



2022-2023 Strategic Plan Report

Scholarly and Creative Undergraduate Learning Partnership Team (SCULPT)

Included Subordinate Units: None (SCULPT does have committees that work on specific areas, but they do not have any independent budgetary indices and SCULPT offers no programs or degrees).

MISSION STATEMENT

Unit Mission Statement: SCULPT is a faculty resource for teaching through inquiry-based learning (IBL). IBL includes research, scholarship, and creative activity inside and outside the classroom.

OBJECTIVES

1. Objective Name: Engage & Achieve

Objective: Students will deepen their understanding of disciplinary knowledge and will develop professional skills by conducting undergraduate research or creative works and presenting their findings.

Supported UVU Objectives:

Primary Objective (required) Engage 1: Engaged Learning and Scholarship

Additional Objective (optional): Achieve 2: Mastery of Learning Outcomes

Additional Objective (optional): Achieve 3: Employment and Further Education

Supported UVU Objective Rationale: Undergraduate scholarship is a high impact practice when students engage in developing and carrying out their own projects. By supporting opportunities for students to carry out research and then present their findings, students deepen their learning and learn valuable professional skills related to communication and teamwork.

2. Objective Name: Support Faculty

Objective: Faculty will develop skills and competence in mentoring students in undergraduate scholarly work and curriculum integration.

Supported UVU Objectives:

Primary Objective (required) Engage 1: Engaged Learning and Scholarship

Additional Objective (optional): Engage 3: Employee Engagement

Additional Objective (optional): Include 3: Safe and Supportive Environment

Supported UVU Objective Rationale: By developing opportunities for faculty to explore with colleagues ways to enhance and enrich their skills as mentors and to create and facilitate safe and supportive learning environments for students, there will be increased opportunities for undergraduate scholarship and increased probability of learning and achievement for those students.

3. Objective Name: Advocate

Objective: SCULPT will engage in activities and scholarly work to promote and evaluate the effectiveness of undergraduate scholarship leading to student persistence, retention, and graduation, especially for first generation and underrepresented student populations.

Supported UVU Objectives:

Primary Objective (required) Include 3: Safe and Supportive Environment

Additional Objective (optional): Achieve 1: Completion

Additional Objective (optional): Achieve 3: Employment and Further Education

Supported UVU Objective Rationale: SCULPT will advocate to expand opportunities for students to carry out undergraduate scholarship. By engaging in scholarly research regarding the outcomes of students engaging in undergraduate scholarship and working with UVU entities such as OTL, SCULPT can provide evidence useful in evaluating and improving student achievement.

ASSESSMENT INDICATORS

1. Assessment Indicator Name: Showcase

Assessment Indicator: Number of unique students participating in Fall Showcase and number of student posters and performances included in the Scholars Open Archive.

Assessed Objective: Engage & Achieve

Rationale: Student participation provides opportunities for student learning and for SCULPT to evaluate whether we are expanding the number of students involved in scholarly and creative works in the Showcase.

Threshold of Objective Achievement: Increase in student participation both in Showcase and in the Scholars Open Archive every year.

Data Year: 2022, compared with prior years

- **Results:** 1) In 2016, Engaged Learning Week (*not* managed by SCULPT and run spring semester) added 17 student poster materials to Open Archive; in 2019, SCULPT added 20 posters to Open Archive. 2) In Fall, 2018 (when SCULPT began Fall Showcase), there were 90 posters and demonstrations, 46 Performances and creative works; total = 136. In Fall 2019, there were 37 posters and demonstrations, 13 performances and creative works; total = 50. This represents a drop, partially accounted for by the fact that in 2018, Showcase was 2 days and in 2019 it was only one day. In 2019, it also occurred in mid-October rather than November which could also have influenced participation.
- In 2020, Showcase was pushed to April 2021 because of the COVID-19 pandemic. There were 54 submissions (4 students with two separate submissions). There were 24 Posters, 15 Oral Presentations (2 are Dance, 5 are Nursing), 7 Readings, 1 Performance and 6 in the Art and design display category (drawing, painting, ceramics etc.). While the numbers were still a little low, they were slightly higher than 2019 numbers, and not bad given that the COVID-19 pandemic upended lives in a major way. **We hope that the numbers will be higher in the next Showcase.**
- **Showcase 2022: There was a big jump in numbers. Held in Spring 2022, there were 94 submissions, with 150-200 students participating. Showcase will be held again in Spring 2023. SCULPT will have participation numbers after it is over.**

2. Assessment Indicator Name: Faculty Development Opportunities

Assessment Indicator: This is measured by the number of faculty participating in the Mentoring Academy, number of students being mentored by those faculty as well as the disciplines represented, and the number of students potentially impacted by faculty work on enhancing their mentoring philosophy and plan. We also track the number of faculty participating in the Learning Circles. Starting Fall 2019, we also began to survey faculty who participated in the Mentoring Academy (satisfaction, planned implementation, suggestions). Summary results from new Fall 2019 MA Survey (n = 10): 80% indicated that they were “extremely satisfied” with the MA, and 20% said they were “moderately

satisfied". 100% indicated that they would recommend that a colleague participate in the Mentoring Academy, and 100% indicated they would use the knowledge they gained in their mentoring, teaching, research contracts with their students, courses, and even letters of recommendations they write for these students. There were similar figures for Spring semester 2020 (n=15) with 60% saying they were extremely satisfied and 40% saying they were moderately satisfied; 93% said they would recommend it to colleagues, and 100% indicated they planned to use what they learned in their own mentoring of students.

