

**Texas Tech University
Academic Council**

**Meeting of December 15, 2020
1:30 PM, Skype**

Attendance

Present: Cindy Akers, Dennis Arnett, Kathy Austin, Jeffrey Belnap, Andrea Bilkey, Jenn Burns, Jaclyn Cañas-Carrell, Todd Chambers, Hyojung Cho, John Dascanio, Mayukh Dass, David Doerfert, Dottie Durband, Kristi Gaines, Greg Glaus, Jason Hale, Lindsay Hallowell, Jamie Hansard, Kaelene Hansen, Melanie Hart, Stephanie Hart, Hunter Heck, Bret Hendricks, Sheila Hoover, Wendy-Adele Humphrey, Darryl James, Michelle Kiser, Amy Koerber, Mitzi Lauderdale, Justin Louder, Dave Louis, Brenda Martinez, Pat McConnel, Reagan Ribordy, David Roach, Brian Shannon, Rob Stewart, Stacy Stockard, Carol Sumner, Mary Alice Torres-Macdonald, Annette Uddameri, Nicolas Valcik, Patricia Vitela, Janessa Walls and Lesley Nall Washington.

Guests: Chad Cain, Alexandra Calle, Guy Loneragan, Ryan Williams and Aliza Wong.

Action Items:

1. Associate deans are asked to send enrollment campaign plans to Stewart and Hughes by the end of the week.
2. Associate deans are asked to encourage colleges to work on catalog copy and to reach out to Hallowell if copy was not received.

Stewart called the meeting to order by presenting the minutes from the November Council meeting. With no comments or revisions, Akers motioned to approve, Doerfert and Dascanio seconded, and the minutes were approved.

For the next item of business, Stewart introduced the summary of course proposals. Hallowell summarized the proposals and brought attention to the Landscape Architecture course deletions, which are a continuation from the previous deletions. With no further discussion, Chambers motioned to approve, Doerfert seconded, and the course proposals were approved. Bilkey later requested to table item 1, EDTP 2302, pending further discussion between the College of Education and Visual & Performing Arts. Bilkey put forth a formal motion, Louis seconded, and item 1 was tabled.

Cañas-Carrell then introduced the program proposals, beginning with the Accelerated Bachelor's to Master's in Electrical Engineering and Bioengineering. Uddameri explained that students have been pursuing this program in an unofficial capacity, and the departments would like to formalize it. Stewart asked if there is a Bioengineering BS, and Uddameri said there is not. Stewart then asked if students would graduate with an Electrical Engineering BS if they stopped before receiving the master's, and Uddameri confirmed that.

Cañas-Carrell introduced the proposed graduate certificates. Hendricks explained that the Program Evaluation and Assessment Certificate is in line with the other programs in Educational Psychology and Leadership and is part of their accreditation body requirements. Stewart asked if it consisted of existing courses, and Hendricks confirmed that. Louder and James asked about the number of hours, and Doerfert and Hendricks confirmed that a

prerequisite had been removed so the certificate would be less than 15 hours.

Lauderdale then shared that the graduate certificate in Human-Centered Design is a 12-hour face-to-face program comprised of existing Interior and Environmental Design courses. They believe packaging the courses together into a single program will be interesting to students and industry professionals.

The next two proposals were a graduate minor and a graduate certificate in Interdisciplinary Studies. Doerfert explained that the minor is six hours and available for anyone outside the Interdisciplinary Studies Master's program, and the concentration is for those within the program. Formalizing these programs will make them visible on student transcripts. Stewart asked for clarification about which courses the programs entail. Doerfert said Foundations of Interdisciplinary Studies is required for the minor and the concentration. For the minor, students will choose one of two additional course options. For the concentration, students will choose two additional courses from a list of four.

Stewart then called for a motion on items 1, 3, 4, 5, 6. Louder motioned to approve the items. Koerber seconded, and the motion carried.

