

Minutes
Undergraduate Academic Affairs Committee
Wednesday, October 7, 2015

Members in Attendance: D Barbeau, R. Cole, L. Dorsey, J. Langan, K. Ravindra, K. Thatcher, C. Duncan, M. Higgins, L. Israel, C. Boyd, E. Blessing, N. Westhus, J. Burwinkel, S. Naeger, D. Lohe, J. Gilman, J. Haugen, K. Lynch, M. Carlson, L. Fenneberg, T. Gasmí

Guests: J. Scott

Call to Order: Dr. Dorsey called the meeting to order at 8:30 a.m.

Approval of Minutes from the September 2, 2015 Committee Meeting:

Motion made by Jim Burwinkel to approve the September 2, 2015 meeting minutes and seconded by Robert Cole - unanimous approval.

University Counseling Center: Jennifer Scott of the University Counseling Center addressed the committee (committee received handouts).

- The new director of the Counseling Center is Dr. Steve Burns.
- The Counseling Center is located in Wuller Hall on the second floor. Enter through Campus Ministry and go up the stairs. There are a number of services that we are able to offer on both sides of campus. Continue to encourage students to take advantage of the Center.
- In the past have had a wait list for students. A wait list is no longer being utilized - all students are able to get an appointment at this time.
- The counseling center consists of a group of psychologists, clinical social workers, occupational counselors and doctoral trainees that are supervised by the staff psychologists.
- The Center offers individual counseling. No one has expressed the need for group counseling but if students were interested in that, they would offer it.
- Each person has its own little niche in the Center so there are people that specialize in sexual assault, eating disorders, crisis management, LGB issues, and substance abuse. Trying to do more education in outreach and prevention.
- The Center is planning training for faculty, staff, and students on suicide prevention, designed to help individuals identify risk factors or people who are at risk for suicide. Ability to talk, identify their level of risk, and get them to the place that meets that their level of risk. Whether it is just referring them to counseling, walking them over to counseling, or potentially calling DPS and getting them to the hospital as soon possible. The training is designed to both educate and then also provide the skills to do that. Sometimes people are uncomfortable or get nervous when someone mentions suicide. This training is to help somebody be more comfortable in that situation. Not necessarily to treat that person, but to calm them down and get them to that place where they need to be. Speeds up the process by educating people that see the students in crisis on a frequent basis. Wanting to arm everyone with the training and the knowledge. Suggestion that, if there is available personnel, counseling should be available on the med and law campuses also. Email Jennifer (jenniferscott@slu.edu) if anyone is interested in training, faculty, staff and students.

Updates:

Philosophy for Ministry Certificate:

- Proposal was reviewed at the September meeting and followed up with conversation at the Faculty Subcommittee meeting. It was endorsed by UAAC. It will now go to October CADD. Once endorsed, it will leave CADD and go to the Provost for final approval. As a certificate it does not go to the Board of Trustees on a consent agenda.

New Program Proposal Schedule:

Dr. Dorsey has received a number of emails over the last thirty days in regard to new programs, minors, majors, certificates, that are being developed on campus. CADD no longer meets every month, therefore it may take longer to go through endorsement channels. Encourage your colleagues to be diligent in following the planning dates that are on the instructions documents as they develop new programs.

4. New Academic Program Proposals:

Accelerated BS-MS in Engineering - Dr. Ravindra

- Multi-faceted. It is unique in that this program offers an option for all of the undergraduate engineering programs to offer an accelerated BS-MS engineering option.
- At Parks College there are several engineering programs, Aerospace Engineering, Mechanical Engineering, Biomedical Engineering, Electrical Engineering, Computer Engineering, Civil Engineering, and Physics. These are all Accreditation Board for Engineering and Technology (ABET) accredited programs.
- Several of students are very bright, very motivated. They come to SLU with a lot of credits already under their belt, 30-40 credits completed in high school. For those students it is an excellent opportunity for them to earn a combined bachelor's/master's program in five years.
- This may also be an attractive opportunity for our students who come through the INTO program into engineering to earn a combined bachelor's/master's degree in five years.
- Not looking at a big group of students who will enter this program. The bachelor's program itself is fairly challenging and unique to the programs. Looking at the cream of the crop. Five or six students in each program. This may also help our undergraduate program enrollment. The five year PSM may be appealing to many incoming freshmen. We hope that this will also increase the enrollment.
- Is ABET jeopardized whenever you add graduate credit to the senior year - whether it be within policy of only six credits or a full circular plan such as proposed in the document? ABET is not impacted- it does not extend to graduate coursework. So, as long as all of the undergraduate benchmarks along the way are met, ABET is not a concern.
- There have been a couple of questions along the way with regard to the level of rigor of a 3.25 GPA requirement. Comparable accelerated programs on campus are 3.5 or somewhere in that vicinity. What we have that is unique again in this particular proposal is you have a number of undergrad majors where the averages of the GPA's have informed the admission GPA for this program.

- If a student is in this combined accelerated bachelor's/master's program and they to step out, can they achieve their bachelorette degree at that point in time and have the option of maybe coming back? Yes, after they complete all the requirements for the bachelor's program.
- Although our discussion primarily pertains to the undergraduate portion of the Program, I want to make sure that there are learning outcomes and assessments in the works for that graduate program. Yes - the graduate director has assigned the task to the graduate research affairs committee within Parks and they are working on it and they will bringing that to the assembly for review and approval.

Substantive Change Task Force:

For those of you that were on the committee last year, you will recall that we developed a form for UAAC and GAAC to guide programs on whether or not academic programming changes within their program's is substantive or not. For example, changing the title of your course, the total credits of your program, or thirty percent of your courses. We have the need to identify a UAAC Substantive Change Task Force to review proposals when they come forward. Requested volunteers - 3 people.

