order to teach students to think flexibly, we must model flexible, adaptive behavior at the level of programming.
- Institutional self-reflection. The program should also serve to incubate ideas and initiatives relevant to the University of Richmond's own identity and future.
- Curriculum integration and flexibility. Creative and innovative teaching and learning on our campus will require the reduction of curricular barriers, in particular barriers that impede cross-disciplinary study and the creation of non-traditional courses, workshops, and other initiatives that may not fit established schedules, requirements, and prerequisites. We will have to be flexible about how courses and teaching loads are conceived, how credit is assigned to students, and about the kinds of academic programs we are willing to offer. For this program to be viable, it must have curricular integration and not be solely extracurricular.

Current Barriers at UR:

Our research showed that faculty and students have a strong desire to embrace more creative, innovative approaches to teaching and learning, but they also perceive some systemic barriers to doing so. In addition to providing new opportunities, a new initiative must address these existing barriers:

- Students have indicated that curricular requirements, both in General Education and in majors and minors, limit their opportunities for more experimental, stimulating learning experiences. They also believe that creative community engagement is insufficiently integrated with the curriculum and that, as a result, it is essentially disincentivized.
- Time: Faculty point out they have few opportunities to create and participate in innovative collaborative courses and seminars that disrupt or enhance traditional pedagogies, because schools and departments cannot afford to free up their faculty from burdensome curricular and service requirements.
- Faculty are concerned that high-risk, experimental teaching and research won't be rewarded in the context of tenure and promotion.
- Campus geography and siloed schools limit connectivity and create isolated academic subgroups. This has impeded the development of a thriving, unified creative community.

Synergies:

Despite these obstacles, we believe UR is well positioned for the design and implementation of an initiative in Creativity, Innovation, and Entrepreneurship. Our five distinguished schools, with experienced faculty in the arts, humanities, sciences, leadership, law, business and professional studies; our Center for Civic Engagement and its Downtown space; our nationally recognized International Education program; our Global Studies Major; our Digital Scholarship Lab; our innovative arts programs and museums; our Center for Teaching, Learning and Technology; and our many cross-disciplinary initiatives (in ethics, environmental studies and sustainability, racial justice, the humanities, law and business, just to name a few); all these will benefit from the creation of a hub that can help to support and coordinate these various efforts and activities scattered across campus. This program will be unique in its active outreach to all UR constituencies, creating opportunities for the development of both courses and projects that can reach students at all steps of their career at UR. We want to emphasize our strengths and embrace the enthusiasm many faculty and students have expressed for forging new collaborations and expanding existing opportunities. This initiative also aligns well with the University's strategic plan, with the A&S "Concept30" strategic plan, which has made "Creativity" initiatives one of its five pillars, and with UR Downtown's long-term planning, which envisions enhanced collaborative teaching across the five schools, and the creation of a hub for social innovation.

OUR RECOMMENDATIONS

INQUIRE, DESIGN, ENGAGE, & ACT: the “IDEA WEB”

We envision a broad initiative to support innovative courses and unique project ideas that will expand our students’ ability to develop ideas and turn them into action while fostering resilience, ingenuity, and collaboration. In order to organize and manage this initiative, we propose establishing an organizational hub named **“The Inquire, Design, Engage, & Act (IDEA) Web.”**

This hub or “web” program would serve a number of functions:

- 1) It would coordinate information and resources across schools and disciplines at UR in order to foster innovative ideas and proposals.
- 2) It would provide support to students and faculty interested in designing projects, start-ups, and courses.
- 3) It would fund successful proposals for innovative project and course ideas that do not fit well with existing mechanisms of support at UR.
- 4) It would provide the necessary spaces in which to incubate and realize original ideas.

The IDEA Web would be administered by faculty and students across UR’s 5 schools, and would be designed to organize and support endeavors on several scales.