The Council then heard a presentation from Hendricks regarding the proposal for the new Department of Special Education. The Special Education programs are currently housed in the Department of Educational Psychology and Leadership, but creating an autonomous department would help the college better market the programs and will make the programs more visible to students. Doerfert moved to create the new department. Chambers seconded, and the motion carried.

Cañas-Carrell then introduced the new degree proposals, beginning with the B.S. in Honors Sciences and the Humanities. Wong explained that this proposal is a follow-up to the degree name change for the B.A. in Honors Sciences and the Humanities. This proposal is to create a Bachelor of Science in Honors Sciences and the Humanities with a concentration in Global Health in the Humanities and Medicine. Honors students could then choose to pursue the B.A. or the B.S. depending on their educational goals. The B.S. would include courses in various departments and hopes to emphasize to pre-med students the importance of contextualizing their science studies with arts and humanities. The Honors College looked at competitive programs in medical humanities to gain inspiration when designing the program.

Stewart then brought attention to the summary that Cañas-Carrell prepared for the program and let Council members know that this information will be included on future proposals to better prepare for Academic Council and Board of Regents' approval.

Stewart then asked if there were other STEM departments that would engage with students in this degree. Wong said that there are other concentrations as well: Environmental Science and the Humanities; Humanities Driven STEM; and Politics, Philosophy, Economics, & Law. Stewart called for a motion for the new degree. Roach moved to approve, Louis seconded, and the motion carried. Stewart said the proposal would be presented at the next Board of Regents meeting.

Stewart then introduced the proposal for the Ph.D. in One-Health Sciences. Loneragan announced that the School of Veterinary Medicine had received a Letter of Reasonable Assurance that they would likely meet the standards of accreditation. This Ph.D. program will help meet the research standard. The proposal stems from a need and a desire for faculty to

continue their research. SVM is now at 23 full-time faculty, with an average research appointment of 40%. They have designed a practical D.V.M. for veterinary students, and the Ph.D. aligns with their mission. Loneragan explained that One-Health refers to the interconnection between human, animal, and ecosystem health and that COVID-19 and diseases comparable in humans and animals are examples of this interaction. There are only two Ph.D. programs in One-Health globally, and this would be the first in the U.S. They have designed a competency-based core curriculum, with a series of electives in dissertation and research areas. The program will not require additional funding because all the faculty are hired on startup support.

Loneragan asked Stewart if there were any questions. Louder mentioned that the proposal says that students can take electives synchronously or asynchronously online and stated that THECB requires notification if students take more than four courses online in a doctoral program. Louder suggested modifying that statement so students can take no more than three or four online courses in their program and offered to meet to discuss THECB requirements.

Akers asked if the elective courses would include courses offered in other areas or if courses would be duplicated. Loneragan said the goal is to use as many courses already offered in Lubbock or Amarillo to the extent possible.

Louder then shared a link in the chat to a flowchart on doctoral programs and online classes.

Stewart asked if students would be headquartered at the SVM. Loneragan said yes and that the SVM will find an academic home for students elsewhere until the Ph.D. is established. Stewart asked if students' committees will consist of faculty from Lubbock and Amarillo. Loneragan explained that when the program is fully established, advisors and faculty will be in Amarillo, and they anticipate partnering with the Health Sciences Center in Amarillo and faculty from the main campus, depending on students' disciplines.

Stewart asked for other comments regarding the program, then asked James for any perspective on THECB or SACSCOC approval. James mentioned no concerns at the moment. Hearing no other discussion, Stewart called for a motion. Dass moved, Doerfert seconded, and the motion carried.

Cañas-Carrell then highlighted the informational program items, which consisted of curricular changes.

The next item of business concerned processing moratoriums on degree programs, based on a recent discussion to put a pause on a program. Cañas-Carrell emphasized the importance of communicating changes like this through Curriculog. Proposal 2.2, which changes or deletes existing degrees, will be modified to include program moratoriums and reversals so that the Council and other affected parties will be notified.

