



The University of Texas at Dallas
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AGENDA

2018 SACSCOC Reaffirmation Leadership Team Meeting
November 29, 2017
AD 2.204B

1. Call to Order / Approval of Minutes Serenity King
2. Announcements: Serenity King
 - A. SACSCOC Annual Meeting Vote on Principles / Transition Timeline
 - B. September Senate Presentation (distributed in person)
3. Student Exit Surveys Serenity King
4. QEP Updates: Jessica Murphy
 - A. Draft
 - B. Budget Discussion
 - C. Transfer Mentor Program Pilot Info.
5. Dr. Crystal Baird, SACSCOC Vice President Serenity King
Advisory Meeting Dec. 6 Itinerary
6. Off-Site Report Serenity King
7. Questions Members
8. Adjournment Serenity King

ITEM 1

June 22, 2017 Meeting Minutes

2018 SACSCOC Leadership Team

Meeting Minutes

Thursday, June 22, 2017 2:00PM
Alpine Conference Room, AD 2.204B

I. Attendees:

Serenity King (Chair), B. Hobson Wildenthal, Inga Musselman, Jessica Murphy, Joanna Gentsch, Josh Hammers, Kim Laird, Murray Leaf, Nicole Leeper Piquero, Ben Porter, Amanda Smith, Ryan Dorman, Vy Trang

Absent: Michele Lockhart, Clint Peinhardt, Marilyn Kaplan, Simon Kane

II. Approval of April 18, 2017 meeting minutes

Murray Leaf moved to approve, Jessica Murphy seconded the motion. All in favor – minutes approved.

III. Announcements

May Cabinet Presentation: Update

Serenity gave a presentation to the President's Cabinet. It was an overview of the reaffirmation project timeline and the principles. There is some missing information needed from Facilities Management for one of the principles. Serenity is working with Kim Laird and Calvin Jamison to obtain this information.

Alumni Survey/Survey Inventory

Josh Hammers is reaching out to Kyle Edgington in the Office of Development and Alumni Relations. There have been numerous conversations on this topic on the listservs. Josh has been communicating with the Office of Assessment, Student Affairs, Office of Graduate Studies, and Office of Undergraduate Education. The goal is to have survey inventory information on how to effectively reach alumni and to create one survey that includes skip logic so that alumni do not have to receive numerous surveys. Serenity will be speaking about this topic at the Council for Undergraduate Education and Graduate Council meetings.

Student Achievement Metrics: Web page

Principle 4.1 requires student achievements metrics to be displayed on the website. We currently have this information on the development webpage. The information needs to be updated. The Institutional Effectiveness committee has been waiting for the updated Strategic Plan before proceeding. However, the strategic plan will not be finished by the September 11, 2017 Compliance Certification Report (CCR) deadline. Lawrence Redlinger and Serenity are working to update as much of the information as possible.

ACTION ITEM: Dr. Wildenthal will inquire about the legal issue about the default rates and the information posted on the website.

ACTION ITEM: Josh Hammers and Serenity will check the career center website to ensure that the wording about response rates is accurate.

Included in the agenda packet is SACSCOC's June 2017 Board of Trustees Actions and Disclosure Statements.

IV. Compliance Certification Report

The CCR focuses on telling the story of the university. The majority of the report has been completed. There are ten principles that still need updated supporting documents.

V. Recommendation for QEP Reviewer

Jessica Murphy asked the members for recommendations for the QEP reviewer.

ACTION ITEM: Members can send their suggestions to Amanda Smith, Jessica Murphy or Serenity by June 29, 2017.

ACTION ITEM: Jessica Murphy will resend the email with the list of potential QEP reviewers.

ACTION ITEM: Serenity will email the top 3-5 recommended reviewers so they can be invited to participate.

VI. Role of Leadership Team Members

Serenity asked the members to review and approve the "Role of Leadership Team Members" document. This will be sent to the SACSCOC reviewers and will be posted on the UT Dallas SACSCOC website. All members approved the document.

