This report is submitted to Provost Hackett for consideration in the implementation of UMKC’s new University College. The creation of the University College Advisory Council and formation of the University College were the result of the 2010-2020 UMKC Strategic Planning process which included hundreds of faculty, staff, students, administrators and external constituents. The resulting Goal 1: Placing Student Success at the Center – To provide the optimal learning environment for all students: outstanding academic programs and experiences, seamless student support and a vibrant campus community was identified and an implementation plan was developed. A strategic part of the implementation plan included the creation of a University College with the purpose of supporting our undergraduate students and their successful and timely completion of an undergraduate degree (Student Success Sub-Committee report, Goal 2, Objective 2.5., page 28, http://www.umkc.edu/provost/strategic-planning-process/documents/student-success-3-2-2009.pdf).

A University College will create an academic home with relevant support services for our undeclared/exploratory students and students in transition.

Committee charge:

- Survey University College models at other universities
- Propose a plan for the creation of a University College at UMKC and identify the relevant business processes affected by a change in how undeclared/exploratory students are served by the University
- Develop a communication plan for promoting a University College to faculty, staff and students

Membership on the committee included the following individuals:

<table>
<thead>
<tr>
<th>Member</th>
<th>Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drew, Andrea</td>
<td>A&amp;S Chemistry</td>
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<td>Hall, Eric</td>
<td>A&amp;S Mathematics</td>
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<td>Hernandez, Erica</td>
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<td>Hoffman, Erica</td>
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<td>MacDonald, Pat</td>
<td>Greater KC Community Foundation</td>
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<td>Martens, Brad</td>
<td>Education</td>
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<tr>
<td>Pemberton, Cindy</td>
<td>Provost Office, Chair</td>
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<td>Traiger, Jeff</td>
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<td>Watson, Amy</td>
<td>Ex-Officio/Provost Office</td>
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<td>Reed, Aaron</td>
<td>SBS</td>
</tr>
<tr>
<td>White, Connie</td>
<td>Dentistry</td>
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</table>
Summary of Committee Work
Multiple models of university colleges, division of undergraduate education, etc. were reviewed and institutional websites consulted during the initial stages of the committee work. The names, titles and structures of these units designed to support undergraduate student success vary from institution to institution. Websites for our benchmark and aspirational peers were reviewed to determine programming and administrative structures to support undeclared/exploratory students (see meeting notes/agendas for details). National model programs were reviewed. Selected institutions were identified and committee members presented key aspects of programs, services and structures from those institutions. The committee spent considerable time reviewing the publication by Evenbeck, S. E., Jackson, B., Smith, M., Ward, D. & Associates, (2010), entitled “Organizing for Student Success: The University College Model.” This publication was based on a national survey of institutions (N=58 responders included in analyses) serving new undergraduate students with defined institutional structures using a single administrative unit for oversight of programming and policy administration. Based on this work, a grid of potential services and programs found in University College structures was developed to use as a template summary of our report recommendations and is found in Appendix A.

As the committee continued its work, we also reviewed existing UMKC university services and programs that may be directly or indirectly related to the future UMKC University College. To gain increased insight into some of these programs and services, representatives gave presentations to and conducted question and answer sessions with the committee including: Supplemental Instruction/Video Supplemental Instruction, COACH program, APP program, CAD (Center for Academic Development). See Appendix C for meeting notes and agendas for details regarding these presentations.

Vice Chancellor Tyler presented the initial plans for the renovation of the university center and proposed design for the Student Success Center which will serve as the primary location for the UMKC University College support staff and programming - http://info.umkc.edu/leadership/files/2010/12/UMKC_SD-Concept-Plan-Pres-4.20.11.pdf.

Some members of the committee also made campus visits to IUPUI (Connie White/Cindy Pemberton) and to Penn State University (Jeff Traiger/Eric Hall) to learn about the units on each of these campuses and to help inform the final recommendations. The summary reports and support materials from those campus visits are available in Appendix B.

Meeting notes, agendas and additional support documents and information reviewed by the committee are found in Appendix C. (Also found on the University College Advisory Council Website: http://info.umkc.edu/universitycollege/)

Final Recommendations (summarized in Appendix A)
Based on this work the committee is making the following recommendations:

Students served by University College: The UMKC University College should serve all undergraduate undeclared/exploratory students, all students in transition (leaving a major but undecided about what major to declare), and serve as a transition for transfer students particularly those who are undecided on a major. The goal is for students to matriculate to an academic unit with a declared major prior to completing 60 hours of coursework. The University College will encourage and support students in the decision making process associated with a career path and the declaration of a major. This deliberative process will decrease the chances of students changing their major at a later date and decrease attrition rates to degree completion when compared with student peers who do not begin in the University College. Undeclared/exploratory students will begin entering the University College in the Fall, 2012.
Programs and services provided by University College: The UMKC University College should provide primary advising for all undeclared/exploratory and transitioning students. Transfer student advising should be initially provided in the university college for undeclared/exploratory students. For transfer students who are ready to declare a major, advising will take place in the appropriate academic unit and the University College will provide the students with additional transitional support.

The University College lead administrator (Associate Vice Provost for the University College) and the University College support staff should take the institutional lead on developing a model advising system for implementation in the University College, developing an initial advisor training program, and a model staff/faculty advisor training program based on recommendations from NACADA. The Associate Vice Provost for the University College should take the leadership role in the campus coordination of advising (see recommendation of Advising Task Force).

The University College should serve as the coordinating unit for all transfer students and provide programming to ensure functional transitions for these students. This will involve oversight of a student transfer center and coordination with all academic units across campus. The development of programs and services to support these students will require outreach to other higher education institutions, monitoring of articulation agreements, and other processes associated with student transfer.

The University College, under the leadership of the Associate Vice Provost for the University College, should develop a model First Year Experience (FYE) course following the demonstrated effective approaches from John Gardner and colleagues. This should be a mandatory experience for all undeclared/exploratory students in the University College. A second course on career exploration should be a mandatory experience for students who stay beyond the first semester in the University College and who have not yet declared a major. The Associate Vice Provost for the University College should lead the development of learning communities and, in partnership with Student Affairs, living learning communities that focus on supporting students in the University College.

It is recommended that the Writing Center begin reporting to the Associate Vice Provost for the University College in order to ensure direct support for the University College student population as well as the UMKC general student population. The committee was split on recommendations regarding the roles and responsibilities associated with activities currently being carried out by Supplemental Instruction and CAD which focuses on academic support services. Some members of the committee had strong recommendations that all existing academic support services should be included in the University College, reporting to the Associate Vice Provost for the University College and other members strongly recommended that the units providing those services remain within their existing reporting structure, with the recommendation that they work very closely with the University College staff to provide the necessary programs to support University College students. Career Services should also work closely with the University College staff to provide University College students the services they need to make early career decisions and appropriate associated major choices.

Staff and budget: The committee recommends that the administrative structure of the University College be limited to support the programs and services being delivered in the University College. There will be an Associate Vice Provost for the University College reporting to the Provost via the Deputy Provost position. There should be one administrative assistant and, initially, 2-3 University College advisors (depending on the number of undeclared/exploratory students with the target goal of 250:1 student advisor ratio based on NACADA recommendations, with additional advising systems in place to support advising undeclared/exploratory students – e.g., advising portal). University College advisors should be required to have, at a minimum, a master’s degree with demonstrated skills, knowledge and
abilities to serve the needs of the undeclared/exploratory student. These cross college advising positions require different skills and knowledge than the typical professional advisor in order to serve students exploring careers and majors. There should also be a transfer advisor position to specialize in assisting transfer students and to oversee a transfer center with programming to serve students (see Transfer Student Task Force Report). The budget for the University College should be adequate to cover staff salaries/benefits, a small operating budget, stipends for instructors involved with courses, programming and services costs and annual budget review and adjustment based on demonstrated need. The initial University College costs should be supported through strategic plan allocations and institution wide budget support should be phased so that it does not impact other units immediately.

**Communication Strategy:** The Associate Vice Provost for the University College should create an advisory group to provide continuous input on the services and programming within the University College. This group should also serve as “ambassadors” to the rest of the campus community and would be a communication resource for campus constituents. It will be critical to develop materials, electronic and print, for internal and external groups regarding programs and services for undeclared/exploratory students, transfer students and transitioning students. The current “advisor forum”, deans/chairs/directors groups, student affairs and SGA should be updated regularly about the programs/services in the University College and their effectiveness. Developing a web presence could be a first step in the communications process. The Associate Vice Provost for the University College and staff in the University College should be visible and active participants in campus visit days, in new student orientation and in transfer student orientation. A communications strategy should include materials being developed for students interested in UMKC and those materials could be used in visiting community colleges and high schools. The Associate Vice Provost for the University College should work with University Communications to develop a communications plan for our external constituent groups and should also have discussions with the University Foundation and our development unit.

All programming and support units within the University College should identify metrics that will be tracked on a regular basis to provide information regarding program effectiveness and will be used for ongoing decision making and program revisions. The unit must have collaboration as a high priority with critical partners including Student Affairs and all undergraduate academic units across campus. Communication must be continual with all internal and external constituent groups. In summary, additional new services and programs should be developed based on identified student needs in support of undergraduate student success.
APPENDICES

Appendix A

Final University College Recommendations

Appendix B

Campus Visit Reports

Appendix C

University College Advisory Council Charge

Meeting Agendas & Notes

Quarterly Reports
<table>
<thead>
<tr>
<th>Service</th>
<th>UC Primary Responsibility</th>
<th>UC Shared Responsibility</th>
<th>UC Very Limited Responsibility</th>
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<td>English as a second language courses</td>
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<td>Note that faculty &amp; staff would need specific development programs, training and ongoing support for teaching in the university college - first year experience, etc.</td>
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<td>Learning Communities</td>
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<td>P-16 college readiness program (Jump Start)</td>
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<td>Placement testing</td>
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<td>Service-learning</td>
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<td>Tutoring/mentoring</td>
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## University College Model - Students Served

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<th>UC Serves All</th>
<th>UC Serves Most</th>
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1. Describe the history, structure, and purpose of the university college.

The IUPUI University College is considered the “gold standard” and national model for an effective structure that positively impacts student success. The unit was formed in 1997 and is the unit where every undergraduate student enters the university and serves as the common gateway to all undergraduate academic programs. The university has approximately 28,000 students; 19,000 undergraduate students; 3000 new beginning students each year and approximately 6500 students are in UC at any one time (Forty 2500 exploratory students) founding faculty representing all undergraduate degree granting units and a dean are central to the unit. Faculty hold joint appointments in UC and their academic unit. UC coordinates existing university programs and resources that support academic excellence and student success for beginning students. The UC also develops new programming and services to support student success.

Programming and units within UC – student peer mentoring, advising, modified SI, learning centers (math, writing, etc.), first year experience seminar, career exploration seminar, faculty fellows, faculty development programs to support student success (Gateway Faculty Seminars), student advisory group, coordinates campus wide advising group, transfer center, career center, students changing majors, learning communities, summer success academy, learning center – tutoring, summer bridge program, early warning system, new student orientation program

2. Describe the budget structure and functionality.

IUPUI follows a modified RCM budget model. UC is part of the tax system that is paid by all academic units. Total budget is over $10 million. Total budget supports all programming and salaries for UC programming.
3. Provide an overview of personnel qualifications, professional development (Diversity Training) offered, recognition & awards system available, and the performance assessment process.

Extensive personnel included in UC for a variety of programming. Extensive development opportunities and a commitment by everyone to contribute to the national research and study of student success. Publishing and presenting is a performance expectation for all faculty and staff.

4. Describe data systems in place that improve student support services and program delivery including student tracking systems, personnel access to student information and the use of electronic media & service delivery.

One full time Ph.D. level NTT faculty coordinates very sophisticated data support system. Assessment of every program in UC with extensive program reviews every 5 years. Produce standard annual reports. 1 full time data person (MA in Informatics) and 2 grad students.

5. Describe the University College relationship with other academic units including academic unit accountability for student major selection.

UC works closely with AU’s and students must move to AU after 60 hours. Annual reports to university regarding accepted set of metrics focused on UC programming.
6. Describe the University College role in general education.

UC does not play a direct role other than to offer first year experience courses that are linked to general education courses being offered in AU’s. All FYE courses are linked and cohorted, many with associated learning communities. General education is based on PLU’s (learning outcomes) and a set of high impact learning experiences.

University College Implementation

7. Describe any University College implementation issues, including faculty buy in and communications with the campus community.

Faculty fellows are half time in UC so there is a direct connection to all AU’s. There was doubt early in est. unit but ongoing data have demonstrated effectiveness.

37 themed learning communities, limited to 25 students each, FYE linked to 3 or more courses with integrative assignments and an institutional faculty team for each LC.
8. Identify other individuals to talk with – students, faculty, professional staff that will be impacted by the implementation of the University College.

We did not talk with others on campus except the Dean of the Honors College who is very supportive of the work of UC.

University College Student Services & Support

9. Describe the advising model-student advisor ratio and number of contacts with students.

Personal portal for access to advising records. There are 28-29 advisors for 6500 students – 350:1 ratio. There are also joint advisors (50/50) but UC pays all salary, 6 GA’s in school counseling/higher education (MA + 2yrs). Advisors need MS and have month long training and a year of close mentoring. NACADA participation required. They have online advisor training, campus wide advising group (campus advising council for campus policy issues), transfer students stay for one semester, students changing majors, students on academic probation. Students swipe in with data infrastructure and evaluation of each session recorded. Advising M-R 8-6, F 8-5, Sat open 6 times/year. They are matched with financial aid, admissions, registrar support.
10. Provide an overview of academic support services including days/times available to students.