We envision three distinct but related initiatives through which this program can be realized:

1. Multiple Disciplines, Real World Engagement: IDEA Projects

This program would fund collaborative proposals for experimental project ideas, some of which may not fall within conventional scheduling and curricular frameworks. These could be short-term, small-scale projects as well as large-scale projects that would bring together faculty, students, community members and visiting scholars/innovators in residence to address problems from a variety of viewpoints. In addition to developing the skills aligned with creativity, innovation, and entrepreneurial ingenuity, this program would aim to strengthen students’ ability to connect theory to practice, learning to future careers. This program could also be extended to encompass summer experiences designed and proposed by groups of students and faculty.²

These projects will include:

² See Appendix 4 for examples of the kinds of projects this program might fund

a) Business entrepreneurship and start-up projects: Designing and prototyping products and business plans. Students would work with faculty mentors, as well as with design thinking experts or entrepreneurs in residence.

b) Social innovation project development and Social entrepreneurship:

Social innovation projects entail collaborative efforts which engage local or global community challenges. The Embrace team from Bangalore, India, for example, collaborated to develop low-cost infant warmers to combat premature infant mortality in areas where few incubators are available. **Social entrepreneurship** projects develop for-profit business plans to address societal challenges and opportunities. Muhammed Yunus, for example, won the Nobel Prize for figuring a way to provide microloans to poor entrepreneurs and small businesses lacking access to banking and related services.

Students would work with faculty mentors, designers-in-residence, nonprofits, the public sector, and other community partners. In this context, we could host and advise campus chapters of social entrepreneurial organizations such as Enactus or Ashoka.

c) Inquiry & Design projects: This project category would encourage original initiatives across a range of areas and problems not included above, and that must be tackled through multiple perspectives and challenging collaborations (exploring new technologies, crossovers between the sciences, technology, law, health studies, the arts, the humanities, environmental studies, etc.). Some of the of areas of inquiry and design that such projects might engage include (but are not limited to):

- **UR as living and learning laboratory:** collaborative projects focused on the UR campus, or on UR in relation to the Richmond Community. For example,
 - **Sustainability and environmental stewardship problem-solving projects** that require innovative collaborations across a wide spectrum of disciplines, including environmental studies, business, the arts and humanities, sciences, social sciences, etc.
 - **Creative placemaking projects** aimed at renovating and revitalizing spaces and communities, on and off campus. These would require collaborative endeavors bringing together the arts, education, urban planning, etc.
 - **Case-studies involving UR and/or Richmond City--** these may entail collaborative investigations of UR's own history, of local archaeological sites, monuments, and archives, of legal issues within the community, etc.
- **Digital humanities and cultural analytics projects** that require collaborative study and problem-solving in the context of new approaches to the generation and dissemination of language and knowledge. Projects might involve

engagement with social media, digital art, mapping, online political discourse, legal design, journalism, etc. This is an expansive area of inquiry that places disciplines such as rhetoric, literature, psychology, and computer science in conversation.

- **Institutional self-reflection and innovation:** these projects would incubate initiatives tied to living, learning, teaching, and research at UR in the context of a changing world. Outcomes might include the collaborative design of innovative cross-disciplinary programs or degrees combining business and the humanities, arts and entrepreneurship, political science and education, etc.

Competitions—Pitch, hackathons, and case—will be established to encourage project development in these three categories.

2. IDEA Teaching & Learning

This program will promote the creation of innovative learning experiences at UR both inside and outside the classroom.

a) Collaborative Inquiry seminars: The IDEA Web would regularly fund collaborative, cross-disciplinary seminars that would be proposed and taught across schools, divisions, and disciplines by:

- teams of UR faculty from different schools and/or divisions of A&S
- teams of UR faculty and advanced students from different schools and divisions of A&S
- teams of UR faculty and Richmond community members (including from other schools in the area)
- teams of UR faculty and faculty from international partner institutions

These seminars might be linked to or give rise to IDEA projects. They might also be free-standing seminars that hone in on creativity, innovation, or entrepreneurship via a conceptual or academic approach. Their primary aim would be to involve students and faculty in the disruptive and productive kinds of exchanges that arise when multiple perspectives on the same issue or problem are engaged.³ These seminars could potentially be integrated in future General Education requirements, and could be tied to broad and changing themes or topics.