VII. Faculty Credentialing

The Faculty Committee brought up several issues at the May 3 meeting: 1) the continuation of the "once approved, always approved" model, 2) for crosslisted courses, the credentialing should be done with the course that the faculty member holds a terminal degree, 3) if the disciplines are closely related (if the CIP code is within two digits) then the faculty member can be credentialed, 4) if a faculty member's research and related experience is in math, they are qualified to teach core math courses, 5) masters vs. doctoral courses – doctoral courses will only be taught by PhD holders, and 6) outside accreditation will only be used as additional support but will not mean automatic approval because SACSCOC does not recognize this. Nicky Piquero will begin to re-credential all faculty starting from AY15-16. She will start with EPPS and ECS in Summer 2017, NSM in Fall 2017, BBS and Honors College in Spring 2018, ATEC/AH in Summer 2018 and JSOM in Fall 2018.

There was a discussion on credentialing.

ACTION ITEM: Nicky Piquero is working on a decision-tree and will distribute it once it is finalized. The credentialing form is being revised.

VIII. QEP

UT Dallas received funding, \$1 million, from UT System. This grant money will be used to scale up the peer mentoring program and the implementation of different programs mentioned in the QEP. Joanna Gentsch also received funding to scale up her pilot program on service learning.

IX. Adjournment

ITEM 4A

Orbit Report Outline Draft

Orbit: Keeping New Comets on Course QEP Report Outline

I. Executive Summary

The University of Texas at Dallas (UT Dallas) Quality Enhancement Plan (QEP), Orbit, strives to create a culture where all students in their first year feel a sense of belonging through campus engagement. Orbit will improve student learning and the environment that supports student learning through supportive programming targeting first time in college (FTIC), transfer, graduate, and international students.

Through a robust selection process that included open-submission and focused-proposal periods, broad-based vetting of proposals to multiple campus constituency groups, and analysis of assessment data from both the National Survey of Student Engagement (NSSE) and the UT Dallas Office of Strategic Planning and Analysis (OSPA), it became clear that increasing levels of students' engagement in their first year at UT Dallas, as an evidence-based practice, would serve the purpose of improving retention rates and ultimately student success. With the expansive growth of the UT Dallas student population since 2005, there exists a recognized need to concentrate a focused effort on engagement initiatives and to ensure all new students are recipients of these efforts. Our campus has a number of ongoing and new initiatives focused on student engagement and success. UT System also shows a dedication to student success in Chancellor McRaven's Quantum Leap 9, of which student engagement and students' sense of belonging are crucial components. The expectation that all UT System campuses will commit to improving student engagement speaks to the abilities of UT Dallas to implement and sustain this QEP.

As stated in the UT Dallas mission statement, "The University of Texas at Dallas provides the State of Texas and the nation with excellent, innovative education and research. The University is committed to graduating well-rounded citizens whose education has prepared them for rewarding lives and productive careers in a constantly changing world; to continually improving educational and research programs in the arts and sciences, engineering, and management; and to assisting the commercialization of intellectual capital generated by students, staff, and faculty." Orbit is specifically designed to improve persistence and bolster engagement opportunities for students in their critical first year at UT Dallas. The UT Dallas student demographic is culturally reflective of global diversity, and our QEP provides an opportunity to prepare students to engage successfully in a similar

workplace setting. The University of Texas System also shows a dedication to student success in Chancellor McRaven's Quantum Leap 9, of which student engagement and students' sense of belonging are crucial components. The expectation that all UT System campuses will commit to improving student engagement speaks to the abilities of UT Dallas to implement and sustain this QEP.

To increase new to UT Dallas student belonging, focus will be placed on educating students about the services and engagement opportunities available to them helping them to become empowered to advocate for their needs and also connecting them to the university in ways that lend to the sense that they matter. Through evidence-based and high impact practices, such as new student seminar courses, service learning requirements, and peer mentoring programs, students in the target population will experience higher rates of retention and success.

