



OUR UNIQUE EDUCATIONAL MISSION

White Paper

August 2011

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MISSION STATEMENT

Utah Valley University is a teaching institution which provides opportunity, promotes student success, and meets regional educational needs. UVU builds on a foundation of substantive scholarly and creative work to foster engaged learning. The university prepares professionally competent people of integrity who, as lifelong learners and leaders, serve as stewards of a globally interdependent community.

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CORE THEMES

STUDENT SUCCESS	UVU supports students in achieving their educational, professional, and personal goals.
SERIOUS	UVU fosters a culture of academic rigor and professional excellence.
ENGAGED	UVU engages its communities in mutually beneficial collaboration and emphasizes engaged learning.
INCLUSIVE	UVU provides opportunity for individuals from a wide variety of backgrounds and perspectives and meets regional educational needs.

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OUR UNIQUE EDUCATIONAL MISSION

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The Challenge

Utah Valley University is distinctive in its culture and aim. While other institutions offer an array of programs and degrees, few have UVU's ability to meet a broad range of student interests on such a large and balanced scale. UVU is the fourth largest, open admissions university in the nation. Among the top five, UVU is the only university to award roughly an equal amount of associate and bachelor degrees (IPEDS).

As a result of the prevailing values of faculty, staff and students, as well as the particular needs and resources of the region, UVU is committed to providing a first rate university experience with high academic values while maintaining a wide span of opportunity and strong support for students of differing abilities, backgrounds and aspirations. While these two grand objectives fruitfully co-exist in many cases, in others they present competing concerns.

Since he first assumed office, President Holland has expressed his urgent desire to build upon the intellectual rigor and professional excellence that has come to mark the university. To this end, he worked extensively with the Office of Academic Affairs and the Faculty Senate to craft new policies and guidelines concerning tenure and rank, ensuring that fair but demanding standards are set for faculty performance. Furthermore, he has indicated that to live up to the full potential of our university status, we must continue to develop and judiciously expand our four year and master's degree programs—making all necessary investments in hiring, supporting, and retaining well credentialed faculty. Also key is attracting and servicing well our region's brightest and best students by further promoting an institutional culture of thoughtful intellectual exchange and demanding coursework that equips our students with the substance, habits and skills reflective of a first rate university degree. All of these endeavors remain top priorities for an institution *serious* about higher education.

Again, UVU is unique in that alongside these energetic university ambitions there is a remarkable commitment to maintaining the university's historic role of serving as a low cost, open admissions provider of associate degrees, career and technical education, and non-credit job training programs. Likewise, there remains a strong desire to see UVU continue to provide broad access to underserved populations and a "second chance" for those who, for whatever reason, find themselves more dedicated to pursuing higher education than they were in the past. These practices and ideals stand as critical components of what it means to be *inclusive*, a theme widely embraced across campus. Other reasons affirm the virtue and utility of this institutional impulse.

- By remaining committed to a wide array of offerings, UVU will continue to be a regional and national leader in providing seamless transitions between associate's, bachelor's and master's degree programs. Many students otherwise likely to stop at the certificate or two-year level will pursue more advanced degrees.
- President Obama, Governor Herbert, the Utah State Board of Regents, and the Utah System of Higher Education have all prominently argued that more citizens must complete some form of post-secondary education and that shoring up and expanding community college operations across the state and nation is essential for making that possible. Maintaining UVU's broad educational programing thus serves a vital public interest.

- If UVU abandons its two-year/certificate offerings, the state will undoubtedly direct increasingly scarce resources elsewhere to fill that void. As it stands now, the majority of courses taught at UVU are lower division courses. If the critical community college function we currently serve is diminished, significant challenges would be posed for the whole institution. UVU has consistently shown efficient use of resources in providing excellent university and community college programming. The costly creation of separate infrastructure, faculty, and systems of support and administration within our service region would deprive UVU of substantial resources and require unnecessary duplication.

In his February 2010 State of the University address, President Holland called upon the full university community to engage in a dialogue on how to achieve a “complementary alignment” at UVU between the sometimes competing forces of becoming an evermore *serious* and *inclusive* university. Subsequently, an Advisory Council on our Unique Educational Mission (ACUEM) was commissioned to make recommendations on how such an alignment might impact academic programming, faculty qualifications, and student transitions.

This paper responds to the extensive three-part report provided by the ACUEM (the full subcommittee reports can be accessed at <http://www.uvu.edu/president/mission/index.html> and a listing of committee membership is in Appendix A of this report). Since our recent and projected enrollment growth is both a tremendous reflection of our mission and a challenge to fulfilling it, this paper also seeks to integrate a response to Phase One of the Strategic Plan for Managing Growth—a report which lays out a detailed analysis of projected growth and an array of strategies for dealing with such. (A copy of this report may also be accessed at the site listed above.) The concepts outlined below reflect a spirit of innovation and compromise—qualities necessary to preserve and improve upon the legacy that we have inherited with as much consensus as possible. Furthermore, these concepts are intended to establish a sense of institutional direction without mandating in complete detail the changes ultimately required to achieve our aim.

After releasing the first draft of this white paper, the President engaged a number of campus conversations with various groups including: Deans Council, Faculty Senate, Student Affairs Directors, UVUSA, PACE, University Planning Advisory Council, Regents, the UVU Board of Trustees, an open session for the campus and a number of departmental visits. In addition to these campus conversations, feedback was given to the Cabinet via emails. Through these conversations and emails the President’s Cabinet received a wide range of thoughtful feedback—much of which is reflected in this second draft. While somewhat more specific in certain areas, this draft still does not attempt to include every detail. Such an attempt at granular analysis will be left to other committees and those responsible for program implementation. Many of the proposed changes will require additional discussion, analysis, and phase-in periods.

