<div align="center">**Academic Master Plan**
April and May 2024 Agenda with Notes</div>

Steering Committee Meeting Discussion (04/18/2024)
Attendees:
Trish Baker, Wioleta Fedeczko, Laurie Sharp, Ezgi Sertler, Steven Clark, Jamie Russell, Pierre Lamarche, Merrill Halling, Sarah Donohue, Bryan Waite, Duane Andersen, Josh Cieslewicz, Sam Gedeborg, Kenzie Womack

- Acknowledgement of this meeting being the last one for the UVUSA representative, Kenzie (Laurie)
  - A new UVUSA representative, Ian Gother, will begin serving on this committee in the fall.

- Review draft of Student Success pillar (Laurie and Wioleta)
  - See DRAFT 1 COMMITEE COMMENTS 2024-04-05 Pillar Student Success document.

- Discussion for Faculty, Staff, and Administration
  - Ezgi presents information to committee
    - Faculty, Staff, and Administration Pillar Description
      - *Faculty, staff, and administrators collectively share responsibility for student success and collaborate to sustain growth and development in teaching, research, and mentoring.*
        - Should this be faculty or student centered?
        - Suggested revision: Faculty, staff, and administrators collectively share responsibility for student success through institutional collaboration and support.
        - What does "mentoring" mean? There are different types: faculty-to-students, staff-to-students, administrators-to-faculty, and faculty-to-faculty.
    - Possible Pillar Objectives and/or Goals
      - *Expand and diversify learning experiences by promoting engaged learning.*
        - Consider adding examples of engaged learning to be clearer.
        - How can this be phrased to be more pluralistic?
        - Can this be "sustain and maintain" or "enhance and expand"?
      - *Enhance opportunities for student research and mentoring.*
        - Suggested revision: Enhance opportunities for student involvement in scholarly and creative endeavors/research.
      - *Encourage development of innovative programming and faculty research.*
        - Should this be focused on faculty research or faculty-led research with students?
      - *Foster transparent and accountable communication and coordination between faculty, staff, and administrators.*

- *Facilitate personal and professional development for faculty, staff, and administrators.*
- *Provide opportunities for faculty across campus to engage and enhance interdisciplinary and community-engaged scholarship.*
- *Promote a critical and reflexive attitude toward transformative pedagogical and academic conversations.*
    - Can this focus on having open conversations about how higher education is adapting and changing (or needs to change) in response to a continually evolving world?
- Mentorship Committee Discussion:
    - Regarding mentorship, can there be an objective or goal that focuses on how to navigate the practicality of a university such as navigating the complexities?
    - Can there be something to the effect of an all-hands-on-deck approach to help students?
    - Can an objective be crafted that incorporates "mentorship support and care"? In doing so, a nice alignment can be made to the Exceptional Care university core value.
- Other Committee Discussion:
    - Faculty research and interdisciplinary engagement – this could combine several of the bulleted items.

- Fall Communication (Trish)
    - Town Hall Meetings
        - Schedule for early September
    - Deans Back to School Meetings
        - First week of semester – Trish to request via Deans
        - Laurie scheduled a Fall 2024 kickoff meeting to plan for these meetings on Wednesday, August 14 from 3 PM – 4 PM in SC 213C on the Orem campus.
    - Fall 2024 Meetings
        - Laurie scheduled the monthly steering committee meetings for the third Thursday each month beginning in September through November. They will be held in SC 213C from 4 PM – 5 PM on the Orem campus.

- Other (Laurie)
    - Laurie shared that Sam Gedeborg will be joining the Academic Master Plan Steering Committee to assist with overall assessment planning.

AAC Discussion (05/29/2024)

<u>Attendees</u>:

Trish Baker, Wioleta Fedeczko, Laurie Sharp, Kat Brown, Tammy Clark, David Connelly, Cheryl Hanewicz, Steven Clark, Danny Horns, Courtney Davis, Rhet Rowley (Vessela Ilieva), Kelly Flanagan, Bob Allen

