

**Texas Tech University
Academic Council**

**Meeting of May 18, 2021
1:30 PM, Skype**

Attendance

Present: Cindy Akers, Faisal Al-Hmoud, Dennis Arnett, Kathy Austin, Jeffrey Belnap, Andrea Bilkey, Stephanie Borst, Bobbie Brown, Stacy Caliva, Jaclyn Cañas-Carrell, Todd Chambers, Mayukh Dass, David Doerfert, Cathy Duran, Dottie Durband, Kristi Gaines, Lindsay Hallowell, Kaelene Hansen, Melanie Hart, Raegan Higgins, Sheila Hoover, Wendy-Adele Humphrey, Jorge Iber, Catherine Jai, Darryl James, Michelle Kiser, Amy Koerber, Rodney Lackey, Mitzi Lauderdale, Justin Louder, Shirley Matteson, Pat McConnel, Kuhn Park, David Roach, Rob Stewart (Chair), Suzanne Tapp, Elizabeth Trejos-Castillo, Nicolas Valcik, Patricia Vitela, Janessa Walls, and Annette Uddameri.

Guests: Aliza Wong.

Action Items:

None

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

For the next item of business, Stewart turned the floor over to Cañas-Carrell and Hallowell to introduce the course and program proposals. Beginning with the course proposals, Hallowell explained that courses with an effective date in green have been moved forward. In addition, Hallowell pointed out that the items in the Multiple Changes section had a combination of both voting and informational items. Roach mentioned that item 59, ENGL 5351, should be tabled, pending further discussion outside the Council meeting. With no further discussion of the course proposals, Stewart called for a motion. Chambers moved to approve the list and to table item 59, Akers seconded, and the course proposals were approved.

Then, Cañas-Carrell introduced the program proposals, beginning with the voting items. The first group of voting items consisted of new programs. Cañas-Carrell began with the two new concentrations for the Counseling and Addiction Recovery Sciences, B.S. degree. Durband explained that the two concentrations follow the recent name change of the major to better reflect students' interest and career goals. Durband added that each concentration will consist of 15 hours from existing courses.

The next item was for a graduate certificate in Arts Entrepreneurship. Bilkey explained that the certificate will consist of 9 hours and is designed for current graduate students and also people outside a degree program who might need a few courses or more concentrated courses for various reasons. The next item was for a graduate certificate in Security. Uddameri explained that this Security certificate comes as a result of industry surveys conducted, which revealed a market need for a program with this content. The next item was for a graduate concentration in Investment Management. Dass explained that as industry needs have changed, the College of Business is

proposing this concentration to fill a need that has surfaced in their curriculum.

The last two new programs were a graduate minor in Portuguese and an undergraduate certificate in Translation and Interpretation. Roach explained that the Portuguese minor used to exist several years ago before Banner, but the department has not been able to find those records. Because of that, the department is proposing the minor again. The Translation and Interpretation undergraduate certificate can be pursued in all of CMLL's language areas but is not a language certification in any language. By proposing this certificate, CMLL is following a trend that can be seen in programs throughout the nation. Roach reiterated that it is a certificate, not a certification.

The next two voting items were program deletions for the Commercial Banking graduate certificate and the M.S. in Library and Information Sciences. Dass explained that the Commercial Banking certificate is being deleted because the curriculum has been moved to a concentration. Doerfert explained that the Library and Information Sciences program was created under a previous dean, but with changes in administration and resources, the program has never been active or accepted students. Because of that, the Graduate School is moving to delete the program, so we do not have an inactive program on the books. Doerfert mentioned the possibility of offering the program in a different format in the future.

The next voting item was a title change from the M.S. in Software Engineering to M.S. in Software and Security Engineering. The final two voting items were semester credit hour reductions in the BS in Computer Engineering and BS in Electrical Engineering degrees. Uddameri mentioned that the College of Engineering's reducing the SCH of a degree is a historic event. With no further discussion, Stewart called for a motion for the voting items. Louder moved to approve all the voting items, Chambers seconded, and the program proposals were approved.