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Strengthen Admissions and Enrollment Administrative Processes

As UVU continues its mission to effectively and efficiently serve a growing number of students, administrative processes must be continually improved. Such activities help to ensure that those attending the university will experience the greatest opportunity for success.

Revise Registration Payment Process

UVU will eliminate the current enrollment purge process that automatically removes students, without penalty, from courses for which they have registered but failed to pay their tuition or drop the course in a timely manner. These students limit enrollment opportunities for others. In the future, these students will be

required to pay for all registered courses that are not dropped in a timely and appropriate manner, regardless of attendance. In the first few years of implementation, it will be vital that these changes are communicated clearly and frequently to students and parents. As this process is implemented, we will need to take into account issues related to appeals, collections, phone calls, and other forms of *warning* communication.

Adjust Admission Deadlines

Experience amply demonstrates that students who enroll late generally fail to achieve successful completion of even a single semester at the university. Late admissions also compromise UVU's ability to serve its students administratively or academically. When students are admitted in a timely manner, they can be properly advised, resolve their financial aid concerns, and obtain the courses that will help them to succeed in accomplishing their higher education objectives. UVU will, therefore, move to enforce clearly established admissions deadlines (Fall Semester-August 1, Spring Semester-December 1). There will be no grace period or late fees allowed except for extraordinary circumstances that are clearly beyond the student's control. Certain programs and blocks may require unique admissions deadlines. These exceptions will be further explored.

Require Receipt of Official Transcripts Prior to Admission

To ensure that students are properly admitted and advised, the university needs to be in possession of official transcripts from the students' high schools or previously attended institutions of higher education prior to admission. This requirement is typical for most universities and is consistent with UVU's mission to become more serious. Therefore, only in exceptional circumstances will students be admitted and permitted to register for courses prior to receipt of these documents.

In order to save students and advisors time, we will be requiring that assessments be completed and scores received before students can meet with advisors. A greater emphasis on information concerning required assessments will be given to students upon admission to the university.

Other administrative adjustments should receive study and consideration. Implementing a registration deadline for new students and requiring a non-refundable registration deposit merit further consideration.

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Remain Open Admissions But Move to Structured Enrollment

One of the most challenging situations encountered in simultaneously meeting the goals of our dual mission lies in properly placing students with divergent levels of preparation where each student can flourish and then move to the next level if interested and ready. The traditional one-size-fits-all approach to admissions no longer meets the needs of the university. While UVU is determined to maintain its open admissions stance, enhanced academic quality standards mandate that students be properly prepared at each step as they carefully advance through their higher education experience. A few years ago, UVU ceased to be "open enrollment," as opposed to "open admissions," when it required students to submit ACT scores or take the Accuplacer assessment tests to determine preparation for enrolling in certain defined courses. To be clear, UVU will remain open admissions—meaning that if you apply, you will be accepted. However, the university will move towards an even more structured enrollment model that will better align students within the institution in the places where they are sufficiently prepared to succeed.

Establish University Enrollment Standards

The proposed university enrollment standards include:

- New students admitted before or at 23 years of age must have an ACT composite score of 19 or higher and a high school GPA of 2.5 or higher on a 4.0 scale. If a student has a composite score of 19 or higher, but their math and/or English scores are below 19, the student will need to complete appropriate remedial or developmental courses. Students not satisfied with their ACT scores may take the Accuplacer test. Students will need to score at or above minimums (Sentence Structure 85, Reading Composition 65, and College Math 30 or Elementary Algebra 61) to meet this requirement.
- New students who are admitted at or after 24 years of age will need to present Accuplacer scores with demonstrated minimums (see above).
- Transfer students must present college transcripts with the equivalent of UVU Math 1010 and English 1010 and a transfer GPA of 2.0 or higher. Consideration will be given for transfer students who apply before a semester is completed and, therefore, may not be able to present transcripts showing that the requirements have been satisfied.
- All students will be subject to the established course prerequisites and appropriate placement scores.

With these enrollment standards met, students will be allowed to enroll in any developmental, Career and Technical Education (CTE) and/or lower division courses for which they have met established course prerequisites. Upon admission to UVU these students will be highly encouraged to participate in orientation.

Require Steps to University Enrollment Success

Students who do not meet the enrollment standards outlined above will be guided through a series of structured enrollment steps designed to help them achieve success at UVU. These students will be required to meet with an assigned academic advisor (from their declared major) prior to registration and each semester thereafter until they have completed the requirements below.

- Participate in a UVU orientation prior to enrollment clearance.
- Enroll in, and not withdraw from, each of their required remedial or developmental courses in the first semester of attendance (assuming course availability).
- Enroll in subsequent remedial or developmental courses and make satisfactory progress through each successive semester of attendance until Math 1010 and English 1010 are completed. With the approval of the assigned advisor, students being guided through this process will be allowed to enroll in non-developmental courses (including CTE courses) for which they meet the pre-requisites. Certain CTE programs do not specifically require Math 1010 or English 1010, therefore students in these programs will have completed the required steps for university enrollment success when all remedial courses are completed.
- Complete at least 15 credits of non-remedial courses that include the equivalent of Math 1010 and English 1010 with a GPA of 2.0 or higher.

In addition, transfer students who are currently taking prerequisite courses at other institutions will be guided through the steps above until their transcripts documenting prerequisite courses have been evaluated and posted on the BANNER system.