³ See Appendix 5 for examples of the kinds of courses this program might fund

b) IDEA workshops, lectures, and other events would be organized to support the goals of this initiative and its long-term projects. Specifically, they would address themes central to our student learning goals: the ability to turn ideas into action while fostering resilience, ingenuity, and collaboration. These might include panel discussions that would model collaboration among people with different perspectives, including alumni, scholars, entrepreneurs, and community members. Training workshops in how to teach the competencies foundational for innovation might also be offered under this rubric.

c) Walk-in support program: for students, faculty, and staff interested in developing and implementing ideas for creative, innovative seminars, courses, projects, start-ups, etc. The program would act as a switchboard to connect students with mentors, innovators in residence, collaborators, and funding opportunities.

d) Flexible academic schedules: UR should consider establishing a **January or May term (two or three-week mini-mester)** – or a partial semester course as a design/innovation boot-camp during which students can engage in more experimental, case-based seminars, projects, or internships. These experiences are by their nature faster-paced and interactive, promoting knowledge, skill, and attitude development that prepares students for the collaborative and adaptive problem solving that is needed and prevalent in today’s world. The short term would open up new possibilities for collaboration across schools through cross-registration, team-teaching, and the integration of the arts and sciences with professional areas of practice.

e) Encouraging Student Innovators: Fellowships for 2nd-3rd-year undergraduates, law students, and SPCS students who have shown promise in creativity, innovation and social or business entrepreneurship, and who could serve as peer models and mentors. This program might include funded internships in startups.

3. IDEA Space

The space associated with the Web might exist both on and off campus and would not be “owned” by any school.

On campus, the Web would eventually occupy a newly and innovatively designed, environmentally and architecturally state-of-the-art space of the central Boatwright/THC area of campus. This space would serve two main functions:

a) Its central location and innovative design would convey the fundamental priority of this program: creative, cross-school collaboration. This space would constitute a visible demonstration of creative solutions to complicated problems.

b) The space would serve to house administrative functions and to facilitate innovative teaching & learning, research, and project-development. An ideal arrangement (over time) would include the following:

- Administrative/office space for “innovators in residence”
- Teaching studios and meeting spaces to support collaborative work
- A “FabLab” for prototyping
- A “White Cube” for critiques and presentations
- A space for audiovisual production capacity
- A digital engagement lab space
- Performance/Lecture space

Off campus, perhaps at UR Downtown, the web would work alongside CCE and other community partners to provide IDEA project teams with space for design and collaboration that is appropriate to the goals of the proposal.

CONCLUSION

The time is ripe for UR to embrace and implement this kind of program. Design and entrepreneurial thinking are increasingly being applied across disciplines, and collaborative learning is increasingly recognized as essential to developing both the mental agility that sparks creativity and the skills required to implement new ideas. This initiative builds on and enhances uniquely varied resources of people and structures that UR already enjoys. We offer a remarkable range of learning experiences through our five schools that should make possible unusually dynamic and productive interactions and collaborations across campus. This potential has not been realized sufficiently due to the natural tendency of schools, divisions, and programs to become administrative and curricular silos. The web we propose here will serve to foster the kind of adventurous, impactful collaborative learning and problem-solving experiences that students today increasingly need in order to realize their creative potential and entrepreneurial ingenuity.

IMPLEMENTING THE IDEA WEB

The CIE Committee was primarily tasked with defining some of the central components of a program that could work for UR. However, given the scope of this initiative we do recommend that its administrative structure and its process for funding projects be aligned with one of the primary aims of our proposal, which is to encourage creative synergies across our schools and disciplines:

Administrative support and structure:

The IDEA Web should serve as a hub for various kinds of networking to help connect students with teams of mentors that would include faculty, staff, alumni, in-residence experts and practitioners, and community members. The center should also help to connect faculty and staff with colleagues from within or outside UR with whom productive teaching and research collaborations might be initiated. It would deliberately seek to build synergies among campus schools and programs, including the five schools, the Center for Civic Engagement, the Office of International Education, and Richmond Endeavor. It would serve as a social and intellectual hub for all on campus who are interested in the varied challenges of creativity, innovation, and entrepreneurship. To accomplish this, we envision the following administrative structure:

- The IDEA Web would be overseen by faculty and student “Fellows” who would constitute its governing Board. Membership on the Board would include one A&S faculty member and one A&S student from each of the four divisions, and one faculty and one student from each of the other schools (for a total of 8 faculty and 8 students).
- The Web would be administered by two co-directors, one faculty and one staff, and supported by an administrative assistant.
- To be implemented successfully, IDEA Projects and IDEA Teaching & Learning will require the regular presence of in residence experts/practitioners/scholars hired for two-year cycles to provide leadership and wide-ranging support to faculty, staff, and students engaged with Creativity, Innovation, and Entrepreneurship. We envision hiring five-six such “innovators-in-residence” on an ongoing basis as adjunct, visiting, or post-doc instructors. These might include:
 - A social entrepreneurship or social innovation resident
 - A business entrepreneur in residence
 - A design thinking expert in residence
 - A digital humanities/New Media/Network Data expert in residence
 - An artist, filmmaker, game designer in residence
 - A legal design thinking expert in residence
- Given this program’s emphasis on collaborative teaching, flexible conceptions of coursework, and faculty mentoring, it will also need to provide funding to support time-reallocation, course releases, and/or hiring of additional faculty in order to ensure that people can invest time in the initiative without damaging other programs. Without this support, the program will not have the faculty and student buy-in that it requires.

Proposal Process & Criteria:

The Board, in conjunction with the center’s co-directors and innovators in residence, would review and award seminar and project proposals. Proposals for shorter projects would be considered on a monthly or bi-monthly basis, proposals for longer projects would be considered once a year.

Preferably, proposals for projects and courses would be presented by groups of students and/or faculty from at least two different schools or divisions within A&S. Projects and courses should clearly propose to address a range of innovative, creative approaches to solving real-world problems or challenges, connecting theory to practice, or exploring new pathways between fields of knowledge.

NEXT STEPS

We recommend approaching each of these initiatives in an exploratory, prototype fashion. Items #1 and #2 (IDEA Projects and IDEA Teaching & Learning) can be scaled up or down with relative ease depending on the number of projects and/or courses that are funded. Item #3 (IDEA Space) is a longer-term proposition, though ultimately crucial to the visibility and impact of the program on campus. In the first few years of the program's implementation, however, we envision utilizing and/or repurposing existing spaces around campus to serve the program's immediate needs. In particular, the renovations currently being considered at Boatwright Library and Tyler Haynes Commons may yield spaces that could be utilized for this program.

We imagine that initial steps for implementation of the program in 2018-19 might entail the following:

- 1) In the summer/early fall, a faculty and student committee would be formed to start working on implementation of these recommendations. This will involve bringing the curricular components before the faculty for approval and establishing procedures for awarding project funds. Such committee may also need to function to oversee and run the program as it is being implemented.
- 2) Fall '18: announce competition for **1-2 small scale projects** to be undertaken in Spring '19.
- 3) Fall '18: call for proposals for **2-3 collaborative inquiry seminars** to be offered in AY 19- 20 (possibly as early as Spring '19).
- 4) Fall '18: define **short-term space needs** and start talks with Boatwright and CCE.
- 5) Fall '18: plan **IDEA Web Lecture series** on CIE for Spring '19.
- 6) Fall '18: investigate establishing an **Enactus chapter** at UR.
- 7) Fall '18-Spring '19: **search for 1-2 innovators/ practitioners in residence** to be hired for '19- '20.
- 8) Spring '19: Plan and announce competition for student projects for summer '19.

APPENDICES

Appendix 1: External Research on Innovation and Entrepreneurship Programs

As part of its research, the CIE committee studied existing initiatives at other schools to learn from their successes and challenges. Following is an overview of notable aspects of such programs. Summaries are based on a combination of phone conversations, site visits, and other research.

1. Dedicated, flexible space contributes to long-term success.

Peer programs that have dedicated space report that this creates strong opportunities for classes, workshops, and collaboration.