James informed the Council that we submitted the 5th year Interim Report with SACSCOC in March. Between then and now, there have been discussions about the way in which certificate programs are evaluated. TTU has decided to only provide annual assessment for state credentialed programs and degrees, which includes around 6 certificate programs. Implications from the SACSCOC discussions may include needing to evaluate all internal certificate programs that we offer in the same way that we evaluate degree programs. James will keep the Council members updated with the decision that comes down.

Stewart asked what kind of evaluation would be required. James explained that we would need to identify learning outcomes, compile data, annually evaluate for areas of improvement, provide follow-ups on those evaluations, and track results. Currently we have only been required to evaluate certificates that cross a certain hour threshold with the State of Texas. Austin mentioned that we have already started having to include local certifications in our THECB reporting. James added that we have not had to do this in the past. Valcik mentioned that we have to report them to IPEDS as well.

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

For the next item of business, Cañas-Carrell introduced the proposed changes to the Multicultural Course Student Learning Outcomes (SLOs). Cañas-Carrell explained that we have lifted the moratorium on proposing new core courses, but we are retaining the moratorium on new Multicultural courses. The Core and Multicultural Curriculum (CMC) Steering Committee has unanimously recommended revisions to the language in what currently appears for the Multicultural courses as well as the statement on college-level competency and the SLOs. Cañas-

Carrell pointed the Council members to the attachment that shows the proposed changes, specifically highlighting the changes to the language regarding study abroad and how that might fulfill the multicultural requirement. Once the language is approved, the CMC Steering Committee will review the current list of Multicultural courses.

Chambers asked how many students have completed the Global Scholars Program. Cañas-Carrell does not have that number. Chambers added that requiring the students to complete the Global Scholars Program in order to receive multicultural credit while studying abroad would be a big change for students. James added that if we do not issue the Department of State exam and we do not grade the exam, the exam cannot be a requirement for our students. It can be an extra credit option, but we must have control over the academic portion.

Roach mentioned that one of the major issues that the Multicultural Committee has faced is the definition of “multicultural” and “cultural.” Roach explained that because of differing opinions on the definition of “multicultural,” the definition has become extremely broad throughout the years. As a reflection of that broad definition, our list of Multicultural courses is larger than our list of core courses. Roach added that an attraction to the Multicultural requirement is that the course can count for more than one requirement. Roach also mentioned that adding the phrase “including but not limited to” to the new language seems to make the definition even broader.

Wong agreed with Roach and explained that the reason for the proposed changes is because the current SLOs are incredibly broad. Wong added that while it is called the Multicultural Core requirement, the definition itself speaks specifically to diversity, equity, inclusion, and intersectionality. Therefore, we are attempting to bring the language instituted in the 1990s into the 21st century without changing the entirety of the Multicultural Core.

Wong added that part of the issue is that courses may only have a one-week unit on diversity that may include activities of attending a service of a different faith or eating a meal from a different culture. However, such activities do not include the type of intellectual engagement reflective of the spirit of the Multicultural Core requirement. Therefore, Wong explained that the purpose behind the new language is to be more specific and to advise that the purpose and overall intentionality of the course is to speak directly to issues of diversity, equity, and inclusion and engage with those issues in a substantive, productive, and effective way.

In response to Chambers’ previous question, Wong explained that the requirement for students to complete the Global Scholars Program is not a change but is a practice that is currently in place. Wong clarified that study abroad courses are not automatically Multicultural Core but must be submitted for evaluation to be considered as Multicultural Core. Wong added that studying abroad may give a global perspective that is not necessarily multicultural in nature. Students who complete the Global Scholars Program will have their materials evaluated by the Study Abroad Office and the Chair of the Multicultural Core Committee, and then the Multicultural Core Committee will determine whether the students have met the Multicultural Core requirement.

