

|  | Who                                    | Jan '18 | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
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| <b>Advancing Transformational Education: Betsy Morgan and Tim Dale (YEAR 2- 2018)</b>  |  |         |     |     |     |     |     |     |     |     |     |     |     |
| <b>Goal 1: Increase the opportunities for students to engage in high impact practices by graduation</b>  | <b>Provost</b>                         |         |     |     |     |     |     |     |     |     |     |     |     |
| Action 1. Identify ways to promote and move HIPS participation earlier in students' college careers.   | (ONGOING)<br>Morgan/Dale               |         |     |     |     |     |     |     |     |     |     |     |     |
| 1. Internships <ul style="list-style-type: none"> <li>a. Gather info from peer institutions regarding at what level they allow students to gain credit for internships. Also gather information that may be available from MCEIA (Midwest Cooperative Education and Internship Association) regarding best practices in the timing of internships.</li> <li>b. Share information that we have gathered from #1 above with Provost's Office, Deans, and Chairs and discuss possibilities of modifying pre-requisites of internship courses to allow students to earn credit for internships earlier, where feasible.</li> <li>c. Develop an "Internship Showcase." Possible methods include ongoing intern spotlights on career services and department websites and social media, on digital screens across campus, and an intern recognition/ panel/ reception event to spotlight interns and their employers and promote internships to other students.</li> </ul> | Becky Vianden (& Academic Departments) |         |     |     |     | x   |     |     | x   |     |     |     | x   |
| 2. Intercultural <ul style="list-style-type: none"> <li>a. Study Abroad- Emelee Volden<br/>- See ACE under international action steps below</li> <li>b. Domestic Diversity (D &amp; I)<br/>- See Equity and Diversity action steps</li> </ul>  |  |         |     |     |     |     |     |     |     |     |     |     |     |
| 3. Undergraduate Research- Scott Cooper <ul style="list-style-type: none"> <li>a. Create promotional videos for experiential learning</li> <li>b. Continue outreach from URC to current students on research opportunities (portal; Research Policy Network)</li> </ul>  |  | x       | x   | x   | x   | x   |     |     | x   | x   | x   | x   | x   |

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| 4. Capstone – departmentally based  | Currently by department – discussions will resume when Student Success Coordinator starts |   |   |   |   |   |   |   |   |   |   |   |  |
| 5. Service Learning– Community Engagement Council (and Campus Compact)<br>a. Faculty liaison to CATL for programming<br>b. CATL/Campus Compact Workshops  | Community Engagement Council (and Campus Compact)   |   |   |   |   |   |   |   |   |   |   |   |  |
| Also see Community Engagement 2018 action plan  |   |   |   |   |   |   |   |   |   |   |   |   |  |
| 6. Learning Communities--recommendations/vision<br>a. Launch three communities (LGBTQ/Spectrum; Health Professions/Students of Color) by Fall 2019<br>• Brief marketing blurb to admissions, meet with academic stakeholders<br>• Decide on location of communities, finalize partnerships & community structure<br>• Solidify marketing, campus close-up days and other recruitment pieces<br>• application process time, room signup, contract, returners, etc.<br>• Solidify application process<br>• RA selection criteria<br>• Spring 19 – Training, program planning (alumni, tutoring, resources)<br>• Spring 19 – Register for courses<br>• Spring 19 – Training for professional staff, relationship building with their campus partners<br>b. Continue to explore potential communities (ongoing)<br>i. Women in Science (tentative fall 2020)<br>ii. Global Village (tentative fall 2020)<br>iii. Social Justice (tentative fall 2020) | Jacque Bollinger (Res Life)   | x | x | x | x | x | x | x | x | x | x | x |  |
| <i>NEW Action 2.</i><br>Coordinate with Equity Liaison Program to help departments use discipline-appropriate HIP opportunities to address retention and persistence concerns.  |   |   |   |   |   |   |   |   |   |   |   |   |  |
| <b>Goal 2: Monitor persistence and retention rates with the goal of improvement</b>   | (ONGOING)<br>Morgan   |   |   |   |   |   |   |   |   |   |   |   |  |

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| <b>Action 2. Examine the ways in which UWL can change students' experiencing of UWL to enhance a sense of belonging and increase retention</b>   | (ONGOING)<br>Dale, Morgan |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A. Examine the ways in which institutional practices, student experiences, and faculty teaching practices impact student retention (partnering with the Reimagining the First Year (RFY) Initiative. | (ONGOING)<br>Tim Dale     |  |  |  |  |  |  |  |  |  |  |  |  |  |
| B. Monitor equity gaps in retention and partner with SP Priority "Equity and Diversity" to identify best practices   | (ONGOING)<br>D & I/ IR    |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| <b>Goal 3: Expand international/global learning opportunities for all students</b>  |  |     |     |     |     |     |     |     |     |     |     |     |     |
| REVISED<br>International Action Steps #1 and #2 have been replaced with the goals and outcomes of the 18-month ACE project and its six action teams.<br><a href="https://www.uwlax.edu/committee/internationalization/project-committees/">https://www.uwlax.edu/committee/internationalization/project-committees/</a> | Emelee Volden/<br>Marcie Wycoff-<br>Horn |     |     |     |     |     |     |     |     |     |     |     |     |

| <b>Goal 4: Enhance Graduate Education</b>   |  |   |  |   |   |  |  |  |  |  |  |  |  |
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| <b>Action 1. Shift Graduate Education from a decentralized administration toward a coordinated approach between departments and central administration.</b>                           |  |   |  |   |   |  |  |  |  |  |  |  |  |
| a. Update Graduate Mission and Vision to help focus the direction of graduate education at UWL  | Meredith Thomsen, working with Grad Council, Assoc. Provost Grunwald | x |  |   |   |  |  |  |  |  |  |  |  |
| b. Reorganize Graduate Council bylaws to better work alongside Director of Graduate Studies to assume leadership role on campus-wide graduate education                               |  |   |  | x |   |  |  |  |  |  |  |  |  |
| c. Enact the communication plan developed to educate campus about graduate accomplishments. Develop a communication plan to educate campus about graduate standards and expectations. |  |   |  |   | x |  |  |  |  |  |  |  |  |
| d. Establish a monthly meeting of Graduate Program Directors with the Graduate Studies Director to improve communication and coordination of activities among programs.               |  | x |  |   |   |  |  |  |  |  |  |  |  |
| e. Continue Advancing Graduate Education at UWL grants established in summer 2017, to support work on the development of new graduate programs  |  |   |  |   | x |  |  |  |  |  |  |  |  |