Orbit: Keeping New Comets on Course

QEP Report Outline

II. Quality Enhancement Plan Development Process

Orbit evolved through an organic process that was inclusive of the entire UT Dallas community. Students, faculty, staff, and administrators worked comprehensively together to select and develop the topic and then develop and implement the plan. As phase one of the process, ideas for the Quality Enhancement Plan (QEP) were solicited from the campus community through meetings with faculty, students, staff, alumni, and members of the corporate community and via an online open submission portal. Phase two began with the creation of a Topic Selection Committee which first convened March 21, 2016 with the charge to generate a needs assessment to determine a QEP topic that would improve student learning and the campus climate in which students. This committee recommended “First Year at UT Dallas” as the final QEP topic for implementation. Phase three included topic development. The Topic Development Committee determined potential details of the QEP and developed a coherent and affordable plan for implementation. Phase four initiated the process of development and implementation of the plan. In February 2017, President Richard C. Benson approved the ambitious plan to improve student learning for the specific target populations: new undergraduate first-time-in-college (FTIC) students, new undergraduate transfer students, new international students, and new graduate students.

1) *Topic Selection Process*

QEP Development began in Fall 2015 when UT Dallas ad interim President, Hobson Wildenthal appointed Dr. Jessica Murphy, Associate Professor of Literary Studies and Faculty Advisor to the Office of Assessment, as director of the QEP. The topic selection process can be broken down into four parts.

a. **Broad Call for Topics**

- i. Obtained over 200 submission and grouped them into 10 themes

General Program & Curriculum	39 submissions ranged from new course suggestions to requests to make free course textbooks more accessible to students.
Diversity & Cultural Awareness	37 submissions called for everything from increased education focused on cultural awareness, to teaching students and faculty about how to be sensitive to LGTBQ individuals.
Studying & Tutoring	31 submissions called for additional study spaces on campus and additional university provided tutoring for upper division courses.
Health & Wellness	21 submission indicated a demand for new equipment in the university gyms to improved

Orbit: Keeping New Comets on Course
QEP Report Outline

	focus on the importance of health in course curricula.
Research & Experiential Learning	18 submissions indicated a desire for more opportunities for experiential learning and research early in students' programs to help better engage them in their studies.
Beyond STEM	13 submissions called for more humanities and art offerings or improved facilities and equipment for non-STEM programs.
Writing & Communication	11 submissions described a desire for additions such as writing instruction in the first year seminars or implementing additional opportunities for writings across the curriculum.
Green Initiatives & Sustainability	6 submissions included suggestions such as creating a university farm and introducing themes on sustainability across the curriculum.
Digital Development	6 submission requested the university focus on the need to increase student, faculty, and staff education on technology use and digital communication.
First-Year Experience	5 submissions indicated that undergraduate and graduate first-year experiences could benefit from additional instruction in their first years to ensure they are prepared for the more challenging courses they will eventually enter in their programs.

b. Topic Selection Committee

i. Reviewed submissions and selected top topics

First-Year Experience	Proposals under this topic theme included programs intended to improve retention and success during and after students' first year at UT Dallas.
Communication Counts	Proposals under this topic addressed ways to improve students' interpersonal skills and written and oral communication.

Orbit: Keeping New Comets on Course
QEP Report Outline

Wellness	Wellness proposals included programs to support the health of students' minds, bodies, and social contributions with the goal of improving academic performance and overall lifelong health.
Curricular Globalization	Proposals related to Curricular Globalization considered ways to enhance cross-cultural exchange and learning opportunities.
Digital Learning: Innovation and Integration	Proposals under Digital Learning included ideas for improving student learning through digital learning programs and initiatives.

c. Solicit Proposals on Top Five Topics

d. Identify Topic

2) QEP Plan Development Process

In August 2016, the UT Dallas' SACSCOC Leadership Team and President, now Dr. Richard Benson, granted Dr. Murphy approval to form a development committee to explore the topic of "First Year at UT Dallas" for the QEP. The QEP Development Committee, comprised of 36 individuals from across campus with specialties that align with the selected QEP topic, determined the potential details of the QEP and developed a coherent and affordable plan for implementation.

a. Development and Implementation Committee

III. Topic Overview

In February 2017, President Richard C. Benson approved the development and implementation plan to move forward with a Quality Enhancement Plan that focuses on all students in their first year at UT Dallas. Our draft plan is ambitious in that it hopes to improve student learning for specific target populations: new undergraduate first-time-in-college (FTIC) students, new undergraduate transfer students, new international students, and new graduate students. Through the work of the committees involved in phases one and two, we have identified a number of high-impact practices that specifically address the needs of these target populations. Our next step will be to develop and implement the interventions.