Smith College has a dedicated building that allows for group work, prototyping, and collaborative idea generation. **Stanford's d.school** uses their spaces for classes as well as one-off workshops with the community. They have flexible, innovative classroom and work spaces that can be reconfigured for group work, with movable furniture and areas that can be partitioned for design workshops, community projects, and classes. **Davidson College** converted a warehouse near campus for use as a "hub". This building houses a social commons, program offices, and an innovation lab that includes space for a classroom, conferences, a gallery and a planned Virtual Reality lab. Davidson also offers a co-working space for companies that partner with the university by offering student engagement opportunities.

2. Siloed innovation programs tend to serve a narrow group of faculty and students.

Successful programs will grow organically as a part of the institution as a whole, and should not be identified with any specific constituency. Ongoing faculty and student buy-in across campus is crucial, yielding diverse initiatives and dynamic change.

Originally founded in the Engineering School, the **Stanford d.school** has maintained its relevance and influence by expanding its collaborative initiatives across a wide range of disciplines. Similarly, **Tufts University's Experimental College** has been singularly successful at supporting a wide range of innovative courses available to students from all schools and taught by both faculty and community members. These courses have often incubated creative new programs and initiatives, including TuftsMediaLab and TuftsFilmworks. **Boston University's** new **BUild Lab** is working hard to encourage students and faculty from all fields of inquiry to try out innovative projects in their space.

3. Curricular integration and flexibility is critical to broad participation

The most successful programs include significant curriculum integration, with students receiving academic credit for their work.

Curricular flexibility also facilitates collaborative learning and teaching experiences across schools and between the institution and the local community.

The most successful schools with innovation and entrepreneurship programs incentivize student and faculty participation by flexibly assigning credit to a range of projects, courses, and other innovative activities. **Elon, Stanford, Smith, Brown, Northeastern, Boston College, Boston University** and others offer a range of courses that appear in the academic catalog and "count" towards graduation. **The Experimental College at Tufts University** offers a wide range of small participation-based courses that explore contemporary topics involving politics, popular culture, law, and social issues.

4. Broad, flexible themes or topics aid in project and course development

To help foster new ideas, schools often promote broad themes as a framework for new courses, projects, and other forms of engagement.

Smith College's design thinking initiative supports new course creation through development grants in broad thematic categories. This helps prompt proposals that align with their school values and aspirations. **Brown's Swearer Center** takes a similar approach by aligning their efforts with some of their existing strengths: health, environment, economic justice, education, and youth arts.

5. Community partnerships create opportunities for hands on problem-solving experiences, but require balanced commitment.

Several schools promote multi-disciplinary collaborations and partnerships with communities to address long-standing problems or needs. With these projects, it's important to consider engagement duration and explore how long-term initiatives are sustained.

Northeastern's Law School has a legal design lab called the NuLawLab that works across disciplines (in particular with the arts) to explore new ways to approach the delivery of legal services. In one example project, they led a group of law students, game designers, and the Massachusetts Trial Court to explore ways to redesign how community members resolve issues in a housing court. Partners include judges, attorneys and court administrators, focused on creating a project the community members and the court will own entirely.

Appendix 2: Input from UR students

Over the academic year, we held several meetings with student groups to solicit their ideas for the CIE initiative. We invited students to join faculty and staff for a university-wide workshop led by Jeanne Liedtka, a leader in Design Thinking, at which we generated ideas and criteria for the CIE initiative. We then held a similar workshop exclusively for students. The committee has talked to approximately 200 students from all parts of the university. The students input came from all classifications and a mix of majors. Below is a brief summary of several themes that emerged in our conversations with students.

1. Real-world problem solving

Many students wanted more opportunities to address real-world problems during their time at Richmond. They longed for more project-focused learning. One said, "We want liberal arts combined with applicable skills." Another suggested forming a large scale, multi-year fellowship program in which students and faculty would work together on a big problem and build community around that problem. Several indicated that having the opportunity to work with the community on collecting and analyzing data offers real world ties to the classroom. Another student emphasized the success and impact that "real-world market research" had on their classroom experience. Students also stressed that they would like to have exposure to careers earlier in their academic career, while others indicated that more required internships could offer more practical "real-world" experiences.