See previous comments. MARK Learning Center includes peer mentoring, group tutoring, one on one tutoring, structured learning assistants (modified SI), academic enrichment sessions, minority student retention programs.

11. Describe specific services and processes that support transfer student populations. Include the University College role in transfer articulation agreements.

Has transfer center and staff to focus on agreements and student transition issues.

12. Describe interventions for those students not willing to declare a major as well as the length of time they are allowed to remain undeclared in the University College. Describe any early alert system in place.

Students must leave at 60 hours. Students begin Personal Development Program linked to course management system and started in FYE. Placement tests and early warning reports critical. Early alert is for all students, faculty participate and notify because of no attendance, irregular attendance or unsatisfactory work. Policy issues – admissions committee is UC faculty, instituted administrative withdrawal – faculty identify missed classes and ask to have students withdrawn and chair decides which courses and is put in syllabus but there is an appeal process. Below 1.00 auto dismissed and must stay out one semester. Limit number of drops – 1 drop / semester. Do not take late admits.

13. Provide an overview of the freshmen seminar including teaching requirements, themes, advising and other student services relationships.

See other comments. Approximately 100 FYE in fall semester. FYE faculty must be invited to teach and must attend 2, 3 hour workshops – focused on learning outcomes. FYE is mandatory for all students. FYE vary in credits 1-3 depending on linked course combinations.
14. Describe the use of learning communities and the University College role.

   Extensive, see other comments. UC oversees all LC’s.

15. Describe any use of the life coaching concept within the University College.

   Use peer mentoring program. No mention except with minority student retention program which is all inclusive.

16. Summer bridge program

   For provisional admits, FYE linked to English and Math. Another program – summer success academy for academically at risk students – invited to attend, free, 23 sections @ 25 ea., 2 weeks, not required, recruited via orientation, instructional team same as FYE theme LC – refresher writing, reading, math, speech comm., transition skills, expectations, tour, based on placement performance

17. Describe any career education/ career choice services provided by the University College.

   Included services in UC, second course in career exploration

18. Provide an overview of new student orientation/transfer student orientation.

   Guided self placement in math, chem., for. Lang.; one day orientation with advisors in UC and faculty for unit advising plus parents.
Mission and Principles
University College

MISSION

University College is the academic unit at IUPUI that provides a common gateway to the academic programs available to entering students. University College coordinates existing university resources and develops new initiatives to promote academic excellence and enhance student persistence. It provides a setting where faculty, staff, and students share in the responsibility for making IUPUI a supportive and challenging environment for learning.

PRINCIPLES

University College will achieve its mission through the

- Promotion of student learning
- Focus on individual student success
- Establishment of its own traditions and recognition of accomplishments
- Provision of a quality first year experience
- Development of strong connections with the degree-granting units
- Commitment to faculty and staff development
- Creation of a community that values diversity
- Implementation of collaborative governance built on individual responsibility
- Commitment to intentional reflection and assessment

NORMS

We will

- Regularly attend meetings with calendars
- Engage in active participation
- Get out electronic feedback to group within five days
- Communicate with school/colleagues on University College issues
- Be responsive to requests for participation
- Strive to operate by consensus
- Value, respect diverse opinions
- Support group discussions
DEFINING THE RESPONSIBILITIES, ROLES, AND RECOGNITION
OF UNIVERSITY COLLEGE FACULTY

MISSION

University College is the academic unit at IUPUI that provides a common gateway to the academic programs available to entering students. University College coordinates existing university resources and develops new initiatives to promote academic excellence and enhance student persistence. It provides a setting where faculty, staff, and students share in the responsibility for making IUPUI a supportive and challenging environment for learning.

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PREAMBLE

In support of the University College mission and principles, University College faculty are committed to enhancing and improving undergraduate education for students in all units, to supporting interdisciplinary studies, and to promoting academic and scholarly excellence. Unique to University College is the faculty's focus on creating a community distinguished by multidisciplinary faculty involved with students through effective mentoring, rigorous teaching, and responsible curriculum design. University College Faculty play a major role in making decisions that direct University College governance and operations, supporting curriculum development, and serving as ambassadors to the campus and community.

I. UNIVERSITY COLLEGE FACULTY APPOINTMENT CRITERIA AND PROCEDURES

A foundational premise of IUPUI's University College is that faculty must be centrally engaged in creating, guiding and implementing all initiatives for entering students. While University College does not have its own tenured faculty lines, three distinct types of faculty roles have been designed to create a unique Faculty which is broadly representative of the various academic units at IUPUI.

Types of Appointments: There are three types of faculty appointments within University College, Senior Faculty, Adjunct Faculty, and University College Lecturers.

Senior Faculty

The Senior Faculty of University College is composed of 40 individuals drawn from the ranks of tenured and clinical senior faculty in the degree-granting academic units at IUPUI. Appointment is competitive and based on the criteria stated below. The senior faculty provide comprehensive leadership for curricular and academic policy issues.

Appointment criteria for University College Senior Faculty

- Tenure or senior clinical appointment in an academic unit at IUPUI;
- Demonstrated commitment to undergraduate learning;
- Written support from the individual's primary academic unit;
- Professional interests and expertise that support the current needs of University College;
- Strong commitment to the mission of University College.

Length of Appointment

Appointment as a University College Senior Faculty Member will normally be made for a three-year renewable term. There is no limit on the number of terms a senior faculty member can serve.
Adjunct Faculty

Adjunct Faculty appointment to University College represents a mechanism for recognizing individuals whose campus responsibilities and contributions directly support the mission of University College (e.g., teaching a First Year Seminar, significant committee service, involvement in assessment, or other special projects). The number of Adjunct Faculty appointments and the level and nature of their involvement in University College will vary. This faculty appointment implies a more limited range of responsibilities within University College.

Appointment criteria for University College Adjunct Faculty

- Have regular assigned campus responsibilities which relate to the mission and programs of University College;
- Demonstrated commitment to undergraduate learning;
- Support from the individual’s primary academic unit;
- Professional interests and expertise that support the current needs of University College;
- Strong commitment to the mission of University College.

Length of Appointment

Appointment as a University College Adjunct Faculty member will normally be made on a one- to three-year renewable basis.

University College Lecturers

While University College does not make its own tenured faculty appointments, like other academic units on campus, it does make a number of term, resident faculty appointments at the rank of Lecturer. In addition to teaching University College courses, these faculty often teach freshman courses in their respective fields. Appointments are subject to appointment and review processes of the campus and the home academic department if any.

Appointment criteria for University College Lecturer

- Academic credentials which meet criteria for appointment as lecturer;
- Demonstrated commitment to undergraduate learning;
- Professional interests and expertise that support the current needs of University College;
- Strong commitment to the mission of University College;
- Ability to teach freshman courses in respective discipline as well as University College courses.

Length of Appointment

Appointment as a University College Lecturer will normally be made on a one- to three- year renewable basis.
NOMINATION AND APPOINTMENT PROCEDURES

The University College Faculty Roles, Responsibilities, and Recognition Committee receives and reviews nominations for senior and adjunct faculty appointments and makes recommendations to the Dean, who, in consultation with the Executive Committee, will make the final selection and appointments. Members of the committee participate in Search and Screen procedures for new lecturer appointments.

ANNUAL REPORT

All faculty members are asked to complete a brief annual report that documents personal accomplishments and involvement with University College, thus allowing University College to more effectively document its accomplishments to external audiences. Additionally, the annual report provides information for the Dean to provide a summary and recognition to the home school on activities and accomplishments in teaching, service, and/or research related to the University College appointment.
II. THE ROLES AND RESPONSIBILITIES OF UNIVERSITY COLLEGE FACULTY

A. General Expectations of Faculty

All appointed faculty are expected to understand the mission of University College, actively contributing to the continuous improvement of its programs and services for students. All faculty are eligible to vote at meetings of the University College Faculty Assembly, and at meetings of committees and task forces of which they are a member.

Roles and Responsibilities of Senior Faculty

- Provide strong campus leadership based on principles on which University College was founded;
- Promote the mission, contribute to the understanding of University College and augment its effectiveness, via communication with their home unit, the campus, and the community as a whole;
- Participate in regular UC faculty assembly meetings, semi-annual retreats, and other events;
- Make significant contributions to the work of committees, task forces and other projects for which one is responsible;
- Review and, where appropriate, respond to UC communications and requests for information, and contribute to the preparation of University College proposals and reports;
- Assume a unique set of responsibilities, reflecting his/her individual interests and expertise in support of current UC needs and priorities. (see following examples)

Roles and Responsibilities of Adjunct Faculty

- Promote the mission of University College in ways which reflect his/her individual interests, expertise, and regular IUPUI position assignments;
- Encouraged to attend University College faculty assembly meetings, semi-annual retreats, and other events;
- Encouraged to serve on standing and ad hoc committees;
- Review and, where appropriate, respond to UC communications and requests for information.
- Make additional contributions to the mission of University College in ways reflective of his/her individual interests and expertise. (see following examples)

Roles and Responsibilities of University College Lecturers

- Teach assigned University College courses;
- Complete annual administrative assignments;
- Participate in regular University College faculty assembly meetings, semi-annual retreats, and other events;
- Contribute to the work of assigned committees and task forces;
- Review and, where appropriate, respond to University College communications and requests for information;
• Promote the mission and provide information about University College to campus and home academic unit;
• Make additional contributions to the mission of University College in ways reflective of his/her individual interests and expertise. (see following examples)

B. Additional expectations for Senior Faculty

Typically, senior faculty will be expected to provide greater professional service contributions to University College. In recognition of their comprehensive engagement and leadership, a $1000 faculty development stipend is made available annually for each senior faculty member.

C. Examples

The following are examples, organized along the lines of traditional faculty roles, which illustrate how UC faculty may contribute to the mission and programs of University College.

Service
• Serve on standing and ad hoc committees that set policy, conduct faculty governance, and contribute to the administration and program implementation of University College. This includes, but is not limited to:
  o Standing committees established by the faculty (e.g., Budgetary Affairs; Faculty Roles, Responsibilities, and Recognition; Academic Policies and Procedures; Curriculum Committee; Executive Committee)
  o Special purpose University College committees (e.g., PEW Self-Study; Search and Screen)
  o Advisory Committee for University College programs (e.g., Orientation, Mentoring Center, BookMarks, Advising, College Preparatory Initiatives)
• Collaborate with University College advisors in enhancing the quality of academic advising and mentoring, and the coordination of advising between University College and Schools;
• Participate in and make presentations for University College programs (e.g., student orientation sessions, University College Learning Communities Colloquium, Scholars Day, and high school outreach activities);
• Serve as a mentor to University College students to assist them in their career choices, help them understand the academic requirements for specific careers, and offer them personal encouragement in achieving their career goals;
• Represent University College in community outreach activities by educating the larger Indianapolis metropolitan community, including high school teachers, administrators, counselors, and students about the importance and necessity of higher education and the pre-conditions for academic success in college;
• Represent University College on campus committees that impact University College (e.g., PRAC, Academic Affairs, Enrollment Management, Faculty Council, FASPAC);
• Serve as a University College liaison to inform colleagues and administrators in home unit and other IUPUI schools about the purpose, needs, and accomplishments of University College.
Teaching
- Teach University College courses;
- Serve as a resource for University College courses:
  - Help implement new teaching strategies
  - Help integrate innovations in technology
- Develop new courses for the instruction of University College students;
- Provide leadership for the continued development and improvement of First Year Seminar and/or Critical Inquiry;
- Contribute to sustaining or improving effective undergraduate teaching and learning in general education courses at IUPUI;
- Attend and/or participate in presentations/seminars, regional, or national conferences that contribute to the improvement of undergraduate learning.

Research
- Contribute to the development, maintenance, and analysis of data concerning University College students, as related to assessment of University College in fulfilling its stated mission;
- Design, conduct, and disseminate research that:
  - Informs the development of the first year studies curricula at IUPUI, including the identification of new instructional technologies and pedagogical practices and the assessment of their effectiveness in improving undergraduate learning
  - Promotes the improvement of undergraduate learning
  - Relates to the assessment of University College programs, faculty, and staff
- Disseminate research findings at University College events; university, national, and international conferences; and through publications;
- Publish research findings in peer-reviewed journals.
III. RECOGNITION AND REWARDS

The Senior Faculty, Adjunct Faculty, and University College Lecturers, should be recognized and rewarded for their participation in University College. Appointment to University College is a highly selective recognition of faculty who have demonstrated concern for improving undergraduate education.

Recognition for the contributions and accomplishments related to University College may include:

- Acknowledgement of accomplishments and professional expertise on the University College web home page, in the manual, and in other published media;
- University College-initiated nominations for appropriate campus and university level teaching, service, and research awards;
- Letters of support and appreciation from University College administrators and campus level leadership.

Rewards for University College faculty may include:

- Personal satisfaction gained from supporting their students, many of whom are first generation, to benefit from their University experience;
- Unique opportunities for collegiality in a community of peers focused on improving student academic success;
- Opportunities for research assistance and technology support;
- Grant opportunities for professional development and curriculum development, including faculty fellowships;
- Opportunities for travel to conferences for University College-related professional development;
- Symbolic tokens acknowledging University College Faculty status and accomplishments such as certificates of appreciation, medals for academic regalia, etc.
Governance in University College

University College is the academic unit at IUPUI that provides a common gateway to the academic programs available to entering students. University College coordinates existing university resources and develops new initiatives to promote academic excellence and enhance student persistence. It provides a setting where faculty, staff, and students share in the responsibility for making IUPUI a supportive and challenging environment for learning.