1) Topic Alignment

- a. System Quantum Leaps
- b. UT Dallas Mission
- c. UT Dallas Strategic Plan
- d. Prior QEP: Gateways to Excellence in Math and Science (GEMS)

2) Focus on Integrative Thinking and Reflection (in our case student belonging)

3) Building on Strengths

- a. High Impact Practices

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QEP Report Outline

b. **Faculty and Staff Professional Development**

c. **Technology Support**

4) ***Meeting Challenges***

IV. Desired Student Learning Outcomes

1) ***Student Learning Indicators***

V. Literature Review and Best Practices

1) ***Engagement***

2) ***Mattering***

3) ***Belonging***

4) ***Summary***

VI. Actions to Be Implemented

a. **Overview**

b. **Initiatives**

1) **New Student Engagement Board (NSEB)**

The NSEB will oversee the committees on campus responsible for new student engagement and programming and will coordinate all campus-wide efforts that target all first-year-at-UT Dallas students. This coordinated effort will facilitate awareness and stronger oversight of all campus efforts for students in transition to the university as well as the sharing of best practices across different units.

2) ***New Student Web Portal***

The NSEB will develop a website that will serve as an electronic student engagement handbook. The site will have tabs to direct students of the four target populations (FTIC, new transfer students, new graduate students, and new international students) to content that is specific to the population. Focus groups will be held with current students in each of the populations to determine content.

3) ***Service Learning and Intercultural Competence Faculty Development***

The QEP will establish service learning faculty development through the Center for Teaching and Learning and the Office for Student Volunteerism. In this initiative, we will create six small grants for each of two years (see Years 3 and 4 in timeline) for faculty teaching upper-division undergraduate and graduate courses to develop a service-learning component for their existing courses. This intervention uses a high-impact practice (service learning) to reinforce the work of “Diversity 101” presentations in the first-year seminars (another high-impact practice). It also has the potential to outlast the QEP as a faculty development opportunity. As indicated in the literature, programs aimed at first-year students should create ways for them to develop these ideas and skills later as well. The

Orbit: Keeping New Comets on Course

QEP Report Outline

service learning course interventions will allow students the opportunity to continue addressing the humanitarianism objective beyond their first year.

4) *First-Time-In-College (FTIC) Student Engagement*

a. Mandatory Seminar Course for FTIC Students

The intent of this existing course is to assist first-time-in-college students with navigating the college experience, while introducing them to information that will provide a connection with engagement opportunities on the UT Dallas campus. The course is currently supported by First Year Leaders who also provide one-on-one mentoring sessions outside of the classroom.

b. Recommended Additions to FTIC Seminar Components

5) *New Transfer Student Engagement*

a. Development of a Transfer Student Peer Mentoring Program

This program will be reflective of the existing Freshman Mentor Program. All students selected as peer mentors will have been transfer students. Additionally, the transfer peer mentors may also serve as Transfer Year Leaders, leading the transfer seminar courses and providing one-on-one mentoring sessions to new transfer students outside of the classroom.

b. Mandatory Seminar Course for New Transfer Students

The intent of this course is to assist first-time at UT Dallas transfer students with navigating the college experience, while introducing them to information that will provide a connection with engagement opportunities on the UT Dallas campus.

c. Transfer Student Seminar Components

- Required summer reading
 - Topical book to change each year
 - Active discussion/assignment in the seminar class
- Required service learning activity
 - To be coordinated by the Office of Student Volunteerism
- Cultural Awareness through the Multicultural Center's "Diversity 101" presentation
 - Required intercultural competence writing assignment following the presentation
- Exploration of campus involvement opportunities with the assistance of the Student Affairs Center for Student Engagement
 - Student Organizations
 - Leadership development opportunities

Orbit: Keeping New Comets on Course

QEP Report Outline

- Introduction to the Student Affairs Marketable Skills Co-Curricular Mapping Program (yet to be named)
- Health and wellness awareness
 - To be coordinated by the Student Affairs Health and Wellness Initiative (Student Counseling Center, Health Center, Student Wellness Center)
- Career Center information
 - Campus employment opportunities
 - Internship opportunities
 - Resume writing
 - Career preparation
 - Marketable Skills Co-Curricular Mapping Program reinforcement through resume integration
- Student Success Center presentation
- Academic Advisor session (general process information and degree plan explanation)
- Faculty Engagement
 - Faculty representative will provide students information on how to appropriately engage with professors
 - Engaging in research opportunities