However, the survey was not conducted during Summer 2020, Fall 2020 or Spring 2021 as things were a little disorganized due to the pandemic, and due to the abrupt departure of the Sculpt Co-Chair who was implementing the survey along with one of the MA instructors.

From 2021 Summer, the plan was to regularly administer the satisfaction surveys, and share the results with the Advisory Board.

Update: Satisfaction surveys are no longer administered by the Mentoring Academy instructors. Wendy Athens and Aicha Rochdi had been doing them. SCULPT does not have the survey results.

Assessed Objective: Support Faculty

Rationale: In order to create increased opportunities for students to experience IBL and to launch their own projects, increasing numbers of faculty need to develop and enhance their existing mentoring skills. The Mentoring Academy focuses on helping faculty think through the very broad range of skills involved in mentoring effectively including setting clear expectations, dealing with conflicts and issues that arise, and cultural competence, especially important for promoting UR and creative works with first generation and under-represented students. The Learning Circles give opportunities for new faculty to expand their understanding of vital topics in this area and for experienced faculty and MA graduates to continue their learning and integration of these ideas into course curricula. **Note: The Learning Circles are held in the Spring of every year, as decided by the Advisory Board.**

Update: Learning Circle was offered during Spring 2022, with 16 participants. Unsure whether they will be offered in Spring 2023 because of lack of interest.

Threshold of Objective Achievement: Compared to baseline year of 2016-2017, participation in the Mentoring Academy will show growth; Learning Circles should also demonstrate growth over time.

Data Year: 2020-2021 Academic Year, compared with prior years of available information.

Results: Mentoring Academy: AY 2016-2017: 18 faculty and 1 staff, 15 disciplines, 157 mentored students, and 2,666 students involved in courses taught by these faculty. AY2017-2018: 7 faculty and 1 staff, 6 disciplines, 138 mentored students, 1512 in courses. AY2018-2019: 18 faculty, 8 disciplines (3 colleges), 112 mentored students, 1790 students in courses. AY2019-2020: 23 faculty (23% increase compared with previous year), 12 disciplines from 5 colleges (50% increase from previous year), 1957 students in courses taught, 264 mentees, both significant increases from the previous year.

AY 2020-2021: there was a summer cohort of 9 for the Mentoring Academy in 2020. During Fall 2020, 12 faculty completed the Mentoring Academy, and there were 19 Mentoring Academy participants for Spring 2021. During Summer 2020, the 9 participating faculty were teaching 296 students in their classes, and there were 54 students being mentored. Nearly 800 students were involved in courses taught by participating faculty in Fall 2020, while MA Spring 2021 participants taught over 1130 students. Overall, during this year, almost 100 students were mentored. 21 different disciplines from 7 colleges were represented by these participating faculty during 2020-2021. Some of the numbers were slightly lower than the previous years, perhaps due to the confusion and disarray caused by the pandemic.

Although SCULPT was hopeful that moving forward, the MA and the LCs will attract faculty at the same numbers or more, that did not happen during 2021-22, as well as 2022-23. During Summer 2021, there were two Mentoring Academies mentoring 25 faculty, which seemed to deplete the number of interested faculty for Fall 2021, and there was no Mentoring Academy last semester. During Spring 2022, there were 7 participants in the Mentoring Academy. During Fall 2022, the Mentoring Academy has 9 faculty. The Mentoring Academy will be offered during Spring 2023 as well. Anti-Racist Pedagogy classes are being offered during Fall 2022 as Communities of Practice for the Mentoring Academy to keep the community involved and to continue/perpetuate that learning process. There are 2 students enrolled in the COPs this semester. COPs will also be offered during the Spring semester since the Mentoring Academy will also run during that semester.

3. Assessment Indicator Name:

Assessment Indicator: Impact of IBL and Broadening Participation

Assessed Objective: Advocate

Rationale: If UR/creative works and IBL is to fulfill its potential as a High Impact Practice, it needs to encourage more students to participate in undergraduate scholarly activities, especially first generation and under-represented students. By working with OEL and IR, SCULPT hopes to evaluate the impact of IBL on student retention, persistence, and graduation rates and to evaluate the number of under-represented and first-generation students as the percentage of known students engaging in these activities.

Threshold of Objective Achievement: Students participating in scholarly and creative works will demonstrate higher levels of retention, persistence and graduation; over time, SCULPT will demonstrate increased participation rates for first generation and under-represented students in scholarly and creative works.