University College will achieve its mission through the following principles:

- Promotion of student learning
- Focus on individual student success
- Establishment of its own traditions and recognition of accomplishments
- Provision of a quality first year experience
- Development of strong connections with the degree-granting units
- Commitment to faculty and staff development
- Creation of a community that values diversity
- Implementation of collaborative governance built on individual responsibility
- Commitment to intentional reflection and assessment

University College faculty, staff, and students are committed to collaborative governance in fulfilling the mission of the College and in realizing the principles that guide work with students.

The following tenets of collaborative governance have been adopted by the faculty, staff, and students of University College:

- Several groups within University College have expertise to contribute to University College and a stake in its outcomes.
- Decision making is horizontal, not vertical, and those with the best perspective on a given issue should have the greatest input.
- Collaborative governance moves forward the collective agenda within University College and beyond.
- The University College governance structure must link with campus/university governance structures.
- Collaborative governance promotes linkages with similar interests across campus and throughout the university.
- Decision making is a process that requires both input and feedback.

The Steering Committee serves as a board of advisors to the Executive Committee providing general direction for the College.
The University College Steering Committee is composed of members representing the following:

- Faculty member appointed from the Executive Committee
- Advisor (representative and alternate)
- University College clerical staff (representative and alternate)
- University College professional staff (representative and alternate)
- University College administration
- University College mentors (representative and alternate)
- University College orientation leaders (representative and alternate)

The Mission Statement of the University College Steering Committee is:

We Are: Liaisons to and from constituent groups (administration, faculty, staff, advisors, orientation, and mentors).

Our Mission Is To: Enhance student learning by (1) empowering faculty, staff, and students through collaborative decision making; (2) fostering unity and support among University College (constituent groups); and (3) creating a learning organization for all members of University College.

We Do This By: (1) reviewing policies and procedures; (2) implementing and assessing collaborative governance; (3) serving as advisory board to the Executive Committee; and (4) giving and receiving ongoing feedback from our represented constituent groups before, during, and after decisions are implemented.
Bylaws of the Faculty Assembly  
University College  
Indiana University–Purdue University Indianapolis

SECTION I. FACULTY

Subsection 1. Definition

The faculty of University College, Indiana University–Purdue University Indianapolis (henceforth known as the Faculty) shall consist of the faculty who hold appointments in University College. The faculty, when meeting as a whole, shall be known as the faculty assembly.

All faculty are eligible to vote at meetings of the University College faculty assembly, and at meetings of committees and task forces of which they are a member. (See Defining the Responsibilities, Roles and Recognition of University College Faculty appended.)

Subsection 2. Classification of Membership

Senior Faculty  
Adjunct Faculty  
Lecturers

Subsection 3. Certification of the Faculty

As appointments by the trustees, resignations, retirements, or terminations occur, the dean shall communicate to the Executive Committee changes in the status of each person holding a faculty appointment.

SECTION II. LEGISLATIVE AUTHORITY OF THE FACULTY

Subsection 1. Definition of Legislative Authority

Legislative authority means the power to establish general policies and to determine procedures for their implementation subject to the approval of the Board of Trustees of Indiana University, the laws of the State of Indiana, and other provisions of these bylaws.

Subsection 2. General Sources of Authority of the Faculty

In accordance with the laws of the State of Indiana and, in particular, the authority granted to the Trustees of Indiana University to delegate to the faculty and to university officials such authority as they may possess, such delegation being always revocable and the exercise of delegated authority remaining at the trustees' pleasure and subject to their approval, these bylaws confirm and establish in the faculty the responsibilities and duties herein specified.
In accordance with long-standing U.S. traditions in higher education, primary authority in matters of academic policy resides with the faculty.

Subsection 3. Specific Legislative Authority of the Faculty

Without implied limitation on the general legislative authority of the faculty by failure of enumeration below, the faculty's legislative responsibilities and duties related to academic policies within University College are:

a. Standards for student admission, placement, and academic standing
b. Curriculum, course content, and examination procedures
c. Grading, student evaluation, and grading appeals

In addition to these, the faculty has interests, legislative responsibilities, or duties overlapping those of the University College administration in the following areas:

a. Student conduct and discipline
b. Student grievances against faculty
c. Faculty appointments/reappointments
d. Faculty status, conduct, and discipline
e. Faculty grievances
f. Privileges and general welfare of the faculty
g. Appointment and retention of academic administrative officers
h. Scholarships
i. Class scheduling
j. Research and public service
k. Academic organization/reorganization
l. Physical facilities and budgeting as they relate to academic objectives
m. All other policies and procedures affecting the faculty and its academic mission
n. All other policies and procedures affecting the students and their academic progression
o. All other policies and procedures affecting advising and academic support

SECTION III. ADMINISTRATION

Subsection 1. Administration

The faculty recognizes that the dean of University College (henceforth known as the Dean) is the chief administrative officer of University College. Associate and assistant deans are appointed by, act on behalf of, and are responsible to the dean. The dean, together with the associate and assistant deans, comprise what is referred to herein as the University College administration (henceforth known as the Administration).
Subsection 2. Duties and Responsibilities of the University College Administration

The dean shall:

a. Be the chief administrative officer of University College
b. Allocate budgetary resources
c. Collaborate with the Executive Committee to revise faculty appointment guidelines as necessary
d. Make the final selection of all faculty appointments
e. In the fall of each year and in collaboration with the Executive Committee, articulate to the faculty the major issues to be considered over the coming year
f. At least once each semester, report on the state of University College at a meeting of the faculty assembly
g. Request the Executive Committee to add agenda items for meetings of the faculty assembly
h. Communicate to the faculty all matters concerning the responsibilities, duties, and academic and professional welfare of the faculty that come before University College and the university
i. Provide guidance to the University College Steering Committee
j. Provide a summary and recognition to home schools on activities and accomplishments in teaching, service, and/or research related to University College appointments

The faculty recognizes the responsibilities and duties of the administration as including but not limited to:

a. Carrying out the policies adopted by the faculty within its authority to act
b. Proposing procedures to the faculty for implementing each policy
c. Proposing policies to the faculty for its consideration

Subsection 3. Evaluation of Administrators

The Executive Committee, on behalf of the faculty, will provide feedback to the administration on its performance. There will be three types of evaluation:

a. Continuous feedback to the administration of its performance
b. Periodic formal evaluation of each assistant and associate dean every three years
c. Evaluation of the dean every five years according to university policy

While the mechanism for this evaluation may vary, the mechanism must:

a. Be approved by the Executive Committee
b. Involve input from the faculty
c. Evaluate the administration in the context of the tasks for which it is responsible
The Executive Committee shall provide a summary of the evaluation of the administration to the dean and faculty.

SECTION IV. EXECUTIVE COMMITTEE

The Executive Committee will include five senior faculty members elected by the faculty, each for a two-year term, the dean, and associate dean. The terms will be staggered with three persons to be elected in one year and two in the succeeding year. Members shall be elected at the last regularly scheduled meeting of the appropriate academic year. In the absence of a meeting at the scheduled time because of unforeseen circumstances, an electronic ballot will be utilized. The terms of service shall be two years, to commence at the end of the spring semester (or May 31) prior to the start of the fall semester after the election. No Executive Committee member shall be eligible for a third consecutive complete term. In the event a member cannot complete his or her term, the committee will create an ad hoc subcommittee to choose a successor. The Executive Committee in collaboration with the dean shall:

a. Serve as representatives of the faculty with higher administration or the trustees
b. Receive, review, initiate, or make recommendations concerning proposals relating to the general welfare of the faculty
c. Receive, review, initiate, or make recommendations concerning proposals relating to administrative practices and policies
d. Review the long-range plans of University College and advise the dean on them
e. Call special meetings of the faculty assembly as necessary
f. Propose an agenda for each meeting of the faculty assembly
g. Conduct balloting as necessary
h. Appoint one of its members as liaison to each standing academic committee
i. Communicate to the faculty all matters concerning the responsibilities, duties, and academic and professional welfare of the faculty that come before University College and the university
j. Preside over meetings of the faculty on a rotating basis
k. Maintain contact with the University College representative on the IUPUI Faculty Council
l. Determine assessment needs and assign responsibility for such assessment
m. Monitor diversity within University College, particularly regarding staff and student leadership
n. Perform other appropriate duties

In addition, the Executive Committee shall:

a. Elect one member to serve as a chair of the Executive Committee
b. Prepare and distribute the agendas of all faculty meetings as prescribed in these bylaws
c. Prepare, distribute, and verify ballots for all elections conducted by the faculty
d. Prepare and distribute minutes of all faculty meetings within five days after each meeting
SECTION V. MEETINGS OF THE FACULTY ASSEMBLY

Subsection 1. Regular Meetings

Regular meetings of the faculty should be held at least once each month during regular semesters at a date and time set by the Executive Committee.

Subsection 2. Special or Emergency Meetings

A member of the faculty who has obtained the signatures of 15 percent or more of the members of the faculty in support of such a meeting may call for such a meeting. If such a meeting has been requested, the Executive Committee shall call such a special meeting within ten regular class days after the request is received, with notice being given to the faculty at least three regular class days prior to the meeting date. The issue of the petition shall be the sole order of business of the special meeting.

Subsection 3. Retreats

At least once each academic year, the dean shall facilitate a retreat of the faculty to review and plan issues of importance for University College.

Subsection 4. Attendance at Meetings

Meetings of the faculty shall be open. The faculty may elect by majority vote to close meetings.

Subsection 5. Executive Sessions

At any meeting, the faculty may declare itself in executive session, excluding all visitors not explicitly designated for attendance at the executive session.

Subsection 6. Order of Business

The normal order of business at each regular meeting of the faculty shall be:

a. Call to order
b. Approval of minutes of the last meeting
c. Acceptance of the agenda
d. Reports offered by the dean and Executive Committee
e. Business agenda for the day
f. Reports of committees
g. Adjournment

(Memorial resolutions may appear on the agenda in any position chosen by the Executive Committee.)
Subsection 7. Agenda

a. Preparation and Distribution. The agenda for each regular meeting of the faculty, as prepared by the Executive Committee, shall be distributed before that meeting or convocation. The agenda shall indicate what issues and documents are to be dealt with as reports, discussion items, or action items.

b. Modification. The agenda prepared by the Executive Committee may be modified by the faculty by consent or by a majority vote, except that only subjects specifically listed in the announced agenda for a special meeting may be considered at that meeting.

Subsection 8. Voting

Faculty Voting Guideline:

a. Eligibility. All senior and adjunct faculty and lecturers are eligible to vote.
b. Quorum. A quorum of the faculty assembly shall consist of 25 percent of the voting members.
c. Majority. A simple majority shall suffice to prevail unless otherwise specified in the bylaws.
d. Paper Ballots. Any member of the faculty may move to have a paper ballot of the faculty on any issue requiring a vote of the faculty.
e. Destruction of Ballots. After a vote on any issue before the faculty assembly or any faculty committee has been made and accepted, a motion may be made to destroy the ballots. If such a motion is made and passed, the ballots shall be destroyed, with a record of the vote maintained.
f. Electronic Balloting. Electronic balloting can be utilized when necessary.
g. Reconsideration. If ten voting members of the faculty shall make known that they wish an item which was previously considered by the Executive Committee to be reconsidered at a meeting of the faculty assembly or referred to the entire faculty, then the matter shall be handled in whichever of these manners is chosen by the petitioners.

Subsection 9. Rules of Order

Robert's Rules of Order shall govern the conduct of meetings of the faculty, except as specifically provided in the bylaws.

SECTION VI. COMMITTEES OF THE FACULTY

Subsection 1. General Operation of Committees

a. Membership. Any member of the faculty may be appointed to serve on any committee. Committee membership within University College is not limited to University College faculty. Other faculty and staff will be appointed to committees when appropriate. Anyone appointed to a
committee is eligible to vote within the committee to which they have been appointed. Administrators appointed to ex officio status are ineligible to vote.

b. Committee Chairs. Unless otherwise specified in these bylaws, each committee shall elect its own chair. The chair should, if possible, be a member with previous experience on the committee to ensure continuity. If the chair is unable to attend a University College faculty assembly, he or she shall find someone to represent the committee in the meeting.

c. Subcommittees. Within the boundaries of its authority, each standing committee shall have the power to establish subcommittees. The membership of a subcommittee may be drawn from outside the parent committee or from outside University College or the university, but the chair of a subcommittee shall always be a member of the parent committee. Subcommittees should be set up to address various issues and goals, move through the issues in a timely fashion, and to give faculty and staff members specific tasks to be accomplished, thereby involving everyone directly and specifically in the work of the parent committee.

d. Reporting Function. Each committee will record its decisions and deliberations each time it meets and will provide an annual report to the dean on its activities.

Subsection 2. Standing Academic Committees

a. University College Academic Policies and Procedures Committee

1. Membership. The members of this committee shall consist of at least five senior or lecturer faculty; the University College representative to the IUPUI Academic Policies, Procedures and Documentation Committee; and three staff members appointed by the dean and Executive Committee.

2. Duties and Responsibilities. The committee will review existing academic policies and procedures for admissions protocols, retention guidelines, and other matters as necessary, and will work with appropriate groups if review warrants changes to existing policy or practices.

b. University College Curriculum Committee

1. Membership. The members of this committee shall consist of at least six senior or lecturer faculty and three staff members appointed by the dean and Executive Committee. The associate dean and the assistant dean of academic affairs shall serve as ex officio members of the committee. Additional faculty and staff will be invited to join the committee, and the appointments will be confirmed by the dean and Executive Committee.

2. Duties and Responsibilities. The committee will provide oversight for all credit-bearing courses and academic support programs of University College, including New Student Orientation, mentoring, and the Summer Academy.
c. University College Faculty Roles, Responsibilities, and Recognition Committee

1. Membership. The members of this committee shall consist of at least seven senior or lecturer faculty appointed by the dean and Executive Committee. The committee shall include at least one adjunct faculty member. The associate dean shall serve as an ex officio member.