Registration holds will be placed on students who fail to progress, requiring them to meet with their advisor for review of their progress and referral to appropriate resources as necessary. Students who demonstrate that they are unable to progress toward a certificate or degree may choose to change their major to “non-degree seeking.” Personal interest majors are not eligible to obtain federal financial aid, but may continue to enroll in courses for which they have met prerequisites.

A process will be developed for implementing structured enrollment and to specifically address the following issues: “grandfathering” of current students; the need for additional personnel and resources; admissions and

advisement changes; contingency plans when courses are not available; timing of implementation; and unique student circumstances (i.e. ESL, GED, Concurrent Enrollment, Homeschooled students).

Establish Advanced Standing Requirements for Upper Division and Limited Enrollment Programs

To ensure that students are prepared to move forward at a university pace, before they can begin to register for upper division coursework, they must qualify for advanced standing by:

- Completing and/or transferring in at least 24 credits of 1000 level, or above, courses with a cumulative GPA of 2.0 or higher.

Academic departments may establish additional advanced standing requirements that must be met before students will be allowed to enroll in upper division courses within their disciplines. However, any additional departmental requirements for advanced standing must be approved by the Vice President of Academic Affairs. Further thought needs to be given to how this might affect students pursuing AAS degrees that require upper division coursework within the two-year time frame, as well as students with significant amounts of AP or Concurrent Enrollment credit.

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Strategically Align Administrative Structures

If UVU is going to reach its full potential as a university offering bachelor's and master's degrees while providing an array of community college services, some organizational adjustments are necessary. Existing structures seem best suited for the ongoing development of four-year programing. What we currently lack are dedicated resources to think about, facilitate and coordinate the needs of graduate education as well as two-year and certificate training. We also need to adjust certain functions in advising and University College in order to facilitate student success at all levels with even more energy and coordination. In creating or staffing the positions recommended below, Academic Affairs will take immediate advantage of an existing open administrative line, filling the rest in the future as prioritized in the regular PBA process.

Create an Office of Graduate Studies

Right now, UVU offers three master's degrees. The administrative policy and procedure changes required to offer these degrees have heretofore been developed by the Graduate Support Committee. In the future, an Office of Graduate Studies will be established to coordinate the development of new graduate degrees, implement ongoing procedural changes, and ensure consistency. The Office of Graduate Studies will report to the Associate Vice President of Academic Programs. A full proposal outlining the core functions of this office will be developed.

Create an Assistant Vice President of Community College Programs

While direct responsibility of two-year degrees will remain with academic departments, a new Assistant Vice President of Academic Affairs will champion and coordinate issues related to maintaining, expanding, marketing, and assessing academic programs related to UVU's community college function. This person will report to the Associate Vice President of Academic Programs and will supervise the following departments:

- Extended Studies
- Career and Technical Education;
- Concurrent Enrollment
- A new Community College Office.

This change is an effort to solidify our commitment to Community College offerings. If UVU can remain committed to such an endeavor, there will not be a need to establish a separate Community College in Utah County.

Reconstitute Mission of University College to Unify Institutional Leadership for Academic Advisement & Student Success

For many years, we have benefited from the innovative relationship between University College and the division of Student Affairs with respect to advising and student success issues. While this vital collaboration must continue, certain areas require better alignment. Also, as *student success* now stands at the heart of the university's core themes, Academic Affairs must assume an even more explicit and energetic responsibility for such. These things all point to University College taking on an institutional direction that is both more focused and empowered than in the past. With a reconstituted mission concentrated on student success, University College will provide advisement and counseling to students who have not yet selected a major. It will play an important role in implementing structured enrollment by advising students with respect to remedial and developmental courses in math, English, reading and other skill building areas. The College will work closely with the Academic Affairs Council, the Advisement Leadership Council and department chairs to promote best practices in advisement and consistency in advising efforts across campus. In collaboration with Student Affairs, it will also promote and implement strategies to increase student retention, completion and satisfaction. To this end, it is proposed that the following changes be implemented.

1. Advising – To admit and successfully integrate students with a wide range of capabilities and preparation, UVU must provide well-coordinated and consistent advising services across campus while allowing flexibility for unique departmental advisement needs:
 - The Academic Counseling Center now reports directly to the Dean of University College. This move aligns advisement and academic placement of exploratory students into majors. The UC Dean will also lead out on those portions of academic advisement that have more universal application across the academic mission, working in concert with fellow deans and under the direction of the Vice President of Academic Affairs to implement broad academic advisement policy.
 - Departmental advisors will continue with day-to-day, budgetary and managerial reporting lines that run through Chairs and Deans.
 - The Advisement Leadership Council will continue to play a crucial advisory role to the President's Cabinet. This council will also provide essential leadership in sharing information, discussing advising issues of general concern, and making recommendations for improving advising across the university. Departmental advisors will continue to have representation and voice as participants on this council.
 - Deans and department chairs will be asked to support the implementation of university-wide policies, practices, and technologies that enhance advisement effectiveness. For example, Wolverine Tracks needs to be more rapidly and fully implemented across campus. This technology was instituted to help advisors and students develop academic plans to help students graduate in a timely manner.
 - Advisors also need to give renewed attention to returning students as they seek to reenter the university and complete their degrees.
 - Due to the need for uniform technologies (namely BANNER) in advising (both academic and support advisors), advisor training will remain with the Student Affairs division.
 - Support advisors (i.e. financial aid, one-stop, accommodative services, multicultural, international, women's success center, Trio, SCUP) will remain in the Student Affairs division.
2. Student Success – To strengthen the academic alignment of student success initiatives:

- The Office of Academic Standards has transferred from the Student Affairs Division to report directly to the Dean of University College. While this office serves students across the campus, University College is uniquely structured to help students surmount their academic difficulties.
- Given the crucial links for student success that must continue between the Academic and Student Affairs Divisions, the Office of Student Success and Retention will co-report to the AVP of Student Affairs for Enrollment Management and the Dean of University College (a shift from the Associate Vice President of Academic Programs). Each entity will have responsibility for half of the salary, budget, and managerial oversight of the Office of Student Success and Retention.
- The Dean of University College should consider the possibility of aligning the administration of the UV Mentor Program with the Student Success and Retention Office, especially as it relates to First Year Experience initiatives.