6) *New Graduate Student Engagement*

- Enrichment of the pre-orientation eLearning modules presenting information related to:
 - Research opportunities and engaging with faculty
 - Student Volunteerism Opportunities
 - Student engagement opportunities specific to graduate students
 - Cultural awareness education through a modified “Diversity 101” electronic presentation
 - Career Center services
- Development of a Graduate Student Association (similar to Student Government)
 - Approved by Marion Underwood and with the support of Briana Lemos (Student Government Advisor)
 - The Graduate Student Association will assume a primary role in aiding in the development of student engagement opportunities for new to UT Dallas graduate students.
- Viva Volunteer project and Alternative Spring Break trip specific to graduate students

7) *New International Student Engagement*

- Peer mentoring programs lead by domestic students. This could be an expansion of the iFriend program.

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QEP Report Outline

- Optional seminar course for international graduate students. Above peer mentors would serve as leaders for this course.
- International competency programs, offered by the International Center, to complement “Diversity 101” that will eventually become part of the seminar courses. This program will not only emphasize diversity, inclusivity and sensitivity when interacting with international UTD students, but will also enhance students’ preparation to compete in a global business environment.
- Formation of a UT Dallas Global Engagement Board. Goals:
 - Provide a dedicated forum for issues affecting new international students.
 - Maintain open channels of communication among international students, international student groups, and UT Dallas.
 - Participate in the planning and implementation of campus events and initiatives.
 - Represent the international student body as needed in campus focus groups and other discussions with campus stakeholders.

II. Timeline

1) *Include a very specific timeline*

Year	QEP Activities
Development Year: 2016-2017	<ul style="list-style-type: none"> • Fall 2016: Development and Implementation Committee meetings, drafting of ideas for proposal • Spring 2017 • Proposal to President Benson • Establishment of New Student Engagement Board • Naming contest for QEP • Summer 2017: Pilot design
Year 0: 2017-2018	<p>Freshman Seminar Pilot development and implementation</p> <ul style="list-style-type: none"> ○ Run one section of revised freshman seminar in Fall 2017 ○ Make revisions to freshman seminar pilot in Spring 2018 <ul style="list-style-type: none"> • Transfer Peer Mentor Pilot development and implementation • Report writing • Begin process of establishing the Graduate Student Association • Focus groups for web portal design
Year 1: 2018-2019	Launch freshman seminar course

Orbit: Keeping New Comets on Course
QEP Report Outline

	<ul style="list-style-type: none"> • Develop transfer seminar course • Refine transfer peer mentor program by adding to the pilot • Establish UT Dallas Global Engagement Board • Expand iFriend program to include a peer mentoring component • Launch Graduate Student Association • Design New Student Web Portal <ul style="list-style-type: none"> ○ Take lessons learned from SG mobile app
Year 2: 2019-2020	<p>Launch the full transfer peer mentor program</p> <ul style="list-style-type: none"> • Pilot one section of the transfer seminar course • Design pre-orientation module for graduate students • Open Viva Volunteer project and Alternative Spring Break opportunity specifically for graduate students • Launch New Student Web Portal • Develop common reading program
Year 3: 2020-2021	<ul style="list-style-type: none"> • Launch transfer seminar course • Launch pre-orientation module for graduate students • Design optional international graduate student seminar • Launch common reading program; incorporate into all first-year programming • 6 service learning faculty development grants awarded • Faculty chosen work throughout the year to develop service learning projects for their select existing courses
Year 4: 2021-2022	<p>Pilot one section of optional international graduate student seminar</p> <ul style="list-style-type: none"> • Design intercultural competency program • Launch the 6 service-learning-enhanced classes developed as part of the grant program in Year 3 • Award 6 more development grants for service learning • Continue common reading program

Orbit: Keeping New Comets on Course
QEP Report Outline

Year 5: 2022-2023

- Launch optional international graduate student seminar
- Integrate international competency program into freshman, transfer, and international graduate student seminar courses
- Launch 6 service-learning-enhanced classes
- Continue common reading program