- Discussion on draft of Student Success pillar (Laurie and Wioleta)
    - Objectives appear to be heading in a good direction. However, some of the goals may need to be revisited.
    - Consider combining Objectives 4 and 5.
    - Consider depth and breadth with the objectives and goals. Clarity may be needed. For example, do <u>all</u> students engage in undergraduate research, or do a specific subset of students?
        - Metrics may help distinguish intended targets.
    - Definitions and distinctions of specific items may be needed. For example, undergraduate research – what does it mean? For this specific example, Innovation Academy can help.
    - For the goals, should a focus be on what has the biggest impact? For instance, student affinity groups. Rock climbing was mentioned in in Goal 2C. Does this really have the biggest impact on students?
        - In this specific instance, rock climbing was provided as an example. Caution may be needed when examples are used. Also, rock climbing excludes online students, which is a larger student population than has been reported due to better ways to capture these data.
    - Digital literacy skills is referred to in Goal 5A. Should AI be mentioned explicitly?
        - It can be included as part of a goal. More discussion on this is needed.
    - Is surveying of students captured to allow for reporting of student perceptions?
        - This function falls within Rasha's role as the Chief Engagement and Effectiveness Officer. Due to the recent reorganization, Rasha is working through the division of responsibilities with Laura Busby in BIRS.

Pillar: Student Success

Vision Statement: UVU aims to provide a transformative educational experience that ~~not only~~ prepares students for their careers ~~and~~but also enhances their personal growth and makes them educated individuals.

Objective #1: Foster the seamless integration of disciplinary knowledge and transferable skills to prepare students to excel in the workforce.
- Goal 1A: Support alumni, faculty, and industry professional engagement in mentoring students in career preparedness.
- Goal 1B: Offer industry certifications aimed at building essential skills and enhancing career preparedness.
- Goal 1C: Host seminars, workshops, and networking events specifically designed to elevate career preparedness.

Objective #2: Promote student involvement to foster a sense of community and belonging.
- Goal 2A: Empower students to actively participate in student-run journals and student-organized conferences.
- Goal 2B: Foster student involvement in eSports through club formation, competitive teams, and spectating events
- Goal 2C: Encourage student involvement in extracurricular pursuits, such as rock-climbing and utilizing the Reflection Center.
- Goal 2D: Welcome new and returning students at the onset of each semester with well-coordinated events.

Objective #3: Augment and broaden experiential and high-impact learning opportunities to equip students for success in their chosen fields and future pursuits.
- Goal 3A: Forge relationships with a diverse range of companies and organizations to expand internship opportunities for students.
- Goal 3B: Support the expansion of service-learning activities.
- Goal 3C: Increase opportunities for students to engage in research with faculty.
- Goal 3D: Cultivate essential leadership skills through comprehensive leadership development programs.
- Goal 3E: Increase access to study abroad experiences.

Objective #4: Nurture a culture of creativity, forward-looking, and problem-solving by championing innovation and interdisciplinary collaboration within the Innovation Academy.
- Goal 4A: Develop interdisciplinary courses and programs
- Goal 4B: Offer distinctive experiences accessible to all students and through various modes of instruction

Objective #5: Empower students to excel by fostering independence and cultivating self-directed learning skills.
- Goal 5A: Create resources to provide students with essential digital literacy skills for navigating flexible learning environments.
- Goal 5B: Implement a comprehensive communication strategy that ensures clear, consistent, and timely student information dissemination across all relevant platforms.

Commented [LS1]: Overall comments:

Try to keep the number of goals in the objectives uniform, from a design perspective.

If something is mentioned explicitly, there is potential for leaving something out.

Commented [LS2]: At the end of this statement suggest to revise as follows:
. . . enhances their personal growth and prepares them to join an active and engaged citizenry.
OR
. . . enhances their personal growth and prepares them to contribute to a society.
OR
. . . enhances their personal growth and prepares them to flourish in an ever-changing world.

Commented [LS3]: This is faculty-focused and needs to focus more on the student learning angle in this pillar.

Commented [LS4]: Overall, the objective is focused on ways students can connect beyond the classroom:
Academic co-curriculars
Extracurriculars
Welcome back activities

Can one be added about informing students about available resources?

Commented [LS5]: This is not inclusive of other possibilities. Suggested revision:
academic co-curricular experiences (e.g., XYZ)

Commented [LS6]: Consider combining these goals to both focus on extracurricular.

Commented [LS7]: Can these be combined, rather than making Innovation Academy a separate objective? These seem to go together.

Commented [LS8]: What was this focused upon? Clarification: the previous committee discussion centered on ways to focus on the design/pedagogy in online courses.

Does this belong here or elsewhere (e.g., the curricular pillar)?

Commented [LS9]: Could this connect with Objective #1?