2. Duties and Responsibilities. The committee will:
   a. Provide advice and guidance to the faculty on issues related to faculty roles, responsibilities, and recognition regarding teaching, service, and research
   b. Function as a nominating committee for all elected positions and standing academic committee appointments
   c. Review nominations for senior and adjunct faculty appointments and make recommendations to the dean
   d. Participate in search and screen procedures for new lecturer appointments
   e. Review awards
   f. Advise on professional staff development
   g. Serve as a link between the rest of campus and University College on issues of faculty development
   h. Collaborate the role and accomplishments of University College to the rest of campus
   i. Promote faculty development in first-year experience courses

d. University College Planning and Budgetary Affairs Committee

1. Membership. The members of this committee shall consist of at least five senior or lecturer faculty, as appointed by the Executive Committee. The dean and fiscal officer shall serve as ex officio, nonvoting members.

2. Duties and Responsibilities. The committee shall serve as the primary deliberative body of the faculty with respect to all issues related to long range planning and resource allocation. The committee shall advise the dean in assessing resource needs, in allocating financial resources, and in establishing fiscal priorities.

e. University College Scholarships and Awards

1. Membership. The members of this committee shall consist of at least three senior, adjunct or lecturer faculty, and two academic advisors, appointed by the dean and Executive Committee. The associate dean of academic affairs shall serve as ex officio member and provide the budgetary oversight and work in collaboration with the assistant dean of Development, Operations and Employee Relations.

2. Duties and Responsibilities. The committee will review existing scholarships and recommend criteria and procedures for awarding scholarships, establish scholarship priorities for University College, publicize scholarship opportunities, oversee the selection process for
awards, assess impact of awards on meeting the mission of IUPUI and of University College, assist University College leadership in identifying potential donors.

Subsection 3. Ad Hoc Committees and Task Forces

The faculty assembly and the Executive Committee may establish such ad hoc committees or task forces as they see fit, save that no ad hoc committee shall be established without a specific term and mandate. The membership of an ad hoc committee may be drawn from outside University College or the university.

SECTION VII. DOCUMENTS

Subsection 1. Amendment to and Revision of these Bylaws

Amendment to and revision, including deletion, addition, or substitution, of these bylaws shall be discussed at a faculty meeting. The vote shall require an electronic ballot of the faculty. Approved amendments and revisions shall become a part of this document or replace this document, as appropriate, and copies of them shall be transmitted to the dean of faculties of the university and the president of the IUPUI Faculty Council for information.

Subsection 2. Standing Committee Operating Procedures

Each standing committee of the faculty will prepare and maintain through continual review a document describing its operating procedures. Amendment to and revision of each document must be approved by the faculty via the Executive Committee.

Adopted October 6, 2000
Amended November 17, 2006
Amended March 12, 2010
DEFINING THE RESPONSIBILITIES, ROLES, AND RECOGNITION OF UNIVERSITY COLLEGE FACULTY

MISSION

University College is the academic unit at IUPUI that provides a common gateway to the academic programs available to entering students. University College coordinates existing university resources and develops new initiatives to promote academic excellence and enhance student persistence. It provides a setting where faculty, staff, and students share in the responsibility for making IUPUI a supportive and challenging environment for learning.

PRINCIPLES

University College will achieve its mission through the

- Promotion of student learning
- Focus on individual student success
- Establishment of its own traditions and recognition of accomplishments
- Provision of a quality first year experience
- Development of strong connections with the degree-granting units
- Commitment to faculty and staff development
- Creation of a community that values diversity
- Implementation of collaborative governance built on individual responsibility
PREAMBLE

In support of the University College mission and principles, University College faculty are committed to enhancing and improving undergraduate education for students in all units, to supporting interdisciplinary studies, and to promoting academic and scholarly excellence. Unique to University College is the faculty’s focus on creating a community distinguished by multidisciplinary faculty involved with students through effective mentoring, rigorous teaching, and responsible curriculum design. University College Faculty play a major role in making decisions that direct University College governance and operations, supporting curriculum development, and serving as ambassadors to the campus and community.

I. UNIVERSITY COLLEGE FACULTY APPOINTMENT CRITERIA AND PROCEDURES

A foundational premise of IUPUI’s University College is that faculty must be centrally engaged in creating, guiding and implementing all initiatives for entering students. While University College does not have its own tenured faculty lines, three distinct types of faculty roles have been designed to create a unique Faculty which is broadly representative of the various academic units at IUPUI.

Types of Appointments: There are three types of faculty appointments within University College, Senior Faculty, Adjunct Faculty, and University College Lecturers.

Senior Faculty

The Senior Faculty of University College is composed of 40 individuals drawn from the ranks of tenured and clinical senior faculty in the degree-granting academic units at IUPUI. Appointment is competitive and based on the criteria stated below. The senior faculty provide comprehensive leadership for curricular and academic policy issues.

Appointment criteria for University College Senior Faculty

- Tenure or senior clinical appointment in an academic unit at IUPUI;
- Demonstrated commitment to undergraduate learning;
- Written support from the individual’s primary academic unit;
- Professional interests and expertise that support the current needs of University College;
- Strong commitment to the mission of University College.

Length of Appointment

Appointment as a University College Senior Faculty Member will normally be made for a three-year renewable term. There is no limit on the number of terms a senior faculty member can serve.
Adjunct Faculty

Adjunct Faculty appointment to University College represents a mechanism for recognizing individuals whose campus responsibilities and contributions directly support the mission of University College (e.g., teaching a First Year Seminar, significant committee service, involvement in assessment, or other special projects). The number of Adjunct Faculty appointments and the level and nature of their involvement in University College will vary. This faculty appointment implies a more limited range of responsibilities within University College.

Appointment criteria for University College Adjunct Faculty

- Have regular assigned campus responsibilities which relate to the mission and programs of University College;
- Demonstrated commitment to undergraduate learning;
- Support from the individual’s primary academic unit;
- Professional interests and expertise that support the current needs of University College;
- Strong commitment to the mission of University College.

Length of Appointment

Appointment as a University College Adjunct Faculty member will normally be made on a one- to three-year renewable basis.

University College Lecturers

While University College does not make its own tenured faculty appointments, like other academic units on campus, it does make a number of term, resident faculty appointments at the rank of Lecturer. In addition to teaching University College courses, these faculty often teach freshman courses in their respective fields. Appointments are subject to appointment and review processes of the campus and the home academic department if any.

Appointment criteria for University College Lecturer

- Academic credentials which meet criteria for appointment as lecturer;
- Demonstrated commitment to undergraduate learning;
- Professional interests and expertise that support the current needs of University College;
- Strong commitment to the mission of University College;
- Ability to teach freshman courses in respective discipline as well as University College courses.

Length of Appointment

Appointment as a University College Lecturer will normally be made on a one- to three-year renewable basis.
NOMINATION AND APPOINTMENT PROCEDURES

The University College Faculty Roles, Responsibilities, and Recognition Committee receives and reviews nominations for senior and adjunct faculty appointments and makes recommendations to the Dean, who, in consultation with the Executive Committee, will make the final selection and appointments. Members of the committee participate in Search and Screen procedures for new lecturer appointments.

ANNUAL REPORT

All faculty members are asked to complete a brief annual report that documents personal accomplishments and involvement with University College, thus allowing University College to more effectively document its accomplishments to external audiences. Additionally, the annual report provides information for the Dean to provide a summary and recognition to the home school on activities and accomplishments in teaching, service, and/or research related to the University College appointment.

II. THE ROLES AND RESPONSIBILITIES OF UNIVERSITY COLLEGE FACULTY

A. General Expectations of Faculty

All appointed faculty are expected to understand the mission of University College, actively contributing to the continuous improvement of its programs and services for students. All faculty are eligible to vote at meetings of the University College Faculty Assembly, and at meetings of committees and task forces of which they are a member.

Roles and Responsibilities of Senior Faculty

- Provide strong campus leadership based on principles on which University College was founded;
- Promote the mission, contribute to the understanding of University College and augment its effectiveness, via communication with their home unit, the campus, and the community as a whole;
- Participate in regular UC faculty assembly meetings, semi-annual retreats, and other events;
- Make significant contributions to the work of committees, task forces and other projects for which one is responsible;
- Review and, where appropriate, respond to UC communications and requests for information, and contribute to the preparation of University College proposals and reports;
- Assume a unique set of responsibilities, reflecting his/her individual interests and expertise in support of current UC needs and priorities. (see following examples)

Roles and Responsibilities of Adjunct Faculty

- Promote the mission of University College in ways which reflect his/her individual interests, expertise, and regular IUPUI position assignments;
• Encouraged to attend University College faculty assembly meetings, semi-annual retreats, and other events;
• Encouraged to serve on standing and ad hoc committees;
• Review and, where appropriate, respond to UC communications and requests for information.
• Make additional contributions to the mission of University College in ways reflective of his/her individual interests and expertise. (see following examples)

Roles and Responsibilities of University College Lecturers

• Teach assigned University College courses;
• Complete annual administrative assignments;
• Participate in regular University College faculty assembly meetings, semi-annual retreats, and other events;
• Contribute to the work of assigned committees and task forces;
• Review and, where appropriate, respond to University College communications and requests for information;
• Promote the mission and provide information about University College to campus and home academic unit;
• Make additional contributions to the mission of University College in ways reflective of his/her individual interests and expertise. (see following examples)

B. Additional expectations for Senior Faculty

Typically, senior faculty will be expected to provide greater professional service contributions to University College. In recognition of their comprehensive engagement and leadership, a $1000 faculty development stipend is made available annually for each senior faculty member.

C. Examples

The following are examples, organized along the lines of traditional faculty roles, which illustrate how UC faculty may contribute to the mission and programs of University College.

Service
• Serve on standing and ad hoc committees that set policy, conduct faculty governance, and contribute to the administration and program implementation of University College. This includes, but is not limited to:
  o Standing committees established by the faculty (e.g., Budgetary Affairs; Faculty Roles, Responsibilities, and Recognition; Academic Policies and Procedures; Curriculum Committee; Executive Committee)
  o Special purpose University College committees (e.g., PEW Self-Study; Search and Screen)
  o Advisory Committee for University College programs (e.g., Orientation, Mentoring Center, BookMarks, Advising, College Preparatory Initiatives)
• Collaborate with University College advisors in enhancing the quality of academic advising and mentoring, and the coordination of advising between University College and Schools;
• Participate in and make presentations for University College programs (e.g., student orientation sessions, University College Learning Communities Colloquium, Scholars Day, and high school outreach activities);
• Serve as a mentor to University College students to assist them in their career choices, help them understand the academic requirements for specific careers, and offer them personal encouragement in achieving their career goals;
• Represent University College in community outreach activities by educating the larger Indianapolis metropolitan community, including high school teachers, administrators, counselors, and students about the importance and necessity of higher education and the pre-conditions for academic success in college;
• Represent University College on campus committees that impact University College (e.g., PRAC, Academic Affairs, Enrollment Management, Faculty Council, FASPAC);
• Serve as a University College liaison to inform colleagues and administrators in home unit and other IUPUI schools about the purpose, needs, and accomplishments of University College.

Teaching
• Teach University College courses;
• Serve as a resource for University College courses:
  o Help implement new teaching strategies
  o Help integrate innovations in technology
• Develop new courses for the instruction of University College students;
• Provide leadership for the continued development and improvement of First Year Seminar and/or Critical Inquiry;
• Contribute to sustaining or improving effective undergraduate teaching and learning in general education courses at IUPUI;
• Attend and/or participate in presentations/seminars, regional, or national conferences that contribute to the improvement of undergraduate learning.

Research
• Contribute to the development, maintenance, and analysis of data concerning University College students, as related to assessment of University College in fulfilling its stated mission;
• Design, conduct, and disseminate research that:
  o Informs the development of the first year studies curricula at IUPUI, including the identification of new instructional technologies and pedagogical practices and the assessment of their effectiveness in improving undergraduate learning
  o Promotes the improvement of undergraduate learning
  o Relates to the assessment of University College programs, faculty, and staff
• Disseminate research findings at University College events; university, national, and international conferences; and through publications;
• Publish research findings in peer-reviewed journals.
III. RECOGNITION AND REWARDS

The Senior Faculty, Adjunct Faculty, and University College Lecturers, should be recognized and rewarded for their participation in University College. Appointment to University College is a highly selective recognition of faculty who have demonstrated concern for improving undergraduate education.

Recognition for the contributions and accomplishments related to University College may include:

- Acknowledgement of accomplishments and professional expertise on the University College web home page, in the manual, and in other published media;

- University College-initiated nominations for appropriate campus and university level teaching, service, and research awards;

- Letters of support and appreciation from University College administrators and campus level leadership.

Rewards for University College faculty may include:

- Personal satisfaction gained from supporting their students, many of whom are first generation, to benefit from their University experience;

- Unique opportunities for collegiality in a community of peers focused on improving student academic success;

- Opportunities for research assistance and technology support;

- Grant opportunities for professional development and curriculum development, including faculty fellowships;

- Opportunities for travel to conferences for University College-related professional development;

- Symbolic tokens acknowledging University College Faculty status and accomplishments such as certificates of appreciation, medals for academic regalia, etc.
The mission of the Bepko Learning Center is to enhance the opportunities for undergraduate students to achieve educational goals and to assist in their development of academic skills through the guidance of more experienced, highly successful student peers. Collaborative learning, role modeling, peer interaction and peer support play key parts in this process. To assist students in realizing their full academic potential, the Bepko Learning Center houses three offices: the Office of Academic Mentoring, the Office of Tutorial Support and the Office of Academic Enrichment.

