

## AAC&U UiNLV Action Plan

### Background

After a period of unrelenting growth, UNLV has recommitted to its educational goals and mission through a recent strategic planning process. Developed through a method of consensus including all stakeholders, our strategic plan includes a strong identity statement, set of values, and educational outcomes. The plan is ambitious, and the culture of the university has not experienced an attempt at bold new institution-wide educational reform.

The UNLV community is dedicated to our students' success, designing learning experiences characterized by opportunities for achievement in and out of the classroom. Students will acquire the skills, knowledge, and values needed to be successful, informed, and engaged citizens in the global community. Acquisition of such skills is measured by a comprehensive assessment process that tracks achievement and guides curriculum development. Our educational programs promote:

- Understanding of local, regional, and global connections and systems as well as the development of multicultural and plura-cultural competencies.
- Broad elucidation of sustainability as it impacts economic, environmental, and social concerns.
- Integrative thinking across a spectrum of disciplines.
- Substantial research, scholarly, and creative opportunities for all students.
- Diversity leadership, social justice, ethical responsibility, and civic engagement.
- The ability to understand and embrace constructive change.

As a result of their educational experience at UNLV, students will master the foundational skills and abilities required for a liberal education, allowing them to be successful in their lives and careers. Our graduating students will be:

- Intellectually competent, with the foundational skills needed for success.
- Able, as critical thinkers, to embrace complexity and abstraction.
- Appreciative of aesthetics and creative expression.
- Able to access information effectively.
- Well versed in the principles of research.
- Self-motivated, independent, life-long learners.
- Able to think independently, while still being effective in collaborative activities.
- Adaptive problem-solvers who are willing to challenge conventional wisdom.
- Accountable for their own well-being as responsible individuals who also contribute to the well-being of others and of society.
- Open to the exchange of ideas, including those from diverse and global communities.
- Capable of achieving success in their chosen fields and disciplines.

An upcoming accreditation visit and fiscal challenges support the need for enhancing student retention. With increasing diversity in the region, UNLV is committed to identifying appropriate measures for admissions and creating an environment that nurtures and supports students once they are on campus. Our mandate is to reconcile change with resistance to integrated undergraduate education reform.

### Project Description and Goals

- Content Goals:
  - To develop and garner support for a reasonable timeline and framework to implement our integrated undergraduate learning environment
- Process Goals:
  - To connect various educational reform initiatives to reconcile tension in desires for ownership
  - To surface ideas for increasing student engagement and faculty collaboration in building educational excellence

### **Barriers to Accomplishment**

- Different understandings of what an integrated undergraduate learning environment means exist
- All initiatives currently in place have not been identified and alignment between initiatives will have to take place
- There are many potential loci for control of undergraduate learning (competing ownership)
- We have a long list of desired outcomes for student learning
- We need to develop and imbed layered assessment strategies
- We haven't mapped university-wide learning outcomes (no one owns)
- Not enough bottom-up faculty engagement exists
- There is a lack of Faculty Senate infrastructure to shepherd general educational reform
- UNLV faces many fiscal challenges
- We need to prepare faculty to function in an integrated learning environment (programmatic, reward systems)
- Our culture supports traditional teaching approaches
- Faculty may be against "accountability" and consistency
- Dual missions of research and teaching both require energy and high priority from campus

### **Opportunities for Support**

### **Engagement and Communication Strategy**

## Team Actions and Timeline

	Action	Purpose/Details	When
1	Identify existing “pieces” that fit into the integrated undergraduate education	To capitalize on strengths (legwork, people, credibility, successes, etc.)	By Sunday, June 22, 2008
2	Presidential Action Planning session	To kick-off formation of planning groups within the context of what we can do this year; execute the frame	August 1, 2008
2	Provost to appoint a small, core “process” group—Chris’ list	To manage the implementation of the process and necessary actions to begin the integration of the undergraduate learning environment	By June 30, 2008
3	Provost to begin the process of bringing academic leadership on board with the values and educational goals for students	To identify how these values and goals may already be addressed within individual units and to garner support for necessary adjustments	Begin immediately and ongoing
4	Group will articulate the relationship between the strategic plan, the gen education outcomes recommendations and their implementation, and undergraduate learning support systems	To create a consolidated plan of action consistent with the values and educational goals for students	By October 15, 2008
5	Convene work groups for specific task implementation	To begin the implementation process for a new general education program utilizing a broad range of constituencies and capable individuals	By November 15, 2008