Roach asked if the conversation of “multicultural” compared to “diversity, equity, and inclusion” came up in the Steering Committee discussions. Wong discussed that “multicultural” began as a way to learn about other cultures, but as we have moved forward, we are now concerned with intellectual engagement with categories of difference. Roach then asked if the name of the requirement should change as the needs to the requirement have changed. Wong mentioned that the term “multicultural” is likely no longer appropriate but that there are further discussions needed between the Core Curriculum Committee and the Multicultural Core Committee and various other areas before a name change can be made.

Stewart asked Cañas-Carrell how to proceed on the item after the discussion. Because language changes are needed, Cañas-Carrell asked if we should call for a vote. Stewart added that based on the discussion, we may want to define the terms even further. Wong asked to revise the language to include DEI&B and bring it back to the Council or to another body. Stewart mentioned the possibility of bringing it to the Associate Deans meeting next month.

Chambers asked how many students complete the Global Scholars certificate compared to how many students begin the process but do not complete it. Wong said that pre-pandemic, there are around a dozen students completing the program in any given year. Chambers expressed concern about requiring the program for students studying abroad. Wong clarified that students are only required to complete the Global Scholars Program if they want their study abroad experience to count for their Multicultural Core requirement. Wong added that it is an intensive and engaged process for students, and the Study Abroad Office will have more data on the students who begin but do not complete the program.

James asked if there was another name for the program because it is not showing up in a search. James added that this information needs to be detailed in the course syllabus and before the course begins. Wong clarified that the Study Abroad Office confers with the students before they even leave to let them know the requirements and guide them through the process. Borst posted a [link](#) in the chat with more information about the program. Cañas-Carrell confirmed that revised language will be brought to the Associate Deans meeting. James added that it is not a Department of State program but was developed from a grant from the Department of Education.

For the next item of business, Stewart asked the Council for input on the commencement ceremonies over the weekend. Uddameri thanked the administration for the quick action to move the undergraduate ceremony on Saturday into the USA. Uddameri also thanked the committee for such a good experience with check-in. Stewart added that having students walk through and leave could be preferable in the future. Various Council members expressed support for the Marching Orders process. Uddameri also mentioned loving the pomp and circumstance aspect of graduation. The Council unanimously praised Amiee Dixon's work in making commencement a success. Stewart also mentioned that the staff at both the USA and the Jones deserve commendation in being flexible and helping us make the ceremonies happen. Stewart then thanked the colleges and their representatives for their hard work.

James added that there were roughly 1,100 graduates from 2020 who returned to participate, and around 1,500 participated on Friday and around 2,100 on Saturday. Hart added that the students were extremely grateful to be able to participate in the ceremonies. James also mentioned the students expressing thanks for flexibility in the ceremonies they were allowed to participate in.

For the next item of business, Stewart turned the floor over to Hollowell to discuss listing students in the commencement programs as having second majors or second degrees. Hollowell explained that pre-May 2018, Official Publications had listed students who received degrees in multiple colleges with the same degree designations as second majors, and those students would not always be listed under both colleges. As an example, Hollowell mentioned that a student receiving a B.A. in English and a B.A. in Communication Studies might only be listed under whatever program is listed as their primary. However, there was little consistency as to whether those students would only be listed under one college or both.

Then, beginning with the May 2018 commencement program, Official Publications began listing students as having a second degree if they were graduating from programs in multiple colleges

even if the degree designation was the same, which meant the students were always listed under both colleges. Hallowell then asked the Council members for their feedback in how we should handle this process going forward. The main concern is to make sure our internal process is consistent with how other areas in the university handle degrees.

Brown explained that students pursuing programs in separate colleges have separate entries in Banner; however, students with multiple programs within the same college and the same degree (e.g., B.A. in English and Psychology) will have only one entry in Banner. Therefore, programs in multiple colleges are effectively different degrees. Hallowell offered to draft language for an internal policy to have for future reference. Stewart thanked Hallowell and notified the Council to anticipate that draft language coming forward.