Old Business:

Last year there were a number of requests that came forward to the Vice President for Academic Affairs office for a university syllabus template. I have received emails again this year expressing interest in a syllabus template. In general each year academic affairs works with our fellow partners on campus to put out common syllabi messages, such as accommodations, disability services, Title IX. These are all pieces that help the students understand where those resources might be located and how to access those resources on campus.

Unfortunately, last year we were unable to make progress on this request, so I would like to inquire about your ideas around this request. How do we go about doing this? I believe The Reinert Center does some work with the new faculty in this area. Dr. Lohe indicated that most new faculty, cycle through this workshop. One, we talk in a conceptual and philosophical way about the syllabus as a communication device. In addition, CTTL shares information and actual work versions of all of those university recommended statements.

What are people asking for when they say samples? A sample syllabus, with all the components for a complete course syllabus. One that faculty can just download from a common website/central location and tailor it to meet their course needs. How we can approach this as an institution? Perhaps a task force can be formed to review type, style, need based on what colleges and schools are currently using and present options to the committee in the future for greater faculty discussion, for example, full syllabus template, checklist of syllabus common and essential elements (disability services, student services, etc.). This may also assist in communicating the information to the faculty in a timely manner as they develop their syllabi for the upcoming academic year.

Send task force recommendations to Dr. Dorsey and she will contact appropriate administration to gain approval. Recommendation to also include a student on the task force as students have frequent discussion about syllabi, links on syllabi.

7. Academic year policies:

In addition to the undergraduate academic policies that we will review this year, Jay Haugen and I have started to develop a document that will house all of the policies that were removed from the undergraduate catalog because they do not pertain to the undergraduate student. We will present this to the committee for review and discussion once we have a final draft, which will take the better part of this year to develop.

Policy development/revision discussions will be occur at both the general and faculty subcommittee UAAC meetings. All UAAC committee members are invited to attend the faculty subcommittee meetings for the policy discussions.

Bereavement

- This is a new policy developed to support students who suffer the loss of a loved one during the academic year.
- Could there be a central office, such as the Dean of Student's Office or academic advisor, for students to contact that would then notify faculty and advising associated with that student. In the majority of cases, the students are contacting the dean of student's office already and the dean of students is sending out a care and concern to not only the student, but also notifying the advisor as well. Often times the academic advisor is also notified by the student and then the advisor reaches out to the faculty associated with that student.
- Does the student need to provide documentation/verification of the loss? Best to err on the side of trusting that the student is not abusing the bereavement policy. Students are responsible for making up all the coursework they miss while on bereavement leave.
- 5 days is what was determined as best practice - why not 3 or 4 days? The leave is *up to* 5 days, so it may not be 5 - it could be less. Staff policy allows for 3 days, not 5. It is felt that staff have other 'leave' options such as vacation that students do not.
- Need to ensure that all of the instructors of record are being notified by central source. Reminder that not all instructors of a course are faculty - may want to define what the term faculty includes.

Final Examination Postponement

- This was a policy that generated significant discussion last year. The only language that we were able to locate supporting this policy was in the 2005 Undergraduate Catalog and it was apparently dropped from the catalog after this time.
- Our discussion will be concentrate on the portion of the old policy that pertains to students taking final examinations, as opposed to whether or not faculty are to give a final and whether or not it needs to be scheduled during finals week is a faculty policy and will not be part of this discussion at this time.

- The proposed policy is addressing the impact to the student knowing that students have multiple examinations assigned to one day at times.
- Need to consider where the student is taking the test during finals and faculty's responsibility of assisting with finding a location so during finals. The testing center is full with scheduled exams which leaves little if any time to accommodate rescheduled examinations. Final week exams from this past May- we had 63 rescheduled exams in our testing center. We 261 exams alone in one week in the Beracha Hall testing center. There are only 30 seats in that testing center.
- The Office of the Registrar get these types of requests on a regular basis. This office is currently working with the Office of the Provost on a room scheduling policy - this has been presented to the deans for further discussion.
- It was noted by faculty at the meeting that they frequently just reschedule an exam for a student in their office space, etc.
- A recommendation was made to change the work "may" to "will" - *instructors "will" provide alternative arrangements.*

Announcements:

- Mapworks is our first year transition survey which also goes to all freshman and transfer students went out. This year we added sophomore students to the survey. In the third week, we have about 83% of our first year students and 34% of transfer/sophomore have completed the survey. We are also currently searching for a coordinator for disability services.
- Formal opening of the Emerson Leadership Institute is tonight. Beth-Anne Yakubu has been named as director.
- Due to robust enrollment, the School of Nursing continues to hire faculty for the spring semester.
- Our HLC progress report is due on Tuesday, March 1st. It includes program review and program level assessment. If interested in the process, contact Kathleen Thatcher or Steve Sanchez.
- Pre-professional health and pre-law's new director Dr. Jeanne Melton announces the Office of Pre-health and Pre-law Studies, combining the 2 programs.
- Honors and Pre-Health and Pre-Law Studies will be posting positions for a professional advisor for each office.
- The Pre-law Program will undergo an internal program review this year. A task force of adjunct faculty and advisory committee members will review this 10-year old program with a charge of how best to prepare and support pre-law, pre-law scholar and legal interest students. Reminder - UAAC is the academic curriculum committee for pre-law. The task force hopes to have a report to UAAC by the end of fall beginning of spring.
- The Registrar's office has open positions and two of them have been posted.

Meeting adjourned at 10:20 a.m.