## Recommended Timeline for Campus Work

Action

Who

When

## Implementation

### Groups

1. Undergraduate iNtegrated Education Vision (UiNLV) Council: This group will be comprised of representatives of all stakeholder groups, who will make the plan a reality. In essence, this group will participate in the integration of the various components of the UiNLV program throughout the university.
2. Undergraduate iNtegrated Education Vision (UiNLV) Steering Group: Led by the Provost, this small group of key participants directs and monitors the implementation of the UiNLV project.

### Stakeholders

Deans

Chairs

Faculty Senate Executive Committee

Faculty Senate General Education and Curriculum Committees

General Education Advisory Committee

Writing across the Curriculum

Libraries

Student Affairs (e.g. orientation, enrollment management, career services)

International Students

Academic Affairs

Committee on the Culture of Teaching and Learning (CCTL)

Academic Success Center

Institute for Multicultural Education and Diversity Training (proposed)

Advising Council

Student Leadership

Faculty Development

### Assessment

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We want these groups to be on board with the values—communicate, provide feedback, vet, viral agents, in a broad sense approves the plan; Anyone involved contributing to the vision, making it happen. Council will bring in experts to help engage the campus.

## **The Vegas Dream**

### **Undergraduate iNtegrated Learning Vision (UNLV): 4-year timeline on implementation**

Vision (Fall 2009): 1. innovative admissions program strategically engaging all populations; 2. modify orientation to incorporate values; 3. in-take assessment and analysis (prescriptive, developmental advising) and ongoing learning support immediately for all students and infused throughout academic success; 4. prepare faculty (IUE training) focus on values and pedagogical transformation (real-world experiences, diverse approaches); 5. gen ed working through what a first-year curriculum looks like and then build a first-year experience around that; developing the general education core learning outcomes and values and planning how implemented in the first year

Curricular changes [foundation courses]—map with a timeline (4 year horizons)

Mid-point experience: 6. Map curriculum and engage the majors in the values and co-curriculum; Years 2 and 3—core gen ed pieces in majors w/ advisors; midpoint assessment and how to integrate the transfer; transferring around learning outcomes transfer and re-entry experience (community-building experience)

End: Completion of core competencies and values, capstones, and assessments; civic engagement (service learning and other transformative); and looking at data for improvement

## Undergraduate iNtegrated Learning Vision (UiNLV)

<p><b>Values</b></p> <p>We value an entrepreneurial, innovative, and unconventional spirit imbedded in all aspects of the educational experience and based firmly within a liberal education encompassing outcomes important to all fields of endeavor. We are committed to improving our local communities and enthusiastically confront the challenges of economic and cultural diversification, urban growth, social justice, and sustainability.</p>		
<p><b>Admission</b> —————▶ <b>Graduation</b></p>		
<p><b>Stage 1</b></p> <ul style="list-style-type: none"> <li>*innovative admissions program strategically engaging all populations</li> <li>*engaging orientation program incorporating values</li> <li>*intake assessment, advising, and appropriate learning support</li> <li>*a first-year experience built around a general education curriculum with integrated learning outcomes and values and enriched by co-curricular activities and real-world experiences</li> </ul>	<p><b>Stage 2</b></p> <ul style="list-style-type: none"> <li>*engagement in the majors with integrated learning outcomes at mid-level, enriched by co-curricular activities and real-world experiences</li> <li>*midpoint assessment takes place</li> <li>*transfer and re-entry student assessment based on core learning outcomes</li> <li>*community-building experience integrating values for transfer and re-entry students</li> </ul>	<p><b>Stage 3</b></p> <ul style="list-style-type: none"> <li>*completion of integrated learning outcomes and major requirements at mastery level, enriched by co-curricular activities and real-world experiences</li> <li>*capstones experiences and assessments</li> <li>*civic engagement including experiential practices such as service learning</li> <li>*leadership development opportunities</li> </ul>
<p><b>Faculty prepared</b> to integrate values and to transform their pedagogical approaches</p>		
<p>An <b>assessment program</b> designed to give students feedback in order for them to fulfill educational goals with aggregate data used to improve educational programs</p>		