With this reconstituted mission and new focus, University College could consider the need for a change in name.

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Actively Market the Full Range of Academic Programs

One important indicator of the success of UVU's Unique Educational Mission will be found in the perceptions of the community at large. Do our constituents know about and appreciate the value of our full range of academic programs? As we move forward, we need to gather reliable and timely data to ensure that we are properly serving our constituents. The recommendations of this section require a careful, data-driven sense of community perceptions. Any effort to promote certificate and two-year programs must not diminish the excellent progress we have made helping the community understand we are a quality four year/master's level institution. Furthermore, any new potential marketing strategies are not intended to supplant existing strategies to brand the institution as an "engaged" university. Engaged learning is an educational philosophy and practice that permeates the entire curriculum and should continue to be a focus of our marketing.

Conduct a Community Survey

We have commissioned a community survey to see how well the community understands the full range of our mission. Once we have the survey results, we will engage in an internal dialogue to determine the most artful and effective way to convey a holistic picture of our unique educational mission. A professional firm has been hired and the survey will be conducted by mid-September. The community survey is part of an ongoing effort to assess our efforts in marketing our full array of opportunities.

Educate the UVU Community About the Value of All Degree Offerings

Despite a strong community emphasis on the value of education generally, students often arrive on campus with limited knowledge of the relative value of specific higher education opportunities. Due to UVU's rapid transformation from a Community College to a University, public perception of programs and offerings has been a moving target. We must build a comprehensive strategy to inform students and the public concerning the tremendous life-enriching benefits and career opportunities associated with the complete range of academic programs offered at UVU. Access to this information should be readily available with touch points that are highly visible on websites, in recruiting materials, and in student advisement offices. Such marketing may include messages that communicate: 2+2 programs, diversity/breadth of offerings, stackable degrees, comprehensive university, ladder approach, "Did you Know?" facts, etc.

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Revise and Integrate Academic Program Initiation and Review Processes

One of the most important tasks of a university is to manage the curriculum process from the development of new degrees to the assessment of current degrees. This will be especially true for UVU as we pursue our unique educational mission in a way that promotes a superb university learning experience, meets regional work force demands, and remains cost-effective.

The recommendations that follow will enhance and foster an integrated curriculum process that includes:

- Data collection and analysis conducted by a new Academic Programs Analysis Committee
- Review and recommendation of new degrees by departments, colleges, and schools
- Curriculum review and approval through the Curriculum Committee
- Approval of new degrees by Deans Council, VPAA, and President's Cabinet
- Approval of program recommendations by the Office of Academic Affairs
- Implementation of program recommendations by the deans and department chairs.

In order to establish a curriculum process that meets these stated goals, several changes must be implemented.

Develop a Proposal to Establish an Academic Programs Data Analysis Committee

To offer degrees that achieve the purposes of university education and are responsive to local and regional needs, UVU will develop a more data driven process to support the identification and prioritization of new degrees and review of existing programs at all levels (Associates, Bachelors, and Masters). An Academic Programs Data Analysis Committee could identify, organize, and analyze data that departments, schools and colleges could use in developing new degrees. In turn, as departments, schools and colleges propose new degrees themselves, the committee could gather and analyze data relevant to such proposals. This committee would not be a decision-making body but, as explained below, would provide valuable input to those decision-making bodies that are. The Associate Vice President of Academic Programs and Academic Affairs Council will investigate the role and structure of such a committee.

In terms of program review and new program development in particular, regional demand will be a significant consideration, but it will not be the only consideration. To this end, the committee will be encouraged to look at multiple data sets. These data sets may include, but are not limited to:

- Higher education best practices and trends,
- Labor market and salary statistics
- Employer surveys about future needs for skills and knowledge
- Student demand

Information derived from these areas will be evaluated and refreshed on an annual basis to ensure that the data remains current.

The Academic Programs Subcommittee of the ACUEM has already conducted an analysis of various data sources and identified several possible degrees for consideration by the academic departments:

- Associate degrees in Radiology Technology, Respiratory Therapy, Health Science, and Mechanical Engineering Technology;
- Bachelor degrees in Sociology, Anthropology, Geography, Family Studies, and multiple Engineering areas; and
- a Master's degree in Counseling.

Charge Academic Affairs Council with Reviewing and Prioritizing New Degrees, Emphases and Minors

With a mechanism in place to continuously gather and assess data for evaluating prospective degrees, a process needs to be developed to thoroughly evaluate new degree proposals. Given our mission and constraints on resources, we will not be able to develop every degree we may desire. Some existing degrees should be strengthened before new degrees are developed. And, new degrees must be relevant to clearly identified and prioritized needs of students and the community. Timing and the availability of essential resources must also be assessed for each degree. The Academic Affairs Council, under the direction of the Vice President of Academic Affairs, is central to making such informed assessments.