III. Marketing and Communications Campaign/Plan

IV. Organizational Structure

- 1) *Director*
- 2) *Oversight Committee*
- 3) *Position Descriptions*

V. Resources

- 1) *Budget*

VI. Assessment

- 1) *Overview*
- 2) *Description of Measures*
- 3) *Student Learning Outcome Assessment*
- 4) *Breakdown year by year*
 - a. *Include a timeline chart*
- 5) *Include actual measurement tools*
- 6) *Program Goal benchmarks*
- 7) *SLO outcome indicators, benchmarks, and dates of assessment*
- 8) *SLO Assessment Indicators*
- 9) *Program Goal Assessment Indicators and Timing*
- 10) *Continuous Improvement Process*

VII. Appendix

- 1) *Selection*
 - a. *Topic Selection documents*

Orbit: Keeping New Comets on Course
QEP Report Outline

2) *Development*

- a. Freshman Seminar Pilot**
- b. Transfer Peer Mentor Program Pilot**
- c. New Student Engagement Board beginnings**

DRAFT

ITEM 5

Dr. Crystal Baird, SACSCOC Vice President
Advisory Meeting Dec. 6 Itinerary



The University of Texas at Dallas
800 West Campbell Road, AD42, Richardson, TX 75080-3021
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ITINERARY

Advisory Visit
Wednesday, December 6, 2017

Dr. Crystal Baird, SACSCOC Vice President

8 a.m.	Car Service Pick-up
9 – 10 a.m.	Richard C. Benson, President B. Hobson Wildenthal, Executive Vice President Inga H. Musselman, Provost Serenity King, Assistant Provost for Policy & Program Coordination Location: AD 2.414 President's Conference Room
10 – 11 a.m.	QEP Location: AD 2.204B Alpine Conference Room
11 – 11:45 a.m.	PENDING Off-site Report Location: AD 2.204B Alpine Conference Room
11:45 – 12: 45 p.m.	Working Lunch* Location: AD 2.204B Alpine Conference Room
12:45 – 1 p.m.	Break
1 – 1:30 p.m.	Academic Council Location: ATEC 1.201
1:30 p.m.	Leave UT Dallas Campus; Car Service to Dallas Love Field

*Attendees:

Serenity Rose King, Assistant Provost for Policy & Program Coordination; SACSCOC Liaison; Leadership Team; Steering Committee; Mission, Governance, & Administration Committee; Institutional Effectiveness Committee

Joanna Gentsch, Director of Student Programs and Community Engagement; School of Behavioral & Brain Sciences; Leadership Team

Shayla Holub, Chair of University Assessment Committee; School of Arts & Humanities

Calvin Jamison, Vice President for Administration; Steering Committee

Simon Kane, Assistant Provost, Technology; Leadership Team

Marilyn Kaplan, Associate Dean; Naveen Jindal School of Management; Committee on the Core Curriculum Chair; Leadership Team; Co-Chair of Programs, Curriculum Instruction Committee

Kimberly Laird, Associate Vice President and Controller; Office of Budget and Finance; Leadership Team; Chair of Financial & Physical Resources and Information Technology Committee

Eric Van Leeuwen, Program Specialist; Office of Graduate Studies

Michele Lockhart, Director of Programs and Accreditation; Leadership Team

Debbie Montgomery, Associate Library Director; Steering Committee; Vice-Chair of Learning and Student Resources Committee

Catherine Parsoneault, Assistant Dean; School of Arts & Humanities; Steering Committee;

Clint Peinhardt, Chair of Committee on Educational Policy (CEP); School of Economic, Political & Policy Sciences; Leadership Team

Nicole Leeper Piquero, Associate Provost; Credentialing Officer; Leadership Team; Vice-Chair of Faculty Committee

Lawrence Redlinger, Executive Director for Strategic Planning and Analysis; Steering Committee; Vice-Chair of Institutional Effectiveness Committee

Gloria Shenoy, Director of Assessment; Steering Committee

Beth Tolan, Director of Financial Aid; Vice-Chair of Financial & Physical Resources and Information Technology Committee