

EVP & Provost's Strategic Planning Processes and the AAC&U Institutes as They Relate to Educational Reform at UNLV

General Education Advisory Committee – October 3, 2008

Dave James, Associate Vice Provost for Academic Programs

A. Executive Vice President & Provost's and President's Strategic Planning Processes

Background: Last year, as part of a University-wide strategic planning effort Exec Vice President and Provost Smatresk initiated a series of university and community-wide Education Town Hall meetings. The developed outcomes and priorities from the Education Town Hall meetings were combined with from Town Hall meetings on Research and Infrastructure to develop the Focus 50-100 Strategic Plan. The Plan was approved by the Board of Regents at their August 2008 meeting (*attached Document I*)

Additionally, President Ashley hosted a Planning workshop on July 28, 2008, at which 10 Education Priorities were identified (*attached Document II*). Also a number of administrative actions were identified to improve advising, placement, enrollment management and increase diversity.

B. UNLV Participation in American Association of Colleges and Universities (AAC&U) Summer 2008 Institutes

UNLV applied to attend two AAC&U Institutes in the Summer of 2008. Both applications were accepted. UNLV sent a team of 8 persons to the General Education Institute and a team of 6 to the Greater Expectations Institute.

- 1) General Education – Minneapolis, May 30 – June 4, 2008
- 2) Greater Expectations – Snowbird, Utah – June 18- June 22, 2008

The goal of participating in the Institutes was to help UNLV develop plans for implementing reform. At the Gen Ed Institute, the main topic area was General Education, both curricular and co-curricular. The main realization of UNLV's team was that Gen Ed reform really consisted of Undergraduate Education reform, and that general education outcomes also needed to be embedded and reinforced in the majors as well as in "gen ed" courses.

At the Greater Expectations Institute, the main topic area was reforming the culture of the entire campus as it affects the students' experience. The idea for an Undergraduate iNtegrated Learning Vision (UiNLV) was developed that combined all the reform efforts taking place on campus.

UNLV's teams at each Institute developed reports describing the plans and implementation steps that they would undertake beginning in Fall 2008. These reports are posted at UNLV's General Education Website. See <http://generaled.unlv.edu/aacu/>

Unifying themes emerged at these two Institutes. They are shown in *attached Documents III (a one page executive summary) and IV (a 3 page summary that contains a planning timeline)*.

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C. Bringing Together These Threads

At the Greater Expectations Institute, it was realized that the various campus reform initiatives needed to be brought under one roof. For example, curricular reform processes and admissions and advising reform needed to be in close communication in order for reform to be effective. To address this need, Provost Smatresk has authorized creation of two new planning and implementation groups.

1) Undergraduate iNtegrated Education Learning Vision Steering Committee.

This Steering committee is comprised of representatives from the Faculty Senate, Admissions, the Provost's Office, and the Colleges, and is charged to guide the process of reform based on the results of UNLV's 2007-8 planning efforts, described on page 1.

Members of the Steering Committee are:

Beatrice Babbitt, Director, Academic Assessment

Carryn Bellomo, Chair, Faculty Senate General Education Committee

Michael Bowers, Senior Vice Provost for Academic Affairs and Resources

Susan Espinoza, Associate Vice President for Enrollment Management

Kendall Hartley, Faculty Senate Executive Committee

Patricia Iannuzzi, Dean, Libraries and Head CCTL Committee

Dave James, Associate Vice Provost for Academic Programs and Head, General Education Advisory Committee

Ann McDonough, Dean, Academic Success Center/University College

Consistent with the proposed Actions in the Greater Expectations report, the need is develop and maintain cross-campus coordination of reform efforts in:

- admissions, and enrollment management
- intake assessment and advising at the Academic Success Center
- stakeholder-driven curricular reform
- faculty development

The request from the EVP & Provost is that the Steering Committee guide the stake-holder participation efforts of the *Undergraduate iNtegrated Education Learning Vision Council* in academic year 2008-9 to develop a plan to take effect Fall 2009 that will begin implementation of educational reform. This plan should be very specific and contain "hard deliverables" for Year 1 (2009-10) and be in "rough cut" format for subsequent years.

Some efforts, such as starting up the Academic Success Center, improved enrollment management, etc will be taking place in 2008-9, simultaneously with the planning effort, in response to the need to improve enrollment and retention.

2) Undergraduate iNtegrated Education Learning Vision Council

As stated in the Greater Expectations report under the section titled Implementation. (*please see attached Document V*)

"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

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of the UiNLV program throughout the university.”

The identified stakeholders are: (underlined emphases added by Dave)

- 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

The Steering Committee will plan and schedule the campus-wide meetings and workshops of the Council.

D. Faculty Senate General Education Committee Proposed Role

1) Develop the Plan - Council participation in development of the Plan –

- a) Faculty Senate Gen Ed Committee chair is in on the UiNLV Steering Committee.
- b) Members of Faculty Senate Gen Ed can participate on the UiNLV Council.
 - i) Help to organize the events and bring the key participants to the table,
 - ii) Bring specific proposals for reform of General or Undergraduate Education, including outcomes, and curriculum and course revisions for the Core.
 - iii) Advise the Council on what has worked and what has not worked in the past.

2) Implement the Plan – Review, and approve or deny petitions for both

- a) Modifications to the Core requirements in the Catalog, and
- b) Creation, modification or deletion of courses and curricula that will support the new “Core”.

Approved petitions will be transmitted to the full Faculty Senate for their review and vote.

E. General Education Advisory Committee Proposed Role

Participatory roles are similar to the Faculty Senate Gen Ed committee.

1) Develop the plan –

- a) To date, the Gen Ed Advisory Committee has done a lot of work on this already, including
 - i) The General Education Advisory Committee spent the 2007-8 academic year collecting

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additional information, and developing curricular proposals for attaining the outcomes that were identified at the Fall 2007 General Education retreat. Many of the identified outcomes were similar to those identified at the Provost's Town Hall meetings in Fall 2007.

ii) The outcomes and curricular proposals have been put in a standard format, and are scheduled to be finalized over the next month and then released in draft form to the campus for discussion.

iii) Campus discussion of these specific revised undergraduate education outcomes will be part of the UiNLV Council's stakeholder-driven process.

The current drafts of these documents are attached as *Document VI*, and will soon be posted to the General Education web site.

b) Moving forward, General Education Advisory Committee

a) Will participate via representation on the UiNLV Steering Committee, via Dave James and Carryn Bellomo.

b) Can participate as individual members on the UiNLV Council, via

i) Helping to organize the events and bring the key participants to the table,

ii) Bring specific proposals for reform of General or Undergraduate Education, including outcomes, and curriculum and course revisions for the Core.

2) Implement the Plan –

The Gen Ed Advisory Committee can participate by

a) Developing specific General Education (Undergraduate Education) outcomes and curricular recommendations to attain the outcomes.

b) Moving those recommendations through the review process (Faculty Senate Gen Ed, Faculty Senate Curriculum, Faculty Senate, Catalog).

F. CCTL's Proposed Role

1) Develop the Plan

a) Reviewing role of TLC in light of faculty development needs to attain outcomes associated with UNLV's educational reform efforts.

b) Participating on UiNLV Steering Committee via inputs to Dean Iannuzzi.

c) Participating on UiNLV Council.

i) Helping to organize the events and bring the key participants to the table,

ii) Bring specific proposals for revised role and resource needs for TLC to help to attain the plan's outcomes.

2) Implement the Plan

a) Work with TLC to develop and implement campus-wide workshops on Capstones, Learning Communities, and effective teaching.