To: facultysenate@unt.edu

**Report to the Faculty Senate Executive Committee**

**Mid-year report Year-end report**

Date: 04/15/2019

**Committee Name:** Academic Affairs Committee

**Chair or Co-Chairs:** Carol Hargis and Tao Zhang

**Meetings for the term/year:** 11/13/2018; 03/27/2019

**Membership and Attendance** (year-to-date attendance record):

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Group** | **Name** | **Department** | **Term End** | **Attended Meetings** | **Meetings absent (# excused)** |
| Chair | n/a |  |  |  |  |
| Co-chair | Carol Hargis | Library | 2020 | X X |  |
| Co-chair | Tao Zhang | KHPR | 2019 | X X |  |
| Group I | Will DerushaRetiring 2019 | SPAN | 2019 |  | Excused 11/13/18, 03/27/19 |
| Group II | Carol Hargis | Libraries | 2020 | 11/13/18, 03/27/19 |  |
| Group III | Matthew Dulock | Math | 2019 |  | Excused 03/27/19 |
| Group IV | Leslie Roberts | DPA | 2021 | 11/13/18,03/27/19 |  |
| Group V | Lou Pelton | MKTG | 2020 | 11/13/18 | Excused 03/27/19 |
| Group VI | Tao Zhang | KHPR | 2019 | 11/13/18,03/27/19 |  |
| Group VII | Brian Ayre | Biology | 2020 | 11/13/18 | Excused 03/27/19 |
| Group III | Mario Tooch | THEA | 2021 | 03/27/19 |  |
| At-large |  |  |  |  |  |
| Dean’s Rep | Marilyn Wiley, as of 11/14/18 | COB | 2019 | 03/27/19 |  |
| SGA Rep | Stephon Bradberry |  |  | 03/27/19 |  |
| Registrar designee | Lynn McCreary as of 2019 |  |  |  |  |
| VP of AA designee | Christy Crustinger, Vice Provost for Academic Affairs |  |  |  |  |
| Admission Executive Director | Rebecca Lothringer |  |  |  |  |

**Academic Affairs Committee Charges 2018/2019:**

2018 - The Academic Affairs Committee reviewed our charges, and did not make recommendations for changes, to the senate on our university policies as they stand.

2019 – The Academic Affairs Committee reviewed our ongoing/future projects and proceeded to make recommendations to the senate.

**Accomplishments (including items submitted for review or approval to the Executive Committee or Faculty Senate):**

We submitted the following information to the Faculty Senate for the review and possible presentation to the Executive Committee or Faculty Senate on 04/03/2019.

**1.** The Committee consulted with CLEAR, UCAN, and the VPAA about the issue of students having unrealistic expectations of online courses. Why do students believe these courses are easier than face-to-face courses? Are these courses, on average, really easier than face-to-face courses, and thus students develop a belief that all such courses are easier? What are the consequences? Do we see a higher drop and/or fail rate in online courses? If there is a problem what can we do to remedy it.

The Committee discussed possible reasons why students may have unrealistic expectations of online courses, believing they are easier than face-to-face courses. We propose that specific language be added to the following venues for student clarification, to avoid any further misunderstandings.

* + Advising - presentations/consultations both noted verbally and in print
	+ Registration process – possible pop-up when an online course is selected, or general notification next to online course selections
	+ Syllabus – included
	+ Student handbook – included

**“All course work regardless of online, blended, or face-to-face must meet class standards of achievement.”**

I conducted some research and I additionally found that students struggle with organizing their time to account for a self-passed study and the rigor of the material. Students may need additional instruction to conduct research and become information literate. With this information in mind, I would suggest bringing in Credo modules for every on-line course. This is available through Clear and the professor can choose what information would be beneficial for the class (Moody, 206).

**2.** We also consulted with our SGA rep about what students wanted. He indicated that students wanted more 5-year BA/MA programs, particularly those that would turn into teaching options. The Committee decided to launch an investigation into the possibility of using the model of Teach North Texas to develop similar program in non-STEM disciplines.

**Ongoing/future projects:**

**1.** Reviewed preliminary draft of proposed new admissions requirements to be implemented for applicants to the Fall 2020 semester. Discussed the thoughts of the member’s of this committee. At this time, the preliminary draft has not officially been sent out for vote.