

November 21st, 2024

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Meeting notes:

- **General Studies Program Overview:** Emily Manone introduced the new General Studies program, which will launch in Fall 2025, replacing the current Liberal Studies program. She explained the framework and key components of the new program, including foundation requirements, knowledge areas, and inclusive perspectives.
 - **Program Launch:** The General Studies program will launch in Fall 2025, replacing the current Liberal Studies program. This new program aims to provide a comprehensive educational framework for students.
 - **Framework Explanation:** Emily explained the framework of the new General Studies program, which includes foundation requirements in English and math, knowledge areas, and inclusive perspectives. The program is designed to be more integrated and comprehensive compared to the current Liberal Studies program.
 - **Foundation Requirements:** The foundation requirements for the new General Studies program include courses in English and math. These foundational courses are essential for building the basic skills needed for further academic success.
 - **Knowledge Areas:** The knowledge areas in the new General Studies program include scientific literacy, social and political worlds, arts and humanities, and American institutions. These areas are designed to provide students with a broad and diverse educational experience.
 - **Inclusive Perspectives:** The inclusive perspectives component includes global, US ethnic, and indigenous peoples perspectives. These perspectives are embedded in knowledge area courses, allowing students to fulfill multiple requirements simultaneously.
- **Inclusive Perspectives:** Emily Manone highlighted the new inclusive perspectives component of the General Studies program, which includes global, US ethnic, and indigenous peoples perspectives. These perspectives are embedded in knowledge area courses, allowing students to fulfill multiple requirements simultaneously.
 - **Component Overview:** The inclusive perspectives component of the General Studies program includes global, US ethnic, and indigenous peoples perspectives. These perspectives are designed to provide students with a more inclusive and diverse educational experience.
 - **Embedded Courses:** The inclusive perspectives are embedded in knowledge area courses, allowing students to fulfill multiple requirements simultaneously. This integration helps students gain a broader understanding of different cultures and perspectives.

- **Indigenous Peoples:** The indigenous peoples perspective is a new and innovative component of the General Studies program. Starting in Fall 2025, every incoming student will take at least one three-credit course focused on indigenous peoples' experiences and ways of knowing.
- **Strategic Alignment:** This component aligns with the strategic priority of the institution's commitment to indigenous peoples. It demonstrates a tangible commitment to incorporating indigenous perspectives into the educational framework.
- **Transition from Liberal Studies to General Studies:** Emily Manone discussed the transition from the Liberal Studies program to the General Studies program, emphasizing the need to toggle between the two programs for the next four to six years, depending on students' catalog years.
 - **Transition Period:** The transition from the Liberal Studies program to the General Studies program will take place over the next four to six years. This period will allow for a gradual shift, ensuring that students enrolled under the Liberal Studies framework can complete their programs.
 - **Catalog Years:** Students' catalog years will determine whether they follow the Liberal Studies or General Studies program. Those enrolled before Fall 2025 will continue with Liberal Studies, while those enrolling after will follow the General Studies framework.
 - **Language Toggling:** During the transition period, the institution will need to toggle between the language of both programs. This will help provide a seamless transition for students and ensure clarity in communication.
 - **Website Launch:** A new website will be launched in January to support the transition. The website will provide information on both the Liberal Studies and General Studies programs, catering to students, families, faculty, and staff.
- **Importance of General Education:** Emily Manone stressed the importance of general education, noting that it constitutes over a quarter of a student's undergraduate credit load. She encouraged a shift in thinking to view general education as integrated with and complementary to a student's major.
 - **Credit Load:** General education constitutes over a quarter of a student's undergraduate credit load, amounting to 34 to 35 credits. This significant portion highlights the importance of general education in a student's academic journey.
 - **Integration with Major:** Emily encouraged a shift in thinking to view general education as integrated with and complementary to a student's major. This integration can help students find deeper meaning and value in their general education courses.
 - **Student Perspective:** Emily shared that students often view general education as something to get over with. She emphasized the need to change this perception and

help students see the value and relevance of general education in their overall academic and personal growth.