Moving on to the next item on business, Stewart announced that the President approved the Raiderland Experience Enhancement Plans and expressed appreciation for the work that went into those plans, especially for the 600 students that will be traveling on TTU funds. Duran shared in the chat that about 1,600 students have signed up plus the 600 that Admissions is hosting. Another 500 have expressed interest in attending.

For the next item of business, Stewart turned the floor over to Dean Belnap to present the 2021-2022 academic calendar for the TTU Costa Rica campus. Belnap had connection issues and so proceeded to highlight specific items of note through the chat. The only challenges were with Summer II and harmonizing the U.S. and Costa Rican holidays. Brown asked if this calendar was only for Costa Rica or if it would affect our other off-campus sites. Stewart confirmed that this calendar was only for Costa Rica.

Stewart mentioned that the holiday schedule has previously impacted Blackboard and asked Louder to give some perspective on that. Louder explained that one concern was start dates, and Belnap confirmed that the Costa Rica faculty have been trained to open Blackboard early to resolve that issue. Louder also mentioned the issue with time changes between Costa Rica and Texas throughout the year, and Belnap confirmed that they have resolved that issue through scheduling. Belnap also clarified that remote classes from Lubbock begin on July 5 and that they pick up an additional instructional day through not taking a Costa Rican holiday. Belnap assured the Council that the instructional hours are the same.

Louder voiced Brown's concern in the chat about other off-campus sites creating their own calendars, then clarified that only Costa Rica and Sevilla have their own calendars. All other TTU sites use the main TTU calendar. Stewart called for a motion on the calendar. Louder moved to approve the calendar, Akers seconded, and the calendar was approved.

Gaines asked for clarification on the item for open registration for Fall 2021 beginning on April 21. Stewart and Gaines asked Belnap for clarification that the date was referring to this past April. Belnap confirmed this.

For the last item of regular business, Stewart introduced the topic of online classes and enrollment for summer. Stewart explained that messaging sent out last week targeted certain courses with online sections last summer with enrollments considerably higher than their counterparts this summer. The point of the messaging was to highlight that these courses, if offered as online sections, could provide opportunity for more enrollment this summer. With no further discussion on this matter, Stewart called for items of other business.

Lauderdale reminded the Council of a recent update to the OP regarding grade replacements. Prior

to Fall 2020, all failed attempts were factored in the TTU GPA until a C or better was achieved, resulting in grade replacements. The new version of the OP states that only the grade of D or F associated with the last attempt will be counted into the GPA until a grade of C or better is achieved. This new version went into effect in 2020.

Lauderdale then explained that a student is requesting to use the new policy for courses taken prior to Fall 2020 because the student's GPA is below 2.0 in their graduating semester. Lauderdale asked for feedback on approving a very narrow exception for students in their graduating semester. Lauderdale asked Brown if there was any further discussion needed from the Registrar's Office perspective. Brown said this was an exceptional case and agreed with the narrow definition Lauderdale presented.

Lauderdale posted the specific language for the narrow exception in the chat: "A college-initiated request to apply the new version of the grade replacement policy ([OP 34.15](#)) to a student's record for courses taken before Fall 2020 is permissible in a student's graduating semester for the sole purpose of satisfying the 2.0 GPA graduation requirement. All other graduation requirements must have been satisfied."

Akers asked for more context, and Roach asked how big this could get. Lauderdale explained that this would happen only once in a while. Lauderdale continued by clarifying that if the replacement was approved, it would take the student from a 1.94 or 1.97 to a 2.0. The student has met all other graduation requirements. This exception is in line with the spirit of this new version of the OP and why the change was made to the OP in the first place. Stewart added that exceptions like this always consider each specific case and are not designed to be blanket exceptions for all students. Lauderdale asked the Council members if there were other implications to making this narrow exception. Hearing none, Lauderdale thanked the Council members for their consideration and encouraged them to reach out if they have a student who might fall under similar circumstances.

With no additional items of other business or announcements, Stewart called for a motion to adjourn the meeting. Arnett motioned, Akers and Gaines seconded, and Stewart adjourned the meeting.