Office of Academic Mentoring
The central focus of the Office of Academic Mentoring is to provide support services to academic peer mentoring programs in gateway courses. It is our mission to recruit, train, and observe highly qualified student mentors to provide students with assistance in successfully navigating through these courses. Promoting communication and collaboration between students, mentors, and instructors is a core principle of the Office of Academic Mentoring. Continued development and sustainability is maintained through ongoing training, seminars, consistent meetings, and campus and community outreach.

Services provided by the Office of Academic Mentoring include:
- Providing Faculty Outreach and developing new Academic Course Partnerships
- Coordinating the Biology Mentor Roundtables and Psychology Mentor Meetings
- Providing development and leadership opportunities to the student Academic Mentors
- Conducting Exam Jams review sessions for courses serviced by the office.

Office of Tutorial Support
The Office of Tutorial Support strives to serve all IUPUI undergraduate students in connecting them with departmentally-certified tutoring assistance with a major focus on Gateway courses. In conjunction with all departments on campus, it’s the Office of Tutorial Support’s mission to disseminate peer and departmental academic support services to students and to publicize specialized support programs provided to specific student populations.

Services provided by the Office of Tutorial Services include:
- Directing students to academic departmental support resources
- Providing tutors through the IUPUI Tutor Matching Service Facebook Application
- Searching for tutors for students in need of a tutor
- Setting up study groups each semester with Study Buddy Connect
- Placing Veteran’s Affairs and Vocational Rehabilitation students with tutors
- Disseminating information about the Biology and Psychology Resource Centers
- Sustaining and seeking collaborations with departments across the IUPUI campus

Office of Academic Enrichment
The mission of the Office of Academic Enrichment is to serve all IUPUI students in developing and implementing academic support initiatives related to augmenting students’ metacognitive skills. Students can seek out individualized meeting with trained learning specialists to help with learning inventories and study skills assistance. Additionally, the Office of Academic Enrichment works collaboratively with academic units to develop new partnerships for to help support student academic success.

Services provided by the Office of Academic Enrichment include:
- Provides for the needs of individual students on a daily basis by interacting with students and following up with their concerns, issues, problems, and questions.
- Assists students individually with solving academic related issues that interfere with their goals and objectives for success
- Holds one-on-one study skills meetings with students from the University College Students Taking Academic Responsibility (STAR) program
- Collaborates with IUPUI Athletics Department, offering one-on-one mentoring to struggling athletes by providing assistance with academic success strategies such as time management, goal setting, and study skills.
- Connects students with academic mentoring
- Provides learning styles assessments and recommendations for future success
- Refers students to specific campus components
- Provides general information about IUPUI
- Offers study skills workshops
- Provides private tutoring referrals
- Provides support for the academic mentors as well as the administrative and leadership staff.
University College Model – Site Visit Questionnaire – Jeff Traiger and Eric Hall
Penn State University: May 9-10, 2011

University College Organization

1. *Describe the history, structure, and purpose of the university college.*
   a. Officially founded in 1973 and founded by Faculty Senate, the Division of Undergraduate Studies (DUS) is a stand-alone academic unit for undecided students in their first four (4) semesters to prepare for the academic major selection process. DUS provides systematic decision-making tools for academic advising, accurate and timely academic information, individual attention, and referrals when appropriate.
      i. DUS advisors evaluate each DUS student’s academic progress each semester as part of an individual meeting.
      ii. Requires students to choose a ‘home college’ prior to registering for their 5th semester.
   b. DUS is the led unit for new student orientation and provides the initial academic advising for all students even if that is to outline a course of study to students who already have chosen their major.
      i. DUS organizes the First Year Testing, Consulting, and Advising Program for new students and parents.
      ii. DUS advises and registers all undecided students.
   c. DUS serves as a campus expert in all academic unit academic advising and has liaison personnel and many MOU relationships with each academic unit. Liaisons participate in DUS staff meetings.

2. *Describe the budget structure and functionality.*
   a. DUS is provided a centralized budget, approximately $2 million (99% non-discretionary), with no way to earn money beyond salary savings. DUS budget is not tied to enrollment.
   b. Academic units share cost for liaison advising personnel. At least one in each unit.

   a. DUS advisors often have a MA degree in higher education or a BA/BS degree from PSU. These advisors are often entry level professional positions and are required to participate in professional development activities for the field of academic advising.
   b. DUS advisors participate in all the same HR trainings as other employees.
c. DUS advisors participate in PSU System-wide training specifically for transfer student advising (2 + 2 program, etc.).
d. DUS advisors participate in internal shared readings/discussions, lunch-and-learn sessions, and a yearly internal advising conference.
e. DUS advisors are selected for and participate in several campus-wide committees.

4. **Describe data systems in place that improve student support services and program delivery including student tracking systems, personnel access to student information and the use of electronic media & service delivery.**
   a. eLion is PSU’s student data system that works like UMKC’s Pathway; however, it is “homegrown” specifically for the PSU system.
b. Special permissions are granted for advisors to see, edit, and enroll students.
c. Semester correspondences by eLion/email with each student are conducted after each semester.

5. **Describe the University College relationship with other academic units including academic unit accountability for student major selection.**
   a. DUS has liaison advising personnel from each academic unit, some shared salary some not. These liaisons often work with transfer students from other schools to verify major requirements and help keep classes flexible for transferring to another unit.
b. MOU’s with programs that cap enrollment to hold for DUS students wanting to transfer.
c. *** Students cannot transfer from one academic unit to another without first seeing a DUS advisor.

**University College Implementation**

1. **Describe any University College implementation issues, including faculty buy in and communications with the campus community.**
   a. DUS was established by Faculty Senate and DUS Director is part of the Faculty Senate.
b. Director is included in each academic campus-wide initiative.
c. DUS reports to chief undergraduate academic administrator.
d. DUS director participates in academic unit and campus-wide curriculum initiatives.
2. Identify other individuals to talk with – students, faculty, professional staff that will be impacted by the implementation of the University College.
   a. Impromptu student discussion showed the value of purposeful advising so that DUS asked her to select 2-3 majors from the same academic unit as a deciding student and by the 5th semester she was able to select one to finish in 8 semesters.

University College Student Services & Support

1. Describe the advising model-student advisor ratio and number of contacts with students.
   a. Each of the nine (9) DUS advisors are assigned about 250 students and they are expected to make a contact (electronic or other) with each student each semester.
   b. DUS Director maintains a case load of 25 students.
   c. DUS advisors will have access to the advisee’s degree audit, testing, notes, and grade profiles in order to follow student through the deciding major process.

2. Provide an overview of academic support services including days/times available to students.
   a. DUS is open 8am-5pm and walk-in appts. are available from 8:15am-11:30am and 1:15pm-4:30pm.
      i. Used to explore change of major.
      ii. Used to enroll in DUS and/or change colleges with a curriculum audit.
      iii. Advisors make referrals to specific academic support service options and use a referral cards so that those students can “cut” the line to get the next possible available time.
   b. DUS does not include direct academic support services.

3. Describe specific services and processes that support transfer student populations.
   Include the University College role in transfer articulation agreements.
   a. PSU has a 2+2 program with regional PSU schools: 2 years at the regional school + 2 years at University Park for transfer students.
   b. No other specific transfer student agreements/programs.

4. Describe interventions for those students not willing to declare a major as well as the length of time they are allowed to remain undeclared in the University College.
   Describe any early alert system in place.
   a. Although there is no formal alert system, advisors meet with students each semester as part of an advising audit and notes are expected as well as follow up from previous interactions.
b. Exploration for a major is conducted by selecting 2-3 majors to “tryout” during the first year and then the student selects a college and a major by the 4th semester. Registration holds are used to require students to select a major and block students from switching colleges.

c. DUS and academic unit advisors use the degree audit software to suggest courses for students in order to maintain progress toward graduation.

d. From orientation and published material, students are notified that they are expected to choose a major by their 4th semester and may not change schools after that time.

e. Transfer students who are not decided may stay in DUS for 1 semester and then must transfer and declare a major.

5. Provide an overview of the freshmen seminar including teaching requirements, themes, advising and other student services relationships.
   a. DUS advisors do not teach Freshman seminar classes.
   b. Each PSU student is required to take a freshman seminar but each college organizes their own. (Classes include ballroom dancing, history of PSU, curriculum exploration, etc.)
   c. Each academic unit creates their own freshman seminar structure and classes.

6. Describe the use of learning communities and the University College role.
   a. PSU does have a variety of learning communities including living- learning communities and DUS participates in this initiative.

7. Describe any use of the life coaching concept within the University College.
   a. DUS does not use a life coach or other program that intervenes with person issues.
   b. DUS refers many students to counseling, career, and health center services.

8. Summer bridge program.
   a. *** Although PSU does have a LEAP summer bridge type program where trial admit students take two (2) classes that include shared material in order to “kickstart” their academics.
   b. Students who refuse are not admitted for the fall.

9. Describe any career education/ career choice services provided by the University College.
   a. *** DUS advisors work with students to choose an academic program based on their personal interests, career goals, and abilities.
b. *** DUS director stated that DUS helps students choose a major, and career services helps students choose what they can do with that major.

10. **Provide an overview of new student orientation/transfer student orientation.**

a. DUS advisors use aptitude and survey data taken before students arrive on campus in order to help students’ first register for classes.
   i. The PSU orientation starts with the FTCAP and the “low-stakes” placement tests for math, English, and chemistry, which are required before the student arrives on campus.
   ii. Also completed prior to the semester are the Educational Planning Survey and three online modules to learn about Penn State degrees, course registration processes, and academic choices.

b. During the FTCAP “orientation express” campus visits during the summer, DUS advisors meet with students individually to discuss the results of these data in order to map out a plan of study to explore colleges and majors.
   i. Also, student questions about student affairs services, transportation, housing and facilities, health center, faculty expectations, libraries, etc. are covered.
   ii. Registration can occur at this campus visit or student is released to register on-line.

**Recommendations**

1. University College (UC) is established and continuous communications are developed to inform the campus about UC initiatives and programming.

2. UC advisors evaluate and meet with each student about their academic progress each semester.

3. UC should require students to choose a “home college” and a major prior to registering for their 5th semester.

4. UC advises and registers all undecided students.

5. UC advising staff includes liaison personnel from each academic unit that participate in UC meetings and activities.

6. UC should use Memorandum of Understandings with academic units to hold spaces for limited admission programs.

7. UC advisors, as well as all undergraduate advisors, should use a centralized computerized note taking system.

8. Students should not be able to transfer from one academic unit to another without first seeing a UC advisor.
University College Advisory Council

Executive sponsor(s): Provost

Purpose: A University College will create an academic home with relevant support services for our deciding students and students in transition (transfer students, students changing majors and students looking to complete a baccalaureate degree through a degree completion program). The council will be responsible for proposing an implementation plan for a University College.

Related Strategic Plan Goal(s): Goal 1. Place Student Success at the Center

Established: 2010

Time frame for group (or ongoing): ongoing

Membership criteria: Members should have an understanding of the needs of deciding students and degree completion strategies; ideally, the council will include representatives from all academic units, including professional programs.

Number of members: ~20

Membership type: Faculty, advisors, Student Affairs staff

Membership selection (initial): Nominations from the Provost, Deans and Vice Chancellors

Membership selection (ongoing): Open nominations in May

Leadership: Chair (Initially, Vice Provost for Academic Affairs; after establishing University College, committee will be co-chaired by an elected faculty member from University College Advisory Council and the Director of University College)

Leadership selection: Appointed by executive sponsor

Role of the chair: Convene and facilitate meetings of the advisory council. Ensure that the council’s charge is completed and the reports with recommendations are submitted to the Provost. Chair will also ensure that nominations for new members are forwarded to the executive sponsors on an annual basis in May. Chair will meet with the Strategic Plan Coordinating Committee.

Responsibilities of members: Members should solicit input from colleagues as appropriate and be prepared to share information with colleagues as needed. Members should solicit input from their respective dean or vice chancellor early in the process and engage in an ongoing dialogue about task force activities.

Ex-officio members: Provost; Director of University College; Vice Provost for Academic Affairs
Staffing: Self-staffed (Initially staffed by Provost Office administrative support staff; after establishing University College, committee will be self-staffed)

Term of appointment: To ensure continuity, one and two-year terms will be employed.

Charge to the members:

- Survey University College models at other universities
- Propose a plan for the creation of a University College at UMKC and identify the relevant business processes affected by a change in how deciding students are served by the University
- Develop a communication plan for promoting a University College to faculty, staff and students

Documents/Outcomes:

Create an implementation plan for a University College. Report due to Provost Spring 2011.

Stakeholders: Faculty, deans, students, advisors

Frequency of meetings: monthly during the academic year or as needed

Reporting: Updates via the Web; quarterly updates to the Strategic Plan Coordinating Committee

Renewal date: May 2011 and then annually
University College Advisory Council Meeting

Thursday, December 9, 2010; 11:00-12:00; Swope Park Room, Admin Center

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<td>Hall, Eric</td>
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Agenda/Meeting Notes
• Committee Charge (Provost Hackett)
• Resources- This group will review examples of the University College model from other institutions in order to develop a model for UMKC.

