**RUEC Subcommittee updates**

**October 10, 2019**

Pathways

The Pathways subcommittee discussed three main items:

1. We looked at a data for all of the degrees in each pathway that was compiled by Trish Baker’s team.  This showed the requirements for Math, GE distribution and any open electives for each program.  The goal is to use these three items to better refine the programs in each Pathway.  Trish’s team will do a little more sorting based on these criteria to see how programs align.
2. We discussed the next step of getting each program to self-select their Pathway.  Once our refined list is compiled, we will send it to programs and have them either confirm their Pathway, or select a different one.  Doug Gardener volunteered to begin writing the justification for the initial Pathway placement and the pathway criteria.  This will be used as the starting point for presentations and perhaps a video that will serve as the messaging to the campus regarding Pathways.
3. We discussed how to continue the Pathway effort after the RUEC recommendations have been made.  It was suggested that David Connelly would serve as the Administrative oversight of a “Pathways Implementation Team.”  The team would consist of members from Academic Affairs, Community Outreach, Student Affairs, First Year Center, Curriculum, and Faculty reps.

HIPs

The HIPs sub-committee met in BA 110M on Thursday, October 10 from 3 to 4:15 PM to discuss the four RUEC initiatives we have been working on and to make assignments for next steps.

**Initiative 1** – Courseleaf and Transcript HIP Annotation: Ala’a Alarsahan reported to the committee about some potential implementation problems with annotation. Specifically, designation at the course level is problematic because we have many classes at UVU that offer multiple sections every semester. If often takes multiple professors to offer enough sections, and not all professor will be willing or interested to implement HIPs in their sections. We discussed some possible solutions to this problem, including adopting something like the Writing Enriched courses, and debated the pros and cons of that and other ideas. The matter was not settled. Additional discussion with Cheryl Haneweicz, who is championing this initiative for us, will be conducted over the coming days.

**Initiative 2** – Co-curricular Transcript: Eric Humphries reported on a discussion he had with other registrars at a Utah+BYU-I conference that occurred last week. In short summary, he reported that activity, interest and opinion across the board at his conference was lukewarm at best. The sub-committee discussed, pros, cons and alternatives to co-curricular transcripts and determined that this initiative will not be part of our recommendations for RUEC.

**Initiative 3** – Undergraduate Certificate in Research or Creative Work: Anton Tolman reported on multiple meetings and writing sessions that have been held in the past two weeks. His work group recommends the creation of two separate Certificates of Proficiency, one in Undergraduate Research and one on Undergraduate Creative Work. His group also recommends that these Certificate of Proficiency be administered at the college level, giving flexibility to each college to define requirements within a shared set of learning outcomes and performance standards. These will include 9 credit hours of coursework, plus a project that is publicly presented or defended. Writing on what is being proposed has already begun.

**Initiative 4** – HIPs Incentives for Faculty Development: Heath Ogden presented a draft proposal for two paths of faculty development. In the first path, faculty could apply for a stipends to develop, implement and assess a HIP in a course that they teach. In the second path, faculty could apply for a stipend to develop, deliver and assess a HIP experience for students that could be co-curricular or extra-curricular, such as an alternative spring break, or short summer experience. Stipend awards would be administered by SCULPT, and could be funded at levels from $500 to $5,000. The HIPs subcommittee will propose an annual allocation to the SCULPT budget of $50,000 to fund this initiative, with AY 2020-2021 serving as a pilot year, and based upon participation and quality of assessment of outcomes, renewal of that SCULPT funding at an appropriate level for years thereafter. Dr. Ogden’s draft proposal has been circulated to the members of the HIPs subcommittee and feedback has been requested.

The chairs and initiative champions in the HIPs subcommittee are now working on a draft proposal of our three initiatives. That draft proposal will be reviewed in a sub-committee meeting scheduled for 3 PM on Oct. 24. Following that meeting, the draft will be revised in accordance with our discussions, and it will then be delivered to the RUEC chairs.

FYS Summary:

We continued work on figuring out the pilot study.

* We need to find 10 faculty who are excited about the idea of a FYS and would be willing to put the work in over the summer to develop FYS versions of existing GE courses.
	+ These faculty will work with FYS area experts in summer 2019 to alter the courses and turn them into FYS courses (all will be paid a stipend)
	+ We are using existing GE courses for the pilot only. If/when fully implemented, FYS courses will be completely new courses, not based on existing courses.
* Once we identify interested faculty, we will work with their departments to ensure those faculty will teach GE courses in the distribution areas in the fall, spring, and, if possible, summer.
	+ Schedule deadline from departments for fall is November 22nd. We need to complete the above work before then.
	+ The courses being altered for the FYS pilot will need to be courses that meet the following criteria:
		- Are already GE-approved
		- Available in small sections (30 or fewer students)
		- Are not prerequisites for other courses
		- Are taken by mostly first year students (we will try to ensure that *only* first year students can register for the FYS pilot courses)