

1) What are our team's specific curricular, pedagogical and/or process plans once it returns to campus for advancing the project worked on at the Institute?

a) Process plans. We have gained some valuable insights at the Institute that will affect how we approach reform of General Education at UNLV. Using these insights, we would work on reform using the following time-line.

1. Over the summer and into early Fall 2008. Communicate these insights to the stakeholders via a written report that would incorporate findings from UNLV's Fall 2007 Gen Ed retreat, and recommend, among other things, reframing the issue as Undergraduate Education instead of General Education. It will be especially important to communicate "lessons learned" to the UNLV 2008 AAC&U Greater Expectations Institute team before they leave for Utah.
2. Fall 2008 and Spring 2009. Further develop rationale, philosophy and outcomes using a series of 2-way conversations and workshops on several topics, such as:
 - a. Reframing the issue as Undergraduate Education, and raising our campus awareness of the importance of delivering an intentional, coherent set of outcomes to our students.
 - b. Getting input from the majors about what they value in Undergraduate Education,
 - c. Developing a rationale and philosophy statement for Undergraduate Education,
 - d. Building a consensus about outcomes for UNLV undergraduate education informed UNLV's Fall 2007 General Education Retreat and Focus 50-100 Education Town Hall meetings.
3. Fall 2008 and Spring 2009 Continue to communicate to attain consensus and closure. Share the results of the workshops with the campus community at large and incorporate their inputs. We will involve interested stakeholders in the process. Reports will be broadly distributed including posting on the UNLV General Education web site. We will recommend renaming the site to Undergraduate Education.
4. Summer and Fall 2009. Move on to preliminary curricular and co-curricular recommendations
 - a. Invite stakeholders in Undergraduate Education to curricular and co-curricular steps to attain the new outcomes.
 - b. Use same two-way feedback process described above in steps 1, 2 and 3 to develop curricular recommendations.

b) Administrative plans. The UNLV team plans to recommend

1. Reorganize General Education to Undergraduate Education effective Spring 2009. Consider alternative administrative structures to support the outcomes and curricular recommendations derived from the planning process.
2. Fall 2009. Consider how we will deliver the needed faculty development to support the revised outcomes for Undergraduate Education, including the role that the Teaching and Learning Center will play.
3. Fall 2008 – Begin to consider revising campus reward and compensation systems to support innovation in Undergraduate Education

- a. Reward systems – merit and promotion systems should explicitly recognize and support commitments to undergraduate education. Opportunities for scholarship in undergraduate education should be recognized. Grants and publicity should reward efforts in this area
- b. Compensation systems – explore creative ways to provide incentives and compensation for faculty who contribute to Undergraduate Education.

c) Pedagogical plans

1. Assessment activities. We need to know more about how well we are meeting current outcomes for undergraduate education. Some of the new Associate Director for Academic Assessment's time should be directed toward finding out how well existing outcomes for Undergraduate Education are being met in both lower division and upper division courses.
2. Develop improved assessment measures, including rubrics, for evaluation of outcome attainment. Invite content experts with Dr. Babbitt to work with faculty in areas such as math, sciences, engineering, where the term "rubric" is not well understood, to assist creation and refinement of rubrics. May need to use terms other than "rubric" that faculty understand.
3. Faculty assignments, course structure and climate. Encourage the integration of evidence-based pedagogies to improve student learning, such as learning communities, undergraduate research, service learning / community-based learning, writing-intensive courses, and capstones.

d) Curricular plans

1. Engage the majors, Engagement of the majors, and development of rationales, philosophy and outcomes needs to take place before curriculum changes can be implemented.
2. Articulation. Develop plans to address articulation within the Nevada System of Higher Education by a revised UNLV rationale, philosophy, outcomes and courses for Undergraduate Education.

2) In particular, how does the team plan to share the knowledge, insights and expertise gained during the Institute with colleagues on campus? – Our Process Answer, part 1a), above, was about our team's plan to share knowledge, insights and expertise. Adding some detail to the Process recommendations in our 1a) answer:

a) The stakeholders with whom we will share knowledge and insights are:

1. UNLV Summer 2008 Greater Expectations Team
2. UNLV VPAA General Education Advisory committee
3. President, Executive Vice President and Provost and President's cabinet
4. Academic Council (Deans and Vice Provosts)
5. Administrative Development Seminars (Chairs, Directors, Associate Deans)
6. Chairs council
7. Faculty Senate Executive Committee and General Education committee
8. Student Senate and Graduate/Professional Students Association
9. Nevada System of Higher Education
10. Wider community, including alumni association
11. Permanent and part-time faculty

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- b) The processes for two-way communications are:
 - 1. Face-to-face meetings at all levels of UNLV organization
 - 2. Electronic communications via emails to UNLV list-serves
 - 3. Posting of information on the UNLV General Education web-site
 - 4. Create interactivity to allow posting of blogged responses to the web-site
 - 5. Retreats for focused discussion.

- c) Link efforts with other UNLV reform processes under way, including:
 - 1. Strategic Planning effort (Focus 50-100)
 - 2. Interdisciplinary Studies, First-Year Center and One-stop Shop start-ups
 - 3. Centers for Diversity and Multicultural Studies start-ups

- d) In terms of sharing expertise, if resources available, bring in outside facilitators who can assist the process, particularly in
 - 1. Development of course, curriculum and institution wide outcomes, and assessment of these outcomes
 - 2. Innovation in pedagogy and information delivery

3) What we did during the Institute. The UNLV team:

- a) Had representatives attend all tracks and concurrent sessions.

- b) Met with two Institute faculty, Dr. Scott Evenbeck (our assigned faculty mentor) and Dr. Anne Ferren (we contacted her and asked for a meeting) and

- c) Met as a team at least once a day
 - 1. To share and discuss insights gained during concurrent sessions
 - 2. To develop the group report to be submitted to AAC&U 4-6pm on Tuesday, June 3, 2008

- d) Met with five other institutional teams to share information including:
 - 1. Appalachian State
 - 2. Kent State
 - 3. University of Illinois, Urbana – Champaign
 - 4. Northern Illinois University
 - 5. LaGuardia Community College

- e) Team members participating at the Institute were:
 - 1. Dr. Bea Babbitt – Director of Assessment
 - 2. Dr. Carryn Bellomo - Chair, Faculty Senate General Education Committee
 - 3. Dr. Tim Gauthier – Director, Interdisciplinary Studies
 - 4. Dr. Stacey Hardy-Desmond, Field Placement Director, School of Social Work
 - 5. Dr. Chris Heavey – Associate Dean, College of Liberal Arts
 - 6. Dr. Jeffrey Jablonski – Associate Dean, College of Sciences
 - 7. Dr. Dave James – Associate Vice Provost for Academic Programs