AD&D – Association of Deans & Directors of University Colleges & Undergraduate Programs
www.bsu.edu/web/adandd

Benchmark Aspirational Peers

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Benchmark Operational Peers

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Other Institutions

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- University College Executive Director Search – This group will develop a position description for the Executive Director (Review IUPUI Dean’s Search document located on Blackboard/Content/IUPUI Dean’s Search)

- Meeting Schedule
  Future Meetings Scheduled: TBA
University College Advisory Council Meeting

Thursday, January 27, 2011; 10:00-11:30 AM; Brookside Room, Admin Center

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Agenda/Meeting Notes

- University College Overview & Background
- University College Executive Director Role
  - Budget allocation complete
  - Review Job Description for IUPUI Dean’s Search
- University College Overview Presentations
  - Connie White: Indiana University-Purdue University; [www.iupui.edu](http://www.iupui.edu)
  - Tammy Welchert: Arizona State University; [www.asu.edu](http://www.asu.edu)
  - Erica Scott-Hernandez: University of Alabama – Birmingham; [www.uab.edu](http://www.uab.edu)
  - Cindy Pemberton: Penn State University; [www.psu.edu](http://www.psu.edu)
  - Cindy Pemberton: University of Nebraska-Lincoln; [www.unl.edu/dgs](http://www.unl.edu/dgs)
  - Brad Martins: SUNY at Buffalo; [www.buffalostate.edu](http://www.buffalostate.edu)
  - Jeff Traiger: Virginia Commonwealth University; [www.vcu.edu](http://www.vcu.edu)
- Brainstorm key components for a university college model

Future Meetings Scheduled:

2/10; 10-11:30AM; Gillham Park
2/24; 10-11AM; TBA
3/10; 10-11:30AM; Gillham Park
3/24; 10-11:30AM; Gillham Park
4/14; 10-11:30AM; Gillham Park
4/18; 10-11:30AM; Gillham Park
University College Advisory Council-January 27, 2011

Summary Report

Arizona State University- http://www.asu.edu/

University College (Exploratory)

- Mission-to offer every student the opportunity for success through academic advising, major and career exploration by helping students identify, clarify and achieve goals.
- Goal-
  - Assist students in selecting academic majors in a timely manner
  - Enhance support university-wide for students in transition
  - Improve student retention and graduation rates
    - Tools-Assessments, courses, individual academic advising, online tools, and workshops
    - 4 Exploratory Tracks
      - Engineering, Math, Technology & Physical Sciences
      - Fine Arts/Humanities/Design
      - Health & Life Sciences
      - Social & Behavioral Sciences
- Students may remain exploratory until forty-five (45) credits have been earned
- Explorers Residential Communities-first year exploratory students, required for exploratory students living on campus
  - Learning Outcomes/Goals
    - Students will actively engage in a supportive exploratory residential community experience.
    - Students will be aware and utilize campus exploration and academic support resources.
    - Students will demonstrate an understanding for institutional policies and processes.
    - Students will have the knowledge and resources necessary to declare a major as soon as they are ready.
- Extensive website-resources, forms, responsibilities, probation, DARS, clickable links
- Parent Newsletter & Useful links
- Direct tie to Workforce Education and Development Office (Career Services)

Staffing-Executive Director (4 campus), Coordinator (4 campus), Director (Tempe), Office Manager, Secretary, 8 Advisers (Tempe) 1 Adviser at each other campus (Highest credential-MS degree)

Student population-Tempe 55, 000, Polytechnic 9,000, Downtown Phoenix 11,500, West 10,000
University College Advisory Council – January 27, 2011

Summary report

_Pennsylvania State University –_ [www.psu.edu/dus](http://www.psu.edu/dus)

**Division of Undergraduate Studies**

- Home for “Exploratory Students” – 2 semesters beyond 1st year
- Home for provisional students
- Primary services for students are academic advising and educational planning – use a “proactive, developmental” approach
- Serve as primary campus unit for academic advising training and development
- Serve as the central location for academic program information, policies and procedures
- Serve as unit that oversees all 1st year testing – academic placement testing, career assessment, etc.
- Unique aspect – weekly, electronic communication to students from campus wide perspective
- Significant focus on the academic/research aspect of effective advising
- Significant focus on the assessment of academic advising
- Have Center for Excellence in Academic Advising, publish “The Mentor: An Academic Advising Journal”, University Advising Council, University Undergraduate Advising Handbook, online advising help/training(?), online academic advising support system (like MSU)


Staffing – Executive Director (terminal degree), approx. 24 (central advisors/staff), approx. 6 unit coordinators (MS/MA & terminal degree)

Student enrollment – approx. 3,000 students
University of Nebraska - Lincoln –

Undergraduate Studies – Dean -
http://directory.unl.edu/departments/3998

Division of Undergraduate Studies – http://www.unl.edu/dgs/

• Dean’s office comprised of the following – Academic Learning Communities, Academic Transfer, General Education Program (and Assessment), Division of General Studies, Institutional Assessment, Office of Academic Support and Intercultural Services, University Honors Program, Thompson Scholars, Undergraduate Research
• Division of General Studies - Home for undecided students
• Primary services for students are academic advising (undecided students and new transfer students), educational planning, placement, registration and implementing programs and activities to enhance retention
• Serve as the central location for academic program information, policies and procedures

Staffing – 5 – Director, Assistant Director, Assistant Academic Program Coordinator

Student enrollment – 1/5th freshman class, N= approx. 1,000 students
The full proposal for University College and re-organization for Buffalo State College can be found at [http://www.buffalostate.edu/academicaffairs/x530.xml](http://www.buffalostate.edu/academicaffairs/x530.xml).

**By the numbers:**

Fall 2010 Undergraduate Enrollment: 9788  
Total Undeclared Majors: 977

**Mission:**

The mission of the University College at Buffalo State is to administer academic programs broader than a single academic discipline. University College programs:

- teach courses that provide the intellectual foundations essential for all Buffalo State students
- enrich the learning experience of students in any major
- provide knowledge and develop skills that help students excel academically
- help all first-year students transition to college academics and college life successfully
- assist undeclared students in selecting an appropriate major for their goals

**Vision:**

University College at Buffalo State will be known as a leader at Buffalo State and throughout higher education for:

- rigorous and creative teaching and service to students
- the academic successes of Buffalo State first-year, second-year, undeclared, non-matriculated, at-risk, and honors students
- exceptional collegiality and service

**Core Values:**

**Community:** University College seeks to create meaningful sense of community as the context in which our instruction, advisement, and service occur.

**Rigor:** Courses taught in University College will maintain a high standard of academic performance that ensures that Buffalo State students are prepared to succeed as citizens of a challenging world. Proactive advisement, creative pedagogies, and learning assistance do not compromise academic rigor, nor do they absolve students from the responsibility for their own academic success. An excellent liberal arts education requires that students experience diverse ideas, world views, peoples, and academic disciplines.
Responsibility: Students must learn college policies, fulfill the college’s expectations of students, make appropriate decisions about their education, and accept the consequences of these choices. While the faculty and staff of University College teach, advise, and mentor, students ultimately decide and act. The faculty and staff of University College must understand Buffalo State policies, current developments in our academic disciplines, and best practices in higher education. We are then obligated to provide excellent instruction and service based on this knowledge.

Intentionality: The organizational operations of University College and its constituent programs should reflect a purposeful, comprehensive, rigorous, and integrated approach to learning and student success. Students should make informed and intentional decisions about the many academic and personal opportunities before them.

Assessment: Students are entitled to substantive feedback that helps them deepen their learning and improve their academic performance. Programmatic assessment provides the evidence that University College programs are meeting their goals and informs their continuous efforts to improve teaching and service.

University College helps students:

Engage. In University College we purposefully create meaningful, interesting opportunities for students to learn. We expect students to participate actively in their learning, to deepen and apply their knowledge outside the classroom, and to become contributors to a vibrant and ever evolving intellectual discourse.

Explore. One of the reasons to come to college is to encounter and eventually master new areas of interest. It’s also exciting to meet new people. Whether you’re student in your first year or a student who has not discovered your major, the distinctive programs in University College ensure that students experience diverse ideas, world views, and peoples while at Buffalo State.

Experience. There is more to your education than your time in a classroom, lab, or studio. Programs in University College take learning beyond the classroom. For example, study abroad, National Student exchange, Learning Communities provide opportunities to learn by what you do both in and out of classes. All of our special admission programs Honors, EOP, SSSP, create communities of students that enhance learning and deepen relationships outside of class as well.

Excel. Buffalo State has high expectations for our students. Through advising, tutoring, and mentoring University College helps all students develop their academic skills so that they can achieve at high levels. We also help students make choices about courses and experiences (such as service learning, internships, exchanges, undergraduate research etc.) that will best prepare students to accomplish their goals.
Organizational Chart

Dean of University College
Assistant Dean
Director of Academic Support Programs
Director College Honors Program
Coordinator for Carnegie Academy for the Scholarship of Teaching and Learning’s (CASTL)
Director of Educational Opportunity Program
Assistant Dean for Intellectual Foundations
Assistant Dean International and Exchange Programs
Director of Interantional Student Affairs
Director of Special Programs
Director of Student Support Services Program
Director of Undergraduate Research Office
Director of Writing Program

University College Unique factors

- Provide awards for excellence in the first-year. The awards are:
  - Outstanding faculty/staff contribution to First-Year Student Success: winner receives $500 for travel to a professional conference or research materials.
  - Outstanding First-Year Student Scholarly or Creative Achievement: winner receives up to $250 per semester through their sophomore year for their textbooks or supplies and the runner up receives $100.
  - Outstanding First-Year Student Contribution to Campus Life: award goes to a first-year student who gets involved and makes a significant contribution to a campus organization.

- Uses the Academic Support Programs Unit which is a matrix of programs and services working together to bring remediation and transition from high school to college.

- Use MAP-Works and link to first-year courses and instructors.

- Combined Academic Advisement Center that has identified specific advisor for undeclared students. There is also instant advising through Skype.

- Exploring a Major: Roadmaps to all academic program requirements and descriptions of, “What can I do with this major?”

- Academic Transition Courses: Non-credit, remediation courses to help improve college skills.

- Learning Community (LC): It is set around a full schedule of courses organized around an interdisciplinary theme. The LC have research, travel, and co-curricular opportunities not open to other first-year students.
  (http://www.buffalostate.edu/firstyearprograms/x460.xml)
Summary of Virginia Commonwealth University’s
University College

January 27, 2011
http://www.vcu.edu/uc/index.html

VCU Introduction

One of the original Urban 13 members, Virginia Commonwealth University enrolls 32,000 students with 5,000 living on two campuses in Richmond, Virginia: Monroe Park and MCV (Medical College of Virginia).

The Monroe Park Campus includes University College and consists of the traditional programs offered through the College of Humanities and Sciences, which includes the L. Douglas Wilder School of Government and Public Affairs; The School of Mass Communications; The School of World Studies. The other schools at the Monroe campus include the Honors College and the School of the Arts; School of Business; School of Education; School of Engineering; School of Social Work; and, VCU Life Sciences.

VCU operates a Level Trauma 1 Medical Center and like UMKC, VCU includes separate Schools of Dentistry, Nursing, Pharmacy, and Medicine. VCU also has a School of Allied Health Professions that bundle many of the degree and certificate programs offered at UMKC within other schools (i.e. on-line health programs; research services; health administration; etc.)

University College History

In June 2005, Provost Stephen Gottfredson appointed a team to consider ways for improving students’ undergraduate experience with particular emphasis on their first college year. The resulting plans laid the foundation of the University College (UC). The UC opened its doors in the fall of 2006 on the first floor of the newly renovated Hibbs Hall. The UC is a central home for university-wide programs and resources that help to enhance students’ undergraduate experience. Through academic advising, tutoring, writing assistance, group study sessions, orientation programs and courses introducing students to the demands of a university education, the UC provides opportunities for VCU students to achieve greater levels of academic success.

University College Mission and Purpose

**Mission**

*Enhancing Student Success:* The University College’s mission is to enhance student success, through programs and services that will help students perform well in classes, adjust to life at VCU, and become active and involved in each student’s own learning and college experience.

**Purpose**

The University College is a new initiative aimed at enhancing the quality of undergraduate education at VCU. The UC provides a central home for academic support services and the core curriculum where undergraduate students experience shared interrelated programs, services, and learning opportunities. By integrating existing academic and student support services important to student success, the UC assures
that all first-year students - both freshmen and transfer students - share a common experience that will enhance the quality of their entire undergraduate education. See handout from 2008, “UC Buzz”.

Services Delivered

1) Academic Advising
   First-Year Students, Undeclared Students, Transfer Students, Interdisciplinary Studies/ Non-degree Seeking Students, Pre-health Students, Pre-Law Students, Student Athletes, Students in Academic Difficulty, and connecting with Advising After Your First Year.

2) Campus Learning and Writing Centers
   The Campus Learning Center (CLC Home, Tutoring, Supplemental Instruction, Testing Center, Foreign Language Conversation Groups, Study Groups) Focused Learning Courses; Writing Center (any project, any course, any level); Campus Testing Center.

3) Core Curriculum
   The Core Curriculum includes the VCU Compact, which is a pledge to each student that VCU will create a shared undergraduate experience that enhances student engagement and learning, fosters a sense of community, and emphasizes the development of a set of skills essential for educational and professional successes and lifelong learning.
   The Core Education Program is a two-semester sequence of courses in which all first-years students are enrolled. The Focused Inquiry courses target a small number of specific skill areas. Sections of the courses are intentionally kept small to allow students to get to know each other and learn in a small setting. Each semester, the courses are themed, encouraging student engagement in a broad spectrum of disciplines.
   http://www.vcu.edu/uc/core/menu.htm

4) New Student Programs and Orientation
   Orientation; Summer Reading Program; Learning Communities; Introduction to the University Courses; Tau Sigma Transfer Honor Society.