- **Common Language:** Emily is working to develop common tools and language to help strengthen the value of general education. This includes asking students how general education courses can help them find a major, grow personally, and prepare for a career.
- **Masters of Public Administration Program:** Sarah Renfre presented the Masters of Public Administration (MPA) program, highlighting its fully online format, flexible curriculum, and rolling admissions. She also mentioned the public administration certificate as an entry point for those not ready to commit to a full master's degree.
 - **Program Format:** The Masters of Public Administration (MPA) program is fully online, making it accessible to working professionals. The program offers flexibility in terms of course duration, with options for 7 1/2 weeks or 16 weeks.
 - **Curriculum:** The MPA program consists of 36 total credits, including six core classes in human resource management, public administration, policy analysis, budgeting, organizational behavior, and applied methods. The program also offers a suite of electives for specialization.
 - **Rolling Admissions:** The program offers rolling admissions, allowing students to start in the spring, summer, or fall. Application deadlines are December 1st for spring, March 1st for summer, and August 1st for fall. The program does not require GRE scores, only a resume, three letters of reference, and a 500-word statement of intent.
 - **Public Administration Certificate:** Sarah mentioned the public administration certificate as an entry point for those not ready to commit to a full master's degree. The certificate consists of four classes and is fully online, offering flexibility in course selection.
- **Public Administration Certificate:** Sarah Renfre explained the public administration certificate, which consists of four classes and serves as an entry point for those considering a master's degree. The certificate is fully online and offers flexibility in course selection.
- **Elevating Excellence Strategic Roadmap:** T from Tucson discussed the Elevating Excellence strategic roadmap, which was developed under President Cruz Rivera's leadership. The roadmap focuses on opportunity, economic mobility, social impact, and equitable post-secondary value.
 - **Roadmap Development:** The Elevating Excellence strategic roadmap was developed under the leadership of President Cruz Rivera. It was approved by the Arizona Board of Regents (Abor) in June 2022 and aims to set the foundation for the institution's future efforts.

- **Strategic Priorities:** The roadmap focuses on seven strategic priorities, including opportunity, economic mobility, social impact, and equitable post-secondary value. These priorities are designed to guide the institution's efforts and initiatives.
- **Broad Definitions:** The roadmap intentionally uses broad definitions without specific metrics or targets. This approach allows for flexibility and adaptability in addressing the institution's priorities and goals.
- **Community Engagement:** The strategic planning process involved authentic engagement across campus, helping to stabilize morale and reinvigorate the institution's identity and sense of community.
- **NAU 2030 Reaching Higher Goals:** T from Tucson introduced the draft goals for NAU 2030, which include accelerating equitable educational attainment and career preparedness, and propelling economic mobility and social impact. These goals aim to encompass all students and the broader community.
- **Success Indicators for NAU 2030 Goals:** T from Tucson outlined the success indicators for the NAU 2030 goals, including broadening access for underrepresented students, boosting persistence rates, awarding credentials, and tracking employment of graduates in Arizona.
- **Coconino Casa for Kids Giving Tree Program:** Rolonda Jumbo announced the 2024 Staff Advisory Council Holiday Service project, which supports abused, neglected, and abandoned children in Coconino County. She provided details on how to donate and participate in the program.

Follow-up tasks:

- **General Studies Program:** Distribute the handouts about the General Studies program to all relevant departments and ensure they are posted in visible areas. (Emily Manone)
- **General Studies Program:** Upload the slides and resources related to the General Studies program to the SAC Teams channel. (Sarah)
- **General Studies Program:** Launch the General Education website in January to provide information on both Liberal Studies and General Studies programs. (Sarah)
- **Transfer Students:** Coordinate with AJACK and other agencies to finalize the acceptance of transfer credits under the new General Studies framework. (Sarah)
- **Giving Tree Project:** Send out the spreadsheet and flyer for the Giving Tree project to all staff members. (Rolonda Jumbo)
- **Giving Tree Project:** Organize and manage the drop-off locations for the Giving Tree project on December 3rd. (Rolonda Jumbo)
- **Giving Tree Project:** Collect and consolidate e-gift cards for the Giving Tree project and send them to Coconino Casa for Kids. (Rolonda Jumbo)
- **Giving Tree Project:** Provide shipping addresses to statewide staff members who wish to send gifts for the Giving Tree project. (Rolonda Jumbo)