- An initial task, then, for the Academic Affairs Council is to develop a framework and criteria to guide the decision making process for developing new degrees. Specific areas for consideration are:
 - promotes critical, university-level substance and skill development (critical and analytical thinking, expression, creativity, world awareness, etc.);
 - responds to regional demand and opportunity;
 - takes advantage of existing faculty expertise or other institutional strengths;
 - satisfies student demand;
 - cost structure is consistent with budget realities.
- Next, the Academic Affairs Council would, based on this criteria, develop a prioritized list of degree proposals.
- This list would next be reviewed in the President's Cabinet.
- Academic officers will then begin to work through the list, developing the R401 in conjunction with the curriculum office and the Office of Planning and Budget.
- Final approval of new degrees resides with the Regents, after being approved by Academic Affairs Council, Vice President of Academic Affairs office, President's Cabinet and the Board of Trustees.

In addition Academic Affairs Council will identify strategies for articulating two-year degrees with four-year degrees. The desired outcome is a smooth transition from one level of degree to another, so students can continue their educational endeavors seamlessly when circumstances permit. The deans will work with department chairs to maximize this articulation.

Develop a Proposal to Establish an Academic Program Review Committee

With a system for ongoing data collection established and a process for developing and approving new degrees in place, the next step is to ensure the effectiveness and currency of established degrees. Program review, re-design, and discontinuation are all essential in maintaining vibrant and responsive academic programs.

Currently, UVU has several formal means of program review: (1) a three-year follow up report on new programs is required by Regents' Policy R401, (2) cyclical (five years) institutional program reviews are required by Regents' Policy R411, (3) UVU institutional academic program review Policy 603 provides a template that mirrors the requirements of Regents' Policy R411, (4) Northwest Commission on Colleges and Universities review academic programs as part of the University's accreditation, and (5) other professional accreditation associations review specific academic programs periodically. These reviews have taken place

over the past several years according to designated schedules, yet results have not been broadly shared or used much in the institution’s strategic decision-making and program improvements.

A proposal for an Academic Program Review Committee will be developed in collaboration with the VPAA, Academic Affairs Council and Faculty Senate. This committee should establish data-driven criteria for the review of current degree offerings. In determining the criteria, the committee should build off of the criteria for new programs developed by the Academic Affairs Council. A program review process should yield recommendations regarding the status and ongoing viability of current degrees. These recommendations would be reviewed and approved by the VPAA and respective dean and then be implemented accordingly. The Associate Vice President of Academic Programs will play an active role in the review process.

To assist in program review an online degree profile will be developed to facilitate planning, assessment, and program review. These profiles will be updated annually to ensure their continued usefulness in providing a snapshot of the health and viability of current degrees. At the same time every effort will be made to integrate into this process the various reports that are required by state and accreditation entities.

Establish a “Rapid Response Team”

Periodically local businesses and industries approach UVU for educational support in providing specific training for employees. In many of these cases, time is of the essence with training needing to be developed and delivered promptly. Most of the time, these courses do not require credit. A rapid response team (soon to be launched) has experience working with industry, knows the curriculum process at the university, and can mobilize academic resources quickly to develop and offer the requested courses. This team will report to the AVPAA for Engaged Learning. The Rapid Response Team would be an extension of the current Engagement Council which has been designed for similar functions.

When businesses request credit degrees, these requests will be given to the new Academic Programs Analysis Committee to investigate and determine whether the job market can support the degree, whether there is sufficient student interest, and whether institutional resources are available. If the data support the request, a recommendation will be sent to the VPAA and the appropriate college and school for consideration.

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Clarify Faculty Credential Standards and Expectations for Tenure and Rank

In recent years the focus on achieving university status has placed an appropriate emphasis on hiring more faculty with doctorate degrees and traditional academic backgrounds. As we move forward, we must continue to hire faculty with such training. However, in recognition of our considerable (and growing) enrollments at the one and two-year levels, and in recognition of the university’s other core theme of engaged learning, we must give some latitude and encouragement for hiring, retaining and honoring faculty across a fairly wide range of academic credentials and professional experience.

For example, in some of our disciplines, there is not a doctorate degree. Even in those disciplines where there is a doctorate, there may be times when our students would benefit more from an outstanding teacher who has a master’s degree but no doctorate. There may even be times when, for the same reasons, we want to hire someone who has only a bachelor’s degree yet they bring 20 years of highly skilled professional experience to bear on a related discipline.

The following proposals seek to balance the norms of academic credentialing for a traditional university with practices that will help us promote a broad and genuine sense of appreciation and reward for faculty operating across our multifaceted mission.

Define the Terminal Degree for Specific Disciplines and Rank of Professor

In most cases the doctorate degree will be the terminal degree required for rank of professor. However, in some circumstances a faculty member may attain the rank of full professor without a doctorate.

- There are disciplines where the terminal degree is other than the doctorate (e.g. culinary arts, automotive, theater).
- Each department, with approval from their dean and the VPAA, will identify the terminal degree that is acceptable to the discipline. This will be the highest degree required for the rank of full professor.
- A department can provide a path for a faculty member without the required terminal degree to earn tenure and achieve the rank of associate professor, but not the rank of full professor. Exceptions may be approved in rare circumstances where a faculty member has highly distinguished themselves in their profession. These exceptions must be approved by the department chair, dean, VPAA, president, and Board of Trustees.
- In addition to academic credentials, RTP committees will develop other criteria suitable to the discipline that indicate whether a faculty member is a superior teacher and has accomplished significant scholarly or creative work to warrant rank advancement to full professor. Years of satisfactory performance as an associate professor are not sufficient.
- In some cases, a salary increase may be earned for a faculty who does not have the terminal degree but has demonstrated sustained excellence in their role as a faculty member.