Structure/Organization

- University College reports to the Provost’s office through the Office of the Vice Provost for Instruction currently also serves as the Dean for University College.
- Other Executive Positions:
  - Associate Dean for University College
  - Executive Director for Advising
- Director Positions:
  - Transfer Center
  - Discovery Advising Program
  - Campus Learning Center
  - Writing Center
  - New Student Programs
  - Pre-Health Advising
  - Student Athlete Support Services
- 46 University College advising and support services staff including Exs. and Directors.
- 41 Focused Inquiry Faculty and 9 graduate assistants dedicated to the UC core curriculum.
- Dedicated scholarship programs (i.e. University College Fund; other VCU scholarships; planned giving) to help support students with the greatest financial needs.
The University College Scorecard by Jon Steingass, Dean, University College

The University College continues to impact the lives of most freshmen and many upper-class students. During the fall 2007 semester, nearly 6,000 students attended fall and spring orientation. Our team of advisors conducted 15,000 advising sessions. Students visiting the UC received 22,000 hours of tutoring, Supplemental Instruction and Writing Center consultations. These are all marked increases over fall semester 2006. We have seen the results of these wide ranging efforts, too. More freshmen than ever before returned for their second semester and more first-year students entered their second semester in good academic standing.

Prior to opening our doors in summer 2006, we knew what we had to do to effect positive change for our students. We identified 10 expected outcomes of the University College. Well into our second full year of operation, we have analyzed the data collected on the 10 expected outcomes over the past year. This data helps determine the impact of University College programs and resources on the students we serve. Based on data from the National Survey on Student Engagement (NSSE), Center for Institutional Effectiveness (CIE) and the University College, last year's freshmen were more engaged, successful, and persisted at higher rates than any previous freshman class.

These are very good signs that students are utilizing and benefiting from programs and services offered through the University College. As you can see, this data demonstrates that the University College enhances student engagement, success, and persistence. Because there is still room for improvement, we will continue to seek out ways to enhance students' undergraduate experience at VCU.

For more information about our programs, visit www.vcu.edu/uc.

University College Expected Outcomes

1. Students will report that VCU provides them the support needed for their academic success: 18% increase (source: NSSE)

2. More students will access tutoring and writing support: 57% increase in learning support services (source: UC data)

3. Students will report higher levels of satisfaction with academic advising: 14% increase (source: NSSE)

4. Students will report making more informed educational decisions: 6% increase (source: NSSE)

5. Students will spend more time preparing for class: 9% increase (source: NSSE)

6. Student-to-faculty interaction outside class will increase: 5% increase (source: NSSE)

7. Students will spend more time outside of class collaborating with other students on their courses: 10% increase (source: NSSE)

8. Students will report higher levels of satisfaction with their overall undergraduate experience: 7% increase (source: NSSE)

9. A greater percentage of students will be more successful academically - record number of students ended first year in good standing (source: CIE)

10. Retention rates will improve - record number of students returned for their sophomore year (source: CIE)
Making Sense of a College Education by Joseph Marolla, Vice Provost for Instruction

In September 1966, I attended a mid-sized research university as an entering freshman. I was filled with the usual initial feelings—excitement, anxiety and anticipation. Earlier that summer, I had received my course schedule, so I knew I would be enrolled in a composition class, a foreign language class, a “finite” math class, a world history class and a biology class. Over the next two years, I would enroll in similar classes in totally different content areas. Classes of 300 to 500 students were rather typical even in 1966. For the first time in my academic life, I would learn the value of multiple choice tests and the techniques one could use to survive them. But more than anything else, I would learn that navigating an undergraduate curriculum was nothing more than determining the number of boxes that needed to be checked and then choosing courses that would result in an X in the box.

The problem was this experience did not match any of my expectations regarding what college would be like. I had naively expected that college was a place where intellectual curiosity would be supported, if not required. I had anticipated having discussions both inside and outside of class that would explore the biggest questions of our time and maybe of all times. But none of this actually happened.

Little did I realize, for most of the 20th century, higher education had been moving away from broad and general courses toward a more technical, segmented and bureaucratised education for the masses, and this process would accelerate after WWII and the post baby boom generation. This movement placed the emphasis on various areas of specific content, with no one in particular being responsible for the key competencies and skill areas that are necessary to survival and success in today’s very competitive marketplace.

Employers today are asking for students who can communicate, think, work with others and understand the emerging significance of the digital world. It is time we integrated such skill development into our curriculum and made these skills a priority for all those teaching our students.

“We will provide all our entering freshmen the opportunity to work on a highly valued skill set from the moment they enter the institution until they leave in their senior year.”

Dr. Joseph Marolla, Vice Provost for Instruction

Here at Virginia Commonwealth University, we have declared a pledge to all our students and their parents. We will provide all our entering freshmen the opportunity to work on a highly valued skill set from the moment they enter the institution until they leave in their senior year. Furthermore, we will do this with full-time faculty whose primary goal is to further the learning of each and every student regardless of his or her entering skill level. This pledge is called the VCU Compact, and we began implementing it in the Fall of 2006.

One of our first initiatives was to create the University College, which houses all first-year advising, learning support programs, such as tutoring and the writing center, first-year programs and the core curriculum. Students now know where they need to go to get help for almost any learning-related issue. All our freshmen are assigned to advisors who are housed in University College and trained to assist students in their curriculum choices, as well as choices that may affect their lives after college.

The second initiative was to establish a summer reading program, which aims to raise the level of expectations for all entering students, engage the students in both a social and intellectual exercise and incorporate the entire university in a collective experience. Every first-year student receives the same book during summer orientation. We then organize discussion sections led by people throughout the university community, including faculty, administrators, graduate students, and advanced undergraduate students. In the first year, more than 1,500 freshmen participated in the discussion sections. In the second year, more than 2,000 students participated out of a class of 3,850.

Focused Inquiry is the third major initiative— a two-semester course sequence required of all freshmen. Focused Inquiry I and II is a small, year-long class with a maximum enrollment of 22. The class targets six skill areas that we feel form the foundation of college success as well as success after college: oral and written communication, critical thinking, collaboration, information fluency, and ethical and civic responsibility.

A fourth major initiative is the creation of our core curriculum. For the first time in 40 years, VCU has an agreement to provide students with a common curriculum regardless of their chosen majors. The Core Curriculum consists of 21 credits and includes the Focused Inquiry Program, a research writing course, a quantitative literacy course, and three learning-centered courses in science, social science and the humanities. Integrated in all these courses are the skill areas of the VCU Compact. The final component of the Core is a capstone or senior experience within the major.

In the end, we envision an education in which students are well aware of the meaning and intent of all the coursework that they have done and also experience the joy of making significant progress in each of the skill areas. The entire program will be assessed and modified based on our ability to deliver what we think students need to be lifelong learners and successful citizens in the 21st century.

For more information, call (804) 827-4020 or visit www.vcu.edu/uc.
Foreign Language Conversation Groups Offered

The University College Campus Learning Center is now hosting Foreign Language Conversation Groups for students interested in gaining extra practice while learning a new language.

“The groups were created to provide an opportunity for students to build their speaking vocabulary and their confidence in a non-threatening environment,” said Kimberly Matthews, CLC tutoring coordinator.

During the fall semester, one-hour Spanish and French conversation groups were held one to two times per week, attracting about 10 students each session.

“I knew I was not the only student who needed more opportunities to practice my speaking abilities in these languages,” said Rachel Harris, a senior majoring in Psychology and Women’s Studies, who suggested the conversation group idea. “These groups are designed for students at all levels so that the more fluent speakers can help the less-experienced students, while having the opportunity to speak with others at their level.”

During the spring semester, Spanish conversation groups will be held Thursdays from 4 to 6 p.m. and French conversation groups will be held Tuesdays from 4 to 6 p.m. Both groups will meet in the Campus Learning Center on the first floor of Hibbs Hall.

For more information, contact the Campus Learning Center at (804) 827-8108 or visit www.vcu.edu/uc.

Q & A with a Focused Inquiry Associate

The Focused Inquiry Associates (FIA) program provides active learning support for first-year students, building on curriculum in the Focused Inquiry (FI) courses. Each year, outstanding FI students are given the opportunity to participate in the FIA program as associates. The Buzz sat down with FI Associate Jon Ward, who is double majoring in Political Science and Homeland Security and Emergency Preparedness.

How did you get involved in the FIA program? After taking the FI Pilot Course, I knew that anything that followed along the FI curriculum’s goals would be interesting and helpful. I also wanted a chance to help others think critically about the world around them, while honing my own critical thinking abilities.

In your opinion, what is the mission of the FIA program? I believe the FIA’s mission is to reach freshmen on a peer-to-peer level that instructors may not be able to do in a class setting.

What session topics have you worked on? In past workshops, my cohort has engaged students in the topics of stripping away stereotypes that are generalized on ethnic and cultural groups, homelessness and trying to define our unique “American identity.”

Describe the flow and atmosphere of an FIA session. FIA workshops are designed to be fun and interactive! We begin with atypical introductions of the participants and associates and then, as we like to say, we get down and dirty with the topics of the hour.

What do you hope participants get out of the FIA sessions? I hope that the participants leave with the feeling that they have a FULL understanding of how the FI program can help them foster ideas that can contribute to other aspects of their education - here at VCU and in life.
### Agenda/Meeting Notes

- **Advanced Preparation Program** – APP (Cecelia Brewer, Program Coordinator/Instructor)
  
  The Advanced Preparation Program (APP) provides a model of a new approach to student success that builds on existing institutional strengths. It is an innovative collaboration with the College of Arts and Sciences and the Office of Admissions. UMKC admits individuals from urban communities who possess the academic potential to achieve at UMKC, but who could benefit from advanced preparation during their freshman year. APP’s mission is to provide program participants with trial admission under the College of Arts and Sciences, accompanied by support services that enhance their opportunities to go beyond surviving to thriving.

  **Program Benefits:**
  - Opportunities for self-discovery, individual growth, and life-long learning skills
  - A gateway into the Pre-Health Program and the Pre-Law Program
  - Assistance in identifying possible majors and career options
  - A supportive learning community
  - Student support services designed to enhance the academic success of our program participants

  Examples of specific APP Student Support Services include:
  - Personalized academic advising and mentoring
  - Enrollment in the Freshman Year Experience Seminar that has been linked to UMKC student success
  - SI and VSI instruction for challenging courses
  - Scholarship and Financial Aid information
  - Access to valuable UMKC resources such as the Math Resource Center and the Writing Lab.

- **Coaching Program** (Sydney Rogers Beeler, Program Coordinator)
  
  The Coaching Program provides one-on-one peer mentoring to first year students, leadership opportunities to returning UMKC students serving as peer coaches, services for students on financial aid contracts, academic success workshops, and academic and personal support for Henry W. Bloch Scholars.
Mission statement:
To provide students with the skills necessary for their journey at UMKC by assisting them in becoming engaged with the university community and promoting life-long learning through critical thinking and social awareness.

- CAD Programs & Supplemental Instruction (Cathy Unite, Program Coordinator)
  Center for Academic Development:  [http://www.umkc.edu/cad/index.shtml](http://www.umkc.edu/cad/index.shtml)
  The Center for Academic Development (CAD), initiated in 1973, uses knowledge derived from research to solve learning problems in student academic achievement. Through the integration of theory and practice, the CAD develops effective programs to help students realize their full potential. A major component of the Center’s Mission is the retention of students.

  Academic Services:
  Modified Courses w/Study Sessions (VSI):  [http://www.umkc.edu/cad/vsi/](http://www.umkc.edu/cad/vsi/)

  Mentoring Services:
  Coaching Program (see notes above):  [http://www.umkc.edu/cad/coaching/index.shtml](http://www.umkc.edu/cad/coaching/index.shtml)

  Additional Programs:
  Upward Bound:  [http://www.umkc.edu/cad/ub/index.htm](http://www.umkc.edu/cad/ub/index.htm)

  Also see attached:
  CAD Presentation University College Task Force 2011.ppt
  SI Information Sheet.pdf
  Upward Bound Program Clarification.pdf
  VSI Information Sheet.pdf

- Discuss recommended components of a university college model
  (*See attached file: UC Component Summary.xlsx*)
  The University College Component Summary spreadsheet was reviewed and discussed. Council members will continue review and be prepared to make recommendations at the next meeting.

- Additional discussion included:
  Retention
  Coding issues
  Data analysis/validation

**Meetings Scheduled:**
12/9; 11:00-12:00; Swope Park
1/27; 10:00-11:30AM; Brookside
2/10; 10-11:30AM; Gillham Park
2/24; 10-11AM; Brookside (Rescheduled to 3/3)
3/3; 10-11:30AM; Hyde Park
3/10; 10-11:30AM; Gillham Park
3/24; 10-11:30AM; Gillham Park
4/14; 10-11:30AM; Gillham Park
4/28; 10-11:30AM; Gillham Park
University College Advisory Council Meeting

Thursday, March 3rd, 2011; 10:00-11:30 AM; Hyde Park Room, Admin Center

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Agenda/Meeting Notes

- Initial List of University College Components

SERVICES PROVIDED

Academic Advising Services: Recommend for undecided students as primary UC responsibility.

Placement Testing: Potentially recommend as primary UC responsibility – expanded model building on what is already in place.

First Year Seminars: Recommend as primary UC responsibility for undecided students with liaisons within each unit.

Learning Communities: Recommend as primary UC responsibility with liaisons within each unit.

New Student Orientation: Recommend as a shared responsibility of UC with primary responsibility maintained in Student Affairs.

Developmental Courses: Continue review and discussion (prohibited from offering remedial coursework for credit by the State).

Tutoring/Mentoring: Continue review and discussion. [http://www.umkc.edu/cad/#](http://www.umkc.edu/cad/#)

Study Skills Instruction: Continue review and discussion. [http://www.umkc.edu/cad/#](http://www.umkc.edu/cad/#)

Supplemental Instruction: Continue to review (UMKC is the model for SI; Symposium is March 16th). [http://www.umkc.edu/cad/si/index.shtml](http://www.umkc.edu/cad/si/index.shtml)

STUDENTS SERVED

Honors Students: To be reviewed by the Honors College Task Force.