James explained that this question came up recently with a program in Costa Rica, and SACSCOC said that putting a moratorium on programs that are listed in the inventory is not allowed; we either have to offer it or move to close it. Lauderdale and Louder asked if it was possible to pause one modality. James said modality was not discussed but in his understanding, a program has to be offered in its entirety or not at all. Cañas-Carrell said they would continue to discuss this with the affected program.

Stewart then turned the floor over to Hart to discuss campus restrictions on TDE sections.

Hart explained that traditionally there have been campus restrictions on TDE sections to allow distance students to register for those courses before Lubbock students can register for them. This practice has caused a number of problems this year, so eLearning, with the Provost's approval, asked the departments to offer two TDE sections for each course, one with a smaller enrollment and one with a larger enrollment. The campus restriction would be put on the smaller section so that Lubbock students could enroll in the larger section while seats were being reserved for distance students. Hart asked for feedback on continuing this practice.

Sumner asked if this would have any implications for veterans. Hart said it would not because the sections are already distance sections. Stewart clarified that this would create more work for schedulers but would not put an additional load on the faculty member. Hart confirmed that the two sections combined should equal the number of seats offered in the original online section. With no additional concerns, Hart stated that eLearning would likely move forward with this practice in the future.

Stewart then turned the floor over to Lauderdale regarding follow-ups to previous Associate Deans meetings. Lauderdale explained that summer is separated into two parts, and there have been considerations about offering two parts for fall and spring semesters as well due to increasing requests for it. There are several implications, such as add and drop dates for financial aid. The associate deans have indicated a high level of interest. Martinez mentioned that standardization would be necessary, similar to the processes used in the summer, but templates are already in place. Stewart asked for additional comments to be forwarded to Lauderdale.

The next topic concerned course auditing. A proposal came forward to consider aligning catalog language with current auditing practices. Currently, students are not allowed to audit online courses for security reasons. However, administration is considering allowing auditing for online courses. The associate deans have indicated a high level of interest, and Lauderdale asked the Council members for feedback. Louder explained that because Blackboard is connected to Banner, students not enrolled in a course would be automatically withdrawn from the Blackboard class. In addition, if a student is given the same permissions in Blackboard as students enrolled in the course, then they would have access to discussion boards, activities, and exams. Students could then try to demand credit for a course they did not pay for.

Louder continued that eLearning could create a new roll for audits, but it would have to be done through the system once the process was determined. Departments interested in offering auditing for continuing education purposes also have the option to use the continuing education instance of Blackboard and charge a nominal fee. This instance of Blackboard already has a registration system in place.

Lauderdale emphasized that the way the policy is currently written, faculty must give permission for students to audit a course. Lauderdale then voiced Roach's comment in the chat about specifying at the beginning of a course if students are auditing or taking the course for credit. Lauderdale continued that there had been discussions with Student Business Services regarding the implications of putting students into the system manually to audit a course; however, there would likely be only 10 to 20 students a year taking advantage of this opportunity. The idea is that they would pay a nominal fee and be documented in the system as auditing the course.

Lauderdale then asked for interest or concerns. Stewart mentioned that this has been on the back burner, so this is an opportunity to reconstitute and streamline the option to audit courses. Doing so could help build relationships with non-student populations, such as alumni and professionals in the community, as well as assist in recruiting students who might not have otherwise been interested in taking courses. Stewart suggested that the Council might revisit course auditing and part-of-term scheduling in January.

Stewart then moved to the next item of business, regarding enrollment campaign plans. Stewart asked associate deans to send a brief statement outlining what their colleges are doing for the enrollment campaigns. Stewart continued that re-enrollment is down compared to spring of last year, so extra effort may be needed to maintain positive re-enrollment.