2. Collaboration, cross-discipline interaction, and connection

Students longed for more multi-disciplinary approaches in learning. They praised team-taught classes in which they got different perspectives from professors from different disciplines. The theme that appeared through much of our interaction with students was echoed by one student as "we need more connectivity among schools, which tend to be too isolated from each other." One asked, "Can there be a history class that relates to business education?" Some recommended replacing invited talks with more panel discussions in order to get multiple viewpoints. One suggested fostering a more collaborative environment across the schools at UR by encouraging "group projects involving people from different majors and professors from different

schools.” Some recommended making more alumni connections through informal gatherings and by having alumni implement projects in the classroom.

3. Community connections

Several students expressed a desire to integrate their academic study with the broader Richmond community. Some suggestions included collaborative teaching with community partners, holding classes off campus, and more field trips. One student argued against being “cooped up in a classroom” and said, “We’re in a city that faces problems and we’re a lot of smart people.” Another student mentioned the highlight of their accounting class was having broader RVA community members discuss the benefits and applications of accounting degrees in the “real-world” and getting a more clear idea on what type of impact this has on their future.

4. Curricular concerns

Many students would like to become more involved in creative, innovative projects, but they feel heavily constrained by curricular requirements. They argued that creativity, innovation, and entrepreneurship should be part of their coursework, not extracurricular. One said, “People don’t get involved in the community if it doesn’t count for a class... if it’s involved in a class, we’re much more likely to do it.” Some expressed frustration with General Education requirements and one argued that GenEd courses could be redesigned to be more project focused and include community partners.

5. Failure and resilience

Several told us they would like to be more adventurous with ideas and feel more free to experiment and fail. One said, “Encourage failure; promote failure. I’d rather fail here at school than in the real world in whatever I try and do.” Many students identified exploration type spaces to experiment and toy with creative and innovative ideas as something they would like to see. Spaces where they can explore ideas without judgement.

Appendix 3: Input from UR faculty and staff

In surveys, meetings, and Design Thinking workshops, faculty and staff identified the following most frequently as necessary elements of a successful CIE initiative at UR:

1. The initiative should help create a more collaborative and less siloed campus culture

- Facilitate, promote, and incentivize creative, collaborative cross-school and multi-disciplinary work among and between students, faculty, and staff.
- Create a more dynamic and tighter sense of community by being integrated throughout our campus (this initiative should not only serve a particular constituency).
- Break down curricular and administrative barriers between schools.
- Let go of the norm that specific units “own” projects and initiatives.
- Either create new spaces or repurpose existing spaces to facilitate collaborative and/or experimental endeavors across UR.

2. The initiative should value experimentation and risk-taking, and generally encourage activities based on interesting, innovative ideas that have unclearly defined and less prescribed outcomes.

- Create spaces and opportunities for students, staff, and faculty to develop innovative projects and seminars that transcend traditional disciplinary borders.
- Create measures of success that are process rather than outcome driven.
- Support pre-tenure faculty in particular who seek to contribute in scholarly ways beyond traditional academic writing.

3. The initiative must provide faculty with the time necessary to engage in experimental and collaborative teaching and research.

- Service commitments, required course loads, etc. need to be approached more flexibly.
- Need willingness to hire more faculty, esp. with cross-disciplinary flexibility.
- We need to build in more time for reflection and ideation across roles and positions on campus.

4. The initiative should help the university strengthen its presence in, and relationship with, the city and region in which it operates, in part by incentivizing projects that engage with real-world problems and issue-based inquiry.

- Connect more (and more deeply) with area organizations and companies to encourage more practical, applied ideation and action.
- Emphasize and celebrate more the real-world problem solving nature of the liberal arts.
- Be a true partner of the city and region in which we operate.
- Foster *sustained* community-based projects that allow student learning to encompass long-term goals, planning, and stakeholder engagement.

5. The initiative should recognize and build on the existing strengths of UR, and encourage an institutional culture that values self-reflection, adaptability, and responsiveness to change.

- Be structurally coherent yet responsive to change by establishing long-term vision and mechanisms by which to adjust course.
- Be student and faculty driven so that the initiative is accountable to its primary stakeholders.
- Incorporate all five UR schools in the structure and operations of the initiative in meaningful and ongoing ways.
- Utilize resources unique to our institution, and clarify what those resources are and how they can be used across campus.
- Encourage ongoing creative institutional self-reflection (who are we and what should we be doing?).
- Integrate, rather than add, new initiatives so that the university continues to function effectively as a whole rather than creating more silos.