Data Year: During 2021-2022 we hoped to establish a baseline by building a supportive relationship with what is now the Innovation Academy and IR to gather this data and to establish a central registry of all students involved in IBL activities that will enable tracking over time and collection of future data. SCULPT is also planning to send a survey on current faculty scholarly practices and behavior to all members of the organization during 2021, and to the general faculty population after that. However, COVID upended that plan. It is currently undecided whether we will go forward with this plan.

Results: None at this time.

Mission Rating: Satisfactory

Objective Showcase Rating: Excellent

Objective Faculty Development Rating: Excellent

Objective Advocate Rating: Excellent

QUALITY IMPROVEMENT INITIATIVES

Quality Improvement 1 Initiative Name: Mentoring Academy

Problem Statement: Even though the Mentoring Academy has done very well generally in terms of faculty participation and estimated impact on students, there were some minor things that we decided need to be improved, mostly in terms of clarifying and solidifying expectations for faculty Mentoring Plans which are a required element of the program. Our outcomes assessments have mostly been limited to participation data

and estimates of impact on number of students. We need to begin to collect more useful data for improvement of the program.

Initiative Description: Clarify and update the requirements for the Mentoring Philosophy and Mentoring Plan final assignment for all participants, and continue and extend the participant internal survey to identify areas where we could improve the program.

Rationale: Up to this point, we have been using materials that were developed for the first Mentoring Academy cohort several years ago. We also have been using important outcome measures like participation and student impact, but these are also indirect measures. We needed to begin to assess participants' reactions to the MA and how we could improve the experience for them.

Resources: Internal SCULPT expertise on survey development and processing of results; potential use of IRI assistance, if needed. Review of results by SCULPT Advisory Board members.

Implementation Steps: 1) Revise language of the Mentoring Philosophy and Mentoring Plan assignment, clarify required elements and optional elements, and improve the emphasis on inclusion and student initiative and engagement; 2) create and implement an internal survey with items to assess faculty satisfaction, intention to use what they have learned in classes and with mentees including specific ideas they have to making changes, identification of the most useful aspects of the training, and recommendations for improvement.

Initiative Begin Year: For internal survey: Fall, 2019, continued in Spring 2020 and Summer 2020. For changes to Mentoring Plan assignment: Summer 2020, and ongoing.

Expected Initiative Completion Year: Summer 2022 -- we will have gathered data from at least four to five semesters of participants and can assess results more effectively. Still ongoing; no results yet.

Action to Date: Revised language for the Mentoring Philosophy and Mentoring Plan assignment was implemented in Summer 2020.

Assessment Plan: continue to gather data from OTL using existing methods and the new survey; evaluate qualitative responses and summarize consensus on recommendations for improvement.

Quality Improvement 2 Initiative Name: Fall Showcase

Problem Statement: Participation by students in Fall Showcase for Undergraduate Research and Creative Works stayed about the same as the previous year, though Showcase itself happened during April 2021.

Initiative Description: Our goal is to increase student participation overall in three areas: 1) increase in total number of students participating in Showcase 2) increase participation by minority and underrepresented students (including first-generation students); 3) increase the number of students archiving their posters in the Open Scholars archive.

Rationale: This could be due to reduction of the event from two days to one. The ongoing pandemic made the situation more challenging.

Resources needed: Support by College of Sciences (or elsewhere) in getting posters printed (if that happens this year) - costs of printing; increased marketing to faculty to obtain faculty support for curricular integration of student participation in Showcase; ability to schedule available space for the event when it is no longer virtual; support from UVU Library to facilitate archiving of materials.

Implementation Steps: 1) SCULPT will broadcast to faculty via the monthly online newsletter regarding plans for Showcase including reminders to invite their mentees to participate in presenting as well as to build in curricular integration to encourage students to attend; this will happen during the summer, as well as throughout the academic year to give faculty time to advise and prepare students; 2) potentially build in expectations or a requirement for students to archive their posters in the Open Scholars archive; 3) SCULPT Outreach committee will reach out to student groups across campus to inform them of Showcase, to encourage participation, at least to visit and learn from their peers. A new Outreach Committee is on board since Spring 2021, and they will continue the task of reaching out to student groups.

Initiative Begin Year: Fall 2020

Expected Initiative Completion Year: Fall 2023. We need time to evaluate the impact of the changes.

Action to Date: Showcase for Fall 2020 was postponed to April 2021 because of COVID-19.

Assessment Plan: Continue to evaluate number of students who present and gather data regarding their background demographics (de-identified) so this can be tracked; begin to gather data on the number of students who participate/visit Showcase as well as those who present; track the number of students who archive poster materials in the Scholars Open Archive.

AFFORDABILITY AND EFFICIENCY COMPONENT

SCULPT does not generate revenue or savings at this time for UVU.

RESOURCE REALLOCATION

SCULPT does not generate revenue or savings at this time for UVU.