Investigate Salaried Faculty Role Statement Option for Colleges, Schools, and Departments

A role statement outlines faculty expectations for each area of professional responsibility: teaching, scholarly/creative work, and service. We recognize that role statements may not apply across the university but could be a useful option for some deans and department chairs.

As UVU is a teaching university, most faculty will have a role statement that indicates their primary responsibility to be teaching and presumes the greatest emphasis of their evaluation for tenure and rank is on teaching excellence and pedagogy. Scholarly/creative work and service will receive secondary consideration. This might be called the **“Teaching Role Statement.”**

A role statement can also be designed for faculty who may or may not have a terminal degree, but do have excellent training, a lot of exceptional real world experience, or other unique skills, that suggest they could provide a first rate educational experience for our students. This could be called the **“Teaching-Practice Role Statement”** and would indicate that teaching remains the most important activity (with some expectation in the area of scholarly/creative work). There is also a more substantial expectation in the area of professional practice—where they might be involved in activities and projects that keep them fresh and informed about their particular discipline.

For some faculty—who for reasons of accreditation or unusual skill and acclaim in the world of scholarship—there would be a role statement that puts greater emphasis on scholarship and creative work. This might be called the **“Teaching-Scholarship Role Statement.”** It should be noted that even here, given the mission of UVU, teaching must always remain of primary importance.

The VPAA and deans, in consultation with department chairs and RTP committees, will determine how these role statements can be implemented to address needs and issues particular to the schools and colleges. Any proposed changes will require revisions to the Rank Advancement Policy (#632).

Provide Multi-year Contracts for Salaried, Non-tenure Track Faculty

To provide more job security and better recognize the contribution of non-tenure track faculty, UVU will establish multi-year contracts for lecturers. A lecturer will be given a one-year contract that may be renewed for a second year based on job performance. Following these successful first two years, the lecturer may receive a three or five-year contract. This change requires no additional funds and will provide stability to the faculty member and the department.

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Expand Resources

The Northwest Accreditation Evaluation Committee expressed the following regarding UVU’s rapid growth and limited resources: “The Evaluation Committee recommends that Utah Valley University complete its work on a strategic plan for managing growth *so it is clear that additional resources must accompany additional growth*. While the institution has accommodated recent rapid growth in enrollment and has acquired some additional human, physical and financial resources for that endeavor, it is clear to the committee that a goal of additional growth must be consistent with both UVU’s mission and its resources.”

One of the key charges given to the Strategic Plan for Managing Growth committee was to develop a thoughtful and data-based growth projection for enrollment by year 2020. They calculated growth according to historical enrollment data, regional and state population projections, USHE and UVU enrollment projections, and participation improvement initiatives. On this basis, a reasonable expectation for UVU’s growth anticipates 46,039 students (headcount) or 34,888 students (FTE) by Fall 2020. According to current quality benchmarks, this level of growth would require that UVU add:

- 1.4 million square feet of space (five-year average of 102.3 square feet per FTE student)
- 4,900 parking stalls (3 students: 1 parking stall)
- 350 salaried FTE faculty (university status benchmark of 55% of instructional credit hours delivered by salaried faculty and 45% by adjunct faculty)
- 272 adjunct FTE faculty
- 503 staff (average of 1 staff per 25 students)
- \$45.6 million in tax fund revenue (\$3,145 – 2010-11 tax fund expenditures per FTE student).

If UVU is to meet student growth and maintain high quality services, an increase of faculty and staff is imperative. We will also need to think about how we physically accommodate additional faculty and staff. The combined growth in the number of students and employees necessitates strategic planning and aggressive resource development for physical facilities that will provide many more classrooms and offices.

Pursue a 10-Year Plan for Necessary Physical Facilities and Land Acquisitions

To reach the 1.4 million square feet of needed space, President’s Cabinet has begun to develop a 10-year plan for expanding our facilities as follows:

Ambitious 10 Year Expansion Plans	Square Feet
Completion of Science Building	160,000
State funding of 3 additional buildings (classroom/ office building next priority)	520,000
Lease/purchase of 2 additional buildings	300,000
Total	980,000
Gap Between Expansion Plans and Need	420,000

The gap of 420,000 square feet will require the use of other growth management strategies outlined in the next few sections. The impact of the 420,000 square foot gap on student demand is 3,910 FTE students. This gap necessitates the high prioritization of a classroom/office building as UVU's next facility request, along with strategic investments in land to provide for future parking and expansion.

Develop Satellite Campus Strategy

UVU currently offers courses and program services at a number of satellite campuses: UVU North (Thanksgiving Point), UVU South (Spanish Fork), Wasatch Campus, Westlake, Culinary Arts Institute, Emergency Services building, and the Aviation facility. If UVU is to simultaneously alleviate the heavy volume of students on our main campus and serve as a flexible higher education option to meet the diverse needs of our service area and growing student population, satellite campuses warrant greater attention. At least one of these buildings (in the table above), perhaps more, will need to be a satellite campus somewhere in Utah County. We must begin thinking through how such a building, or buildings, could best be utilized to accommodate growth and sustain our institutional mission. Our Wasatch Campus satellite is already built and operating but at something far below capacity. This committee would also be tasked with making recommendations of how to best expand the programming operations of that facility.

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Maximize Existing Resources

The gap left to accommodate student demand must be addressed by maximizing current course delivery and scheduling practices. These initiatives are not as facility-reliant and offer viable, expanded, and flexible options for students to access UVU courses while decreasing the strain on classroom space at peak times. The table below highlights a number of strategies and the targeted increases in enrollment by strategy if we are to fill the facilities gap of serving 3,910 FTE students. Following the table, each strategy is addressed in more detail.