Appendix 4: Examples of possible IDEA Projects

For profit or Non-profit Startup projects

Students (individuals or groups) with innovative ideas for new ventures in business and social entrepreneurship. Facilities and “innovators-in-residence” would be available to help students prototype new

products. Faculty across the relevant disciplines would collaborate with groups of students to develop and test these ideas.

James River Project

The project could bring together Richmond community members with faculty and students from environmental studies, sociology, business, and history to investigate ways in which economic and cultural development around the James River in Richmond can benefit the community.

8th Blackbird Creative Lab

8th Blackbird is a resident chamber group at UR. They have suggested creating here a version of a laboratory that they run in California. In the course of four weeks, they would bring together faculty and students from music and business in a training program focused on both cutting-edge musicianship and savvy business development in the arts.

Identity, Social Media, and campus culture

students, faculty, and staff from rhetoric & communication, literature, psychology, sociology, and computer science would investigate the role that social media plays in some aspect of community formation and/or development. For example, how does social media at UR construct how students see themselves in relation to their intellectual life, and what solutions might be found that would benefit the intellectual vitality of this community?

Access to justice projects that use technology and and/or multidisciplinary approaches to study and increase the accessibility or affordability of legal services to underserved populations

Business and the Humanities

In the context of recent trends, faculty and students from Business and the Humanities would collaborate to investigate potentially productive synergies between these two broad areas of inquiry. What can each bring to the other, and what new courses of study or degree programs might this investigation yield?

Legal Design and Legal Empowerment

The legal system is notoriously complex, intimidating, and frustrating. How can we bring creative, interdisciplinary approaches to improve it? In this project, students reimagine how legal services are delivered and learn how to use human-centered design methods to create breakthrough solutions to complex problems. Problem-solving methodologies derived from the fields of product and systems design are being successfully applied in many disciplines, including the law. These methods will be critically examined and applied by students within the context of community projects. Students will join multidisciplinary teams working with communities to collaboratively design responsive solutions to unmet legal needs, using the technological advances currently transforming the legal profession and our larger society.

Appendix 5: Examples of possible IDEA courses and seminars

Designing your Life

This seminar could bring together faculty, staff, and students from a variety of fields and programs, including ethics, wellness, sociology, career services, business, etc. It would challenge students to think about “living lives of purpose” in terms of both their personal and career choices.

Creating “value”: Entrepreneurial Ingenuity

This seminar would bring together faculty and staff from any number of fields, including art, literature, business, religion, political science, etc. in order to investigate the very different contexts in which “value” is created and defined, and the skills or habits of mind that allow us to create such value.

Food and water

A team of faculty and students would organize around addressing challenges related to food and clean water. They would apply a design and entrepreneurial approach to problems such as poor nutrition, obesity, food waste and tainted water in Richmond, the US, and elsewhere in the world. A team of faculty and students could integrate perspectives from public health, public policy, psychology, marketing, journalism, entrepreneurship, environmental studies, economics, and law to address the many facets of a focused problem. This might involve a range of activities from making a documentary film, getting involved in legislative work, and doing internships at relevant businesses or advocacy groups.

Faith, Stories, and Alternative Facts

This seminar could be taught collaboratively by faculty in fields as diverse as literature, digital studies, law, religion, rhetoric and communication, psychology, sociology, and marketing, in order to explore the increasingly complicated relationships between facts, fiction, and belief in public and political discourse. How does the media and the internet mediate our perspectives? How do narratives function in this new dynamic context?