The next agenda item regarded undergraduate posthumous degrees. Lauderdale explained that there is a 75% threshold for undergraduate degrees. There is now a need to formalize the process, because of its importance and increased requests. Martinez explained that the Registrar's Office will be adding a form on the Registrar Dashboard that will allow Elizabeth Massengale in the Dean of Students' Office to notify the Registrar's Office when a student is eligible for a posthumous degree. The form will then be routed to the student's college to ensure the student has completed 75% of their degree. It will then be routed back to the Registrar's Office to post the degree and notate the transcript that it is a posthumous award. Documentation will be added to the official Xtender record, and notification will be sent back to Massengale and the college so they can move forward with the diploma and commencement plans. Lauderdale clarified that there has been an increase in posthumous degree requests, but it is not due to an increase in student death.

Lauderdale then moved to the next item of business, concerning adding catalog language to communicate students' responsibility to check DegreeWorks for degree requirements. There have been rare instances of students relying on advisors and subsequently failing to fulfill degree requirements. To prevent this, it is important to encourage students to rely on DegreeWorks instead of advisors' word. Departments should also keep DegreeWorks as up to date as possible and advise from it instead of paper handouts.

Lauderdale asked for input on drafting appropriate catalog language. Stewart stated that a year ago, Audit Services performed an audit on degree auditing, and colleges provided reports on how they audited degrees. He recommended reviewing those reports to assist in drafting the catalog language.

Uddameri mentioned that, for students classified as foundational in the Engineering curriculum, all their courses show as fall-through, so they do not trust DegreeWorks audits until they move out of the foundational level. Additionally, the switch out of foundational requires any substitutions to be resubmitted, which creates a lot of work for some departments. Stewart replied that other degree programs might have similar variances, and it would be important to investigate workarounds.

Chambers then suggested requiring students to sign a form stating that they reviewed their DegreeWorks audit each semester. Lauderdale replied that other institutions have suggested the same. Stewart and Akers agreed that there is a need for accountability on the advising and student sides.

Heck added that, as a student, she finds DegreeWorks helpful, but not all students are aware of it. She suggested making it clear to students that DegreeWorks is the authority in

discrepancies.

For the next item of business, Stewart opened the floor to remarks regarding the in-person commencement ceremonies. He then added that most people seemed pleased with the graduates' involvement and adherence to safety protocols. Stewart also thanked Heck for encouraging members of the Student Government Association leadership to participate as ushers. James and Hart thanked SGA and the Convocations Committee and praised Amiee Dixon's work.

Sumner then announced that Debra Crosby is retiring as Director of Military & Veterans Programs. There will be a Zoom goodbye for her. Sierra Mello Miles has been hired as the new Director and has been working with Crosby for the last several weeks.

For the next item of business, Stewart announced that Te'Ree Wozniak will send a meeting request to Council members to discuss with the Registrar's Office course modalities for the fall. Stewart said fall 2021 will be similar to fall and spring this year but with more opportunity for face-to-face courses and a greater variety of flexible schedules to switch modalities quickly if necessary.

Stewart also noted that OPs 32.16, 32.17, and 32.34 have gone through approval with the Faculty Senate. [OP 32.16, Faculty Recruitment Procedure](#), had procedural language changes, including processes for training committees on diversity and inclusion. [OP 32.17, Faculty Appointments and Titles](#), had some adjustments to instructor and lecturer definitions. [OP 32.34, Continuing Appointment and Promotion of Faculty in Lecturer, Professor of Practice, and Research Professor Titles](#), now includes how lecturers and professors of practice can be eligible for continuing appointment after six years of full-time service. Hallowell added that all three were published by Hansen last week.

Stewart then thanked Brown and the faculty for timely submission of grades. Only 0.4% of grades were late this semester. Stewart also mentioned that the Registrar's Office will be working to rectify grades of X this week.

In other business, Hallowell mentioned that catalog copy has been sent out for review and asked for Council members to let her know if the documents were not received. Stewart emphasized that the catalog needs prompt and timely attention.

Stewart voiced Heck's comment in the chat thanking faculty for their patience and kindness this semester, and he said the same about the students.

With no other business or announcements, Stewart adjourned the meeting.