Response for meeting facilities gap	Current FTE Delivery	Increase by 2020 assuming projected student growth rate and current % of delivery	Increase needed to respond to projected facilities gap	Total increase needed
Expand Distance Education	2,512	1,623	2,260	3,883
Expand Summer School	5,289	3,417	800	4,217
Expand Evening	2,687	1,736	750	2,486
Expand Weekend	564	364	100	464
Total	12,133	7,838	3,910	11,748

Expand Distance Education Offerings (courses, enrollments, and programs)

Distance Education not only has the potential to provide a strong pedagogical tool that improves the quality of student learning, but provides avenues for greater institutional efficiency and student throughput to graduation. In many areas of the campus, innovative approaches to blended learning environments have already been developed and are providing dynamic educational experiences for our students while freeing up precious classroom space. These things, in concert with the relatively rapid and expansive growth potential for Distance Education makes it the most effective option to address the bulk of the facility gap.

- During Fall 2010, 16.46% of student FTE was delivered via distance education (internet, live interactive, broadcast, and hybrid) totaling 3,593 FTE students. Excluding Aviation Science and its supporting general education courses, Distance Education served 2,511.5 FTE or 11.51% of total student FTE.
- For Distance Education (without Aviation Science) to *maintain* its current share of 11.51% of student FTE in the face of projected student growth rates of 5.11% annually, an additional 1,623 FTE will need to be instructed via distance education by Fall 2020 (an additional 162 FTE per year).
- However, because our physical facilities expansion cannot keep pace with an annual 5.11% student growth rate, Distance Education (without Aviation Science) will need to increase to a share of approximately 18% of student FTE by 2020. This suggests an increase of 1,623 (from natural growth) plus a targeted increase of 2,260 (to address the facility gap) for a total of 3,883 additional student FTE by 2020.

While the expansion of Distance Education reduces the need for physical space, faculty and support resources would need to be developed. In addition to acquiring the necessary support staff, below are examples of strategies to support the expansion of Distance Education:

- Recruitment of all new salaried faculty positions should include an assessment of the candidate's education and experience relative to delivery of instruction via multiple methods
- A program to recruit, train, evaluate, and retain distant faculty (non-Utah based) will need to be developed to ensure adequacy of adjunct faculty pools
- Enrollment parameters (floors/ceilings, etc.) need to be established and monitored
- Teaching load and pay practices must be aligned across delivery methods
- High demand and bottleneck courses (general education and majors) must be identified and then developed for delivery via Distance Education
- A number of 1000 level courses that could be solely delivered via distance education should be identified. Successful utilization of this strategy would both free up existing classroom space and provide an "early" distance education experience that could lead students to seek additional courses through distance education
- Distance Education must invest significant resources toward expanding the breadth and depth of its training (for faculty and advisors), design consultation, and support for faculty implementation of flexible, technology-enhanced pedagogies.

Expand Summer School

Available capacity exists in the summer to offer a broader range of courses to help students complete their degrees more expeditiously. It is both reasonable and necessary to plan for an expansion of summer offerings and services to accommodate an additional 4,217 student FTE by 2020. This is the sum of 3,417 (from natural growth) and 800 (to address facility gap).

A few of the strategies to support the expansion of summer school include:

- Funding of a Summer School Director, reporting to the AVP of Academic Programs, who will develop a comprehensive plan for growth, build a budget, work with department chairs to identify new course offerings, and promote and market the summer school. Some departments have already developed student surveys to assess interest and course need. Through similar broad-based surveys and academic advising, a more accurate assessment of overall need can be developed.
- Learning communities and bridge programs focused on preparing new students (including underprepared or underrepresented students) for success in university work, particularly in math and English.

Expand Evening and Weekend Offerings

More and more UVU current and potential students are in need of flexible hours and days for course access. Two of the areas that could be maximized for greater facility efficiency and provide a broad array of options for working and non-traditional students are the *evening* and *weekend* offerings. The expansion of *evening* and *weekend* offerings will address a significant portion (850 student FTE) of the facility gap.

- Evening school will expand by an additional 2,486 student FTE by 2020. This is the sum of 1,736 (from natural growth) and 750 (to address facility gap). The Monday through Thursday evening hours have much room for growth in terms of facility maximization.
- Weekend school will expand by an additional 464 student FTE by 2020. This is the sum of 364 (from natural growth) and 100 (to address facility gap). Weekend offerings (which includes Friday evening and all day Saturday) have increased in student interest.

Some strategies explored to help facilitate the expansion of *evening* and *weekend* school include:

- Assessment of current and future course/program offerings during these hours
- Assessment of additional student support services
- Use of 2011-12 Mission-Based Funding from the Regents to expand the number of degree program offerings.

Revise Practices and Processes for Class Scheduling

In addition to the expansion strategies above, there are a number of enrollment management practices and processes that could be revised. An important step in managing enrollment growth is analyzing class scheduling practices to maximize the utilization of classrooms and to determine the optimum time of day and day of week to offer high demand courses, general education courses, and degree requirements. An analysis of current and past enrollment patterns can help identify more efficient class scheduling practices to better enable students' access to the courses they need to graduate in a timely manner. Examples of scheduling practices which could be revised include:

- Expanding the number and type of courses to needed accommodate growth
- Offering courses during prime time that achieve a 75% fill rate
- Improving the distribution of required courses by time of day and day of the week
- Aligning room capacities with instructional pedagogy
- Providing a year-round class schedule
- Expanding the number of courses offered at satellite campuses and via distance education
- Providing a balance of core, service, and elective courses throughout the week

Ensure Academic Programs, Curricula and Policies are Geared to Timely (Four Year) Completion

Another key to maximizing our ability to meet our growth challenges will be to ensure that all existing and new degrees are structured in a manner to help students graduate in a timely manner—typically four years. The office of Academic Affairs should establish a target, and propose incentives, to reduce the average hours

to graduation. In line with this, as the Academic Affairs Council is considering new degrees, and the Academic Program Review Committee is reviewing existing degrees, they should:

- Review the role and number of required and elective courses, ensuring they do not exceed a reasonable limit that will foster four year completion rates;
- Carefully review the justification for all courses over three credit hours;
- Explore alternative methods of program and course delivery.