Digital Technology and the Humanities/ Social Sciences

Computational methods have significantly broadened and deepened the possibilities of inquiry and problem-solving in the Humanities and Social Sciences. This course would encourage students to think creatively of the new opportunities made possible by the expansion of the digital world. We can now trace the changing semantics of words and phrases across millions of documents and hundreds of years, visualize centuries-old plot structures in new ways through sentiment analysis and character networks, and solve long-standing riddles of authorship attribution-among many other exciting feats. In this course, for example, an SPCS professor in information security and an A & S professor in rhetoric could conduct network analysis of terrorist recruiting rhetoric online; a computer scientist and literary critic might explore differences in the ways humans and computers process language, or faculty from law and music might engage in spatial analysis of the use and dissemination of digital music files.

Socially Engaged Art

An increasing number of artists, curators, critics and arts administrators have begun to turn their energies toward a new type of participatory art activism. This “social practice art,” as the New York Times describes it, seeks to bring about positive change within specific communities confronted by complex issues such as racism, urban gentrification, environmental damage, precarious labor conditions, high rates of incarceration,

and an influx of global refugees among other challenges. This combined seminar and studio course would aim to both investigate, as well as to create, collaborative social practice art projects. Class members would generate original fieldwork focused on specific community needs. Using the skills, methods, and visualizing technologies found in contemporary art each team is tasked with conceptualizing a solution to a particular social challenge. An important aspect of this course is learning how to integrate investigative scholarly fieldwork with creative problem solving expressed through aesthetic modes of artistic imagination as well as well-reasoned argumentation and oral and written evaluation. Ideally, this course would be team-taught by professors in Visual & Media Arts Practice and faculty from other departments and schools across the University of Richmond. Collaborations between Geography and the Environment, Political Science, Theatre and Dance, Leadership Studies, Law, Entrepreneurship, and the Center for Civic Engagement are obvious possibilities however; any program, department, or school could collaborate in the development and teaching of this course.

The Entrepreneurial Mindset

Investigates the fundamentals of starting an entrepreneurial endeavor. It is intended to give a student who has no business training the ability to frame a potential business idea for consideration by others using only a few simple models, common sense and logic. It first explores the accelerating job market evolution and why future careers and earning a living will be vastly different from even recent history. Facts presented make the case people should embrace entrepreneurship as a “habit of mind” as they maneuver future career options. The course then introduces the personal skill set valuable to entrepreneurs, skills every student should consider honing to help them navigate their future whether or not they plan to be an entrepreneur. The course could be taught collaboratively in various versions targeted to different disciplines and career trajectories (arts, sciences, etc.)

Theater: Cultural and Economic Imperatives

A seminar/workshop constructed around the various challenges of staging theatre in cities like Richmond, where the arts are underfunded and audiences reticent. A group of students and faculty from business, theatre, sociology, non-profit studies, cultural studies could examine this “problem” from a variety of “real world” perspectives: what should or could theatre mean within a community? Why does the cultural vibrancy of a community matter? How can it be enhanced? How can philanthropic giving be encouraged more effectively? Students and faculty might focus their efforts around a particular production to be staged in town, or engage with the entire season of a particular theater. This project might require funding “fellows” from the community for the period of the project.

Social Innovation Lab: Applied Design Thinking

Students work collaboratively to address a social issue in a dedicated experiential learning environment. This experience will bring together theories and practices of design thinking and social innovation to address a problem affecting the Richmond community. Students draw from cross-disciplinary expertise to define the problem as a group. Students will have the opportunity to deeply engage with this issue, generate multiple possible approaches, prototype and test the most promising, and iterate with feedback from stakeholders and those affected by the issue. Students will define and approach the issue; lead extensive inquiry, both qualitative and quantitative; and bring their unique disciplinary perspectives to bear throughout the project. Students may create artifacts ranging from research plans, reports, proposals, grant applications, usability reports, documentation, presentations, videos, and regular reflections.

Liberal Arts, Creativity, and “The Workforce”

A running assumption in higher education, now being challenged, is that adult or “nontraditional” learners want, and benefit most from, skill-based and technical forms of learning, while “traditional” undergraduates should be steeped in the liberal arts. This course brings students from the three undergraduate schools and SPCS together with psychology, arts, and continuing studies scholars for an exploration of liberal arts and creative processes across the lifespan. Through examination of specific careers and their dependence on dynamic problem solving, students formulate their own personalized statements of purpose regarding how and to what extent they will integrate their work lives with liberal arts and the creative process.