International Students: Continue review and discussion. [http://www.umkc.edu/isaq/](http://www.umkc.edu/isaq/)

Transfer Students: Continue review and discussion. Transfer Students Task Force notes can be found at the following link- [http://info.umkc.edu/transfertaskforce/agendas-and-minutes/](http://info.umkc.edu/transfertaskforce/agendas-and-minutes/).

Probation Students: Continue review and discussion.

Provisionally Admitted Students: Continue review and discussion. [http://cas.umkc.edu/app/](http://cas.umkc.edu/app/)

Undeclared Students: Recommend UC serve all undeclared students.
• Draft Position Description – Associate Vice Provost, University College
  The draft position description was reviewed by council members. The position should be posted in the next week or two.

• The Provost encourages the council to visit a few institutions with a successful University College Model.
  o Continue to review the University College Model book and select two or three institutions to visit. IUPUI is recommended.
  o Review calendars for travel availability in April (probably a Thurs-Fri).

**Meetings Scheduled:**
2/10; 10-11:30AM; Gillham Park
2/24; 10-11AM; Brokside Room – Rescheduled to 3/3/11
3/3; 10-11:30AM; Hyde Park
3/10; 10-11:30AM; Gillham Park
3/24; 10-11:30AM; Gillham Park
4/14; 10-11:30AM; Gillham Park
4/28; 10-11:30AM; Gillham Park
University College Advisory Council Meeting

Thursday, March 10, 2011; 10:00-11:30 AM; Gillham Park Room, Admin Center

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Agenda/Meeting Notes

- **Associate Vice Provost – University College Search Update**
  We have received approval to recruit for the position and it should be posted this week.

- **University College Visits**
  The top three institutions to visit per council discussion:
  - Arizona State University: [www.asu.edu](http://www.asu.edu)
  - Indiana University-Purdue (IUPUI): [www.iupui.edu](http://www.iupui.edu)
  - Penn State University: [www.psu.edu](http://www.psu.edu)

  Lead contact persons at each institution will be identified and travel will be arranged based upon availability.

- **Timeline:**
  Council to provide recommendations by the end of the semester;
  Complete the hiring process for Associate Vice Provost – July 1 start date;
  University College Implementation Fall 2012.

  The University College Advisory Council will be an ongoing group.

- **University College Components – Continued Discussion**

  **SERVICES PROVIDED**
  - **Academic Advising Services:** Recommend for undecided students as primary UC responsibility.
  - **Academic Support for Athletes:** Primary responsibility in Athletics.
  - **Coaching Program:** Continue Discussion – [http://www.umkc.edu/cad/coaching](http://www.umkc.edu/cad/coaching)
  - **Developmental Courses:** Continue review and discussion (prohibited from offering remedial coursework for credit by the State).
First Year Seminars: Recommend as primary UC responsibility for undecided students with liaisons within each unit.

General Education Courses: See General Education Oversight Committee – http://www.umkc.edu/genedoversight

Interdisciplinary Studies Degrees: Recommend as primary UC responsibility. (Cross College Degree Completion Task Force).

Learning Communities: Recommend as primary UC responsibility with liaisons within each unit.

New Student Orientation: Recommend as primary UC responsibility of UC with primary responsibility maintained in Student Affairs.

Placement Testing: Potentially recommend as primary UC responsibility – expanded model building on what is already in place.

Study Skills Instruction: Continue review and discussion. http://www.umkc.edu/cad/#

Supplemental Instruction: Continue to review (UMKC is the model for SI; Symposium is March 16th). http://www.umkc.edu/cad/si/index.shtml

Tutoring/Mentoring: Continue review and discussion. http://www.umkc.edu/cad/#

STUDENTS SERVED

Honors Students: To be reviewed by the Honors College Task Force – currently in development.

International Students: To be served by the International Student Affairs Office - http://www.umkc.edu/isao/

Transfer Students: Continue review and discussion. Transfer Students Task Force notes can be found at the following link- http://info.umkc.edu/transfertaskforce/agendas-and-minutes/.

Probation Students: All undecided students to be served by the University College; Shared responsibility with units for declared students; UC to serve as support coordination for all probationary students.

Provisionally Admitted Students: Continue review and discussion. http://cas.umkc.edu/app/

Undeclared Students: Recommend UC serve all undeclared students.

The Student Success Center will be the home of the University College. Space for UC needs to be considered. Areas could include: Staff support person, transfer student advisors, classroom space for 1st year experience, CAD, Career Services, Writing Center, Student Health & Wellness, Disability Services, Welcome Center, Registration, Financial Aid, Cashier, Kiosks, Open Computer Space for Students.

Card swipe system for every service available in the student success center should be considered.

Integration of services is key with sole focus on student success.

The council would like to Invite Mel Tyler to discuss CAD, Coaching Program and Supplemental Instruction (Jeff will talk with Mel).

Meetings Scheduled:
3/10; 10-11:30AM; Gillham Park
3/24; 10-11:30AM; Gillham Park
4/14; 10-11:30AM; Gillham Park
4/28; 10-11:30AM; Gillham Park
University College Advisory Council Meeting

Thursday, March 24, 2011; 10:00-11:30 AM; Gillham Park Room, Admin Center

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Guests: Admin Assistant, DeOnna White (Recorder)

Agenda/Meeting Notes
- Travel to visit UC Institutions
  ASU: Erica Hernandez-Scott and possibly Ginny Blanton (Transfer task force)
  Tentative dates: Week of May 9th. Provost is interested in attending if her schedule permits.
  Primary Contact: Frederick Corey (Frederick.corey@asu.edu)
  Major & Career Exploration Contact: Mary Dawes
  Academic Advising Contact: Casey Self

  PSU: Jeff Traiger & Eric Hall
  Tentative dates: Jeff to coordinate schedule end of April. To be complete the first week of May.
  Primary Contact: Eric White (www.psu.edu/dus/ftcap)

  IUPUI: Connie White & Cindy Pemberton
  Tentative Dates: May 4-5

Update: UC Advisory council reporting: Strategic planning, April 8th 8-9:30am

- Standardized questions for institutional visits
  1) History, Structure, function changes over time of university college, purpose of university college
  2) Description of advising model-student advisor ratio, number of contacts with students
  3) Career education/ career choice
  4) Life Coaching concept
  5) Personnel qualifications, professional development (Diversity Training), recognition & awards system, performance assessment
  6) Personnel access to student information
  7) Budget structure and functionality
8) Role in general education
9) Services available – times/days
10) Use of electronic media and service delivery
11) Services and processes to support transfer student populations
12) University college relationships with other academic units, academic unit accountability for student major selection
13) Data systems to improve student support systems and program delivery
14) Description of early alert system
15) Freshmen seminar description-teaching requirements, themes, advising and other student services relationships
16) Student tracking systems
17) Summer bridge program
18) New student orientation/transfer student orientation
19) Interventions for those students not willing to declare major, how long can they stay in the university college
20) Academic support services
21) Implementation of university college issues-faculty buy in, communications with campus community
22) Learning communities
23) Transfer articulation agreements and university college role
24) Other individuals to talk to – students, faculty, professional staff impacted by implementation of university college

- CAD/Supplemental Instruction/Coaching Program – Vice Chancellor, Mel Tyler – Amy Watson will check with Mel Tyler’s schedule for availability.

**Meetings Scheduled:**
4/14; 10-11:30AM; Gillham Park
4/28; 10-11:30AM; Gillham Park
University College Advisory Council Meeting

Thursday, April 14, 2011; 10:00-11:30 AM; Gillham Park Room, Admin Center

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Agenda/Meeting Notes

- University College Visits Update
  - Jeff Traiger and Eric Hall will visit Penn State on May 9-10
  - Cindy Pemberton and Connie White will visit IUPUI on May 4-5
  - Arizona State visit will not be possible this semester
  - UC Model Questionnaire for visits found here: [http://info.umkc.edu/universitycollege/documents/](http://info.umkc.edu/universitycollege/documents/)

- University College Implementation Plan
  - Vice Chancellor Mel Tyler will join us at our next meeting to share his ideas for University College implementation
  - Associate Vice Provost for University College to be hired – will initiate implementation of the University College

- University College Model Recommendations
  - UC Model Recommendations-Services and UC Model Recommendations-students served are found on the blog: [http://info.umkc.edu/universitycollege/documents/](http://info.umkc.edu/universitycollege/documents/)

Meetings Scheduled:
4/28; 10-11:30AM; Gillham Park
University College Advisory Council Meeting

Thursday, April 28, 2011; 10:00-11:30 AM; Gillham Park Room, Admin Center

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Guests: Robin Hamilton and Mel Tyler

Agenda/Meeting Notes

- CAD & Student Services – Vice Chancellor Mel Tyler
  Vice Chancellor Tyler shared a presentation of the University Center renovation and vision for the space as related to the University College. Additional information may be found: http://info.umkc.edu/leadership/documents/

Meetings Scheduled:
N/A – This is our last scheduled meeting
University College Advisory Council Meeting

Tuesday, February 21, 2012; 4:00-5:00 PM; Provost’s Conference Room, Admin Center

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Agenda/Meeting Notes

- Introductions
- University College Report & Recommendations

University College Advisory Council Blog: [http://info.umkc.edu/universitycollege/](http://info.umkc.edu/universitycollege/)
Date: March 23, 2011
Name of group: Honors College Task Force
Chair/Co-Chairs: Cindy Pemberton
Prepared by: Cindy Pemberton

Committee charge:
Purpose: A University College will create an academic home with relevant support services for our
deciding students and students in transition (transfer students, students changing majors and students
looking to complete a baccalaureate degree through a degree completion program). The council will be
responsible for proposing an implementation plan for a University College.

Charge to the members:
 Survey University College models at other universities
 Propose a plan for the creation of a University College at UMKC and identify the relevant
  business processes affected by a change in how deciding students are served by the University
 Develop a communication plan for promoting a University College to faculty, staff and students

Report due to Provost Spring 2011.

Committee projected work timeline:

February/March, 2011 – reviewed existing services/programs to support students, guest presenters from CAD
regarding existing programs and services, looked at existing University College structures/programs at other
institutions, reviewed new publication summarizing University College models
April/May, 2011 – visit 3 institutions with similar structures/programs
May, 2011 – draft recommendations and submit report to Provost

Progress over the past quarter:

See above

☒ All meeting minutes and materials for posting been uploaded or sent to Juno

Plans for upcoming quarter:

Complete report
Changes in membership/assistance needed in finding additional representation:

Donna Davis, SOE representative has never attended meetings
Made change in SBS representative due to workload issues

Assistance needed from coordinating committee:

Return to: Troy Lillebo at 307 AC or lillebot@umkc.edu
Date: October 3, 2011
Name of group: University College Advisory Council
Chair/Co-Chairs: Cindy Pemberton
Prepared by: Cindy Pemberton

Committee charge:
Purpose: A University College will create an academic home with relevant support services for our deciding students and students in transition (transfer students, students changing majors and students looking to complete a baccalaureate degree through a degree completion program). The council will be responsible for proposing an implementation plan for a University College.

Charge to the members:
- Survey University College models at other universities
- Propose a plan for the creation of a University College at UMKC and identify the relevant business processes affected by a change in how deciding students are served by the University
- Develop a communication plan for promoting a University College to faculty, staff and students

Report due to Provost Spring 2011.

Committee projected work timeline:

February/March, 2011 – reviewed existing services/programs to support students, guest presenters from CAD regarding existing programs and services, looked at existing University College structures/programs at other institutions, reviewed new publication summarizing University College models
April/May, 2011 – visited IUPUI and Penn State to look at other programs and structures.
May – Sept, 2011 – committee did not meet – drafting recommendations and final report

October, 2011 – anticipated final report submitted to Provost

Progress over the past quarter:

See above

☑ All meeting minutes and materials for posting been uploaded or sent to Juno

Plans for upcoming quarter:

Complete and submit report
Changes in membership/assistance needed in finding additional representation:

Donna Davis, SOE representative has never attended meetings
Made change in SBS representative due to workload issues

Assistance needed from coordinating committee:

Return to: Troy Lillebo at 307 AC or lillebot@umkc.edu
Date: February 20, 2012
Name of group: University College Advisory Council
Chair/Co-Chairs: Cynthia Pemberton
Prepared by: Cynthia Pemberton
Committee charge:
Purpose: A University College will create an academic home with relevant support services for our
deciding students and students in transition (transfer students, students changing majors and students
looking to complete a baccalaureate degree through a degree completion program). The council will be
responsible for proposing an implementation plan for a University College.

Charge to the members:
- Survey University College models at other universities
- Propose a plan for the creation of a University College at UMKC and identify the relevant
  business processes affected by a change in how deciding students are served by the University
- Develop a communication plan for promoting a University College to faculty, staff and students

Report due to Provost Spring 2011 - delayed due to hiring and start date of Associate Vice Provost for
University College position.

Committee projected work timeline:
February/March, 2011 – reviewed existing services/programs to support students, guest presenters from CAD
regarding existing programs and services, looked at existing University College structures/programs at other
institutions, reviewed new publication summarizing University College models
April/May, 2011 – visited IUPUI and Penn State to look at other programs and structures.
May – Sept, 2011 – committee did not meet – drafting recommendations and final report
March, 2012 – anticipated final report submitted to Provost

Progress over the past quarter:
See above

☑ All meeting minutes and materials for posting been uploaded or sent to Juno

Plans for upcoming quarter: meeting with Dr. Kim McNeley, Associate Vice Provost for University College to
review draft recommendations and discuss implementation plans – scheduled for February 21, 2012. Submit
final recommendations to Provost.

Changes in membership/assistance needed in finding additional representation:
None.

Assistance needed from coordinating committee:
None.

Return to: Troy Lillebo at 307 AC or lillebot@umkc.edu