Establish a Committee to Tie Scheduling to Enrollment Projections

To prepare for an additional 14,000 students by 2020, data need to be gathered and analyzed to understand enrollment patterns and determine where the growth will take place (e.g. first year students directly out of school, transfer students, continuing students). These data will help identify where an increase in course offerings may need to occur (e.g. 1000 level, general education, 4000 level). Deans and departments chairs can then use this information to plan class schedules and hire the appropriate number of qualified faculty. Such an effort will allow UVU to more proactively and systemically approach enrollment growth. This committee will consist of individuals from academic affairs, student affairs and institutional research who have experience in enrollment data collection, analysis, and planning.

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Conclusion

Student success is at the heart of Utah Valley University's institutional mission. In the coming years, more and more students of our service region will need access to a range of excellent higher education experiences. UVU is uniquely poised and charged to accommodate such demand. The various reports and campus conversations that have spawned this white paper amply demonstrate that the faculty, staff and students of this institution want to continue its legacy of providing a comprehensive array of educational opportunities and support services to as many students as possible without sacrificing quality. In fact, we want to improve the quality of our educational offering. In many respects, such aims are not new here at UVU. Yet, we now find ourselves in a situation where, in order to achieve those aims, we have to change our approach on several dimensions. While change may be difficult for some, we must all recognize that drifting along with the status quo will leave us ill equipped to meet the needs of our students. Furthermore, as one of the largest open admissions universities in the country, UVU has an opportunity to distinguish itself nationally, if not globally. As we provide robust community college services in the context of an academically superb regional university, and do so on a scale adequate to our demographics, we will indeed have created a unique model for other institutions around the world to follow.

Appendix A - Committee Membership

Advisory Council on our Unique Educational Mission

(Co-chair) Ian Wilson – Vice President, Academic Affairs

(Co-chair) Cory Duckworth – Vice President, Student Affairs

Academic Program Subcommittee

(Chair) Lowell Glenn – Associate Professor, Finance and Economics

Margaret Bellon – Director, Graduation and Transfer Services

Kat Brown – Associate Professor and Department Chair, History and Political Science

Phil Clegg – Assistant Dean/VP of Student Life

Kathie Debenham – Associate Vice President, Academic Programming

Hugh Rode – Professor, Legal Studies

Sam Rushforth – Dean, College of Science and Health

Michael Snapp – Director, Career Development Center

Susan Thackeray – Director, Career and Technical Education

Norm Wright – Dean, Woodbury School of Business

Faculty Qualifications Subcommittee

(Chair) David Yells – Dean, College of Humanities and Social Sciences

Deborah Baird – Associate Professor, Marketing

John Balden – Associate Professor and Faculty Senate President, Accounting

Jan Bentley – Associate Professor and Department Chair, Digital Media

Mark Bracken – Associate Professor and Department Chair, Biology

Ernie Carey – Dean, School of Technology and Computing

Steven Clark – Associate Professor and Department Chair, Behavioral Science

Mohammed El-Saidi – AVPAA, Administration

Suzette Farmer – Associate Professor, Nursing and Health Professions

Student Transitions Subcommittee

(Chair) Michelle Taylor – Associate Vice President, Enrollment Management

Adam Black – Director, Academic Counseling Center

Liz Childs – Senior Director, Enrollment Management

Briant Farnsworth – Dean, School of Education

Jim Harris – Professor, Biology

Michelle Kearns – Director, Student Success and Retention

Deb Marrott – Associate Professor and Department Chair, Basic Composition and ESL

Shad Sorenson – Associate Vice President, Advisement and Support Services

Chris Taylor – Associate Vice President, Marketing and Communications

K.D. Taylor – Interim Dean, University College

Steve Teeter – Professor, Accounting

Strategic Plan for Managing Growth

(Chair) Linda Makin – Chief Planning, Budget, and Policy Officer
Eva Bernfeld – Director, Academic Scheduling and Curriculum
Robert Burns – Director, Extended Studies
Kathie Debenham – Associate Vice President, Academic Programming
Robert Loveridge – Director, Institutional Research/Information
Shad Sorenson – Associate Vice President, Advisement and Support Services
Tim Stanley – Assistant Director, Institutional Effectiveness and Planning
Michelle Taylor – Associate Vice President, Enrollment Management
Frank Young – Senior Director, Engineering and Space Management
Michelle Durham – Administrative Assistant, Office of Planning, Budget, and Policy
(Facilitator) Nancy Bartlett – Director, Institutional Compliance

President's Cabinet

Matthew Holland – President
Marc Archambault – Vice President, Development and Alumni Relations
Cory Duckworth – Vice President, Student Affairs
Val Hale – Vice President, University Relations
Linda Makin – Chief Planning, Budget, and Policy Officer
Karen Olsen – Administrative Assistant
Val Peterson – Vice President, Finance and Administration
Kyle Reyes – Assistant to the President
Ian Wilson – Vice President, Academic Affairs