To: [facultysenate@unt.edu](mailto:facultysenate@unt.edu)

**Report to the Faculty Senate Executive Committee**

November 13, 2018

**Mid-year report**

Academic Affairs Committee

Co-Chairs: Carol Hargis and Tao Zhang

Meetings for the term/year: November 13, 2018

Membership and Attendance:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Group | Name | Department | Term End | Attended Meetings | Meetings absent (# excused) |
| Chair | n/a |  |  |  |  |
| Co-chair | Carol Hargis | Library | 2020 | X |  |
| Co-chair | Tao Zhang | KHPR | 2019 | X |  |
| Group I | Will Derusha | SPAN | 2019 |  | Excused 11/13/2018 |
| Group II | Carol Hargis | Libraries | 2020 | 11/13/18 |  |
| Group III | Matthew Dulock | Math | 2019 |  |  |
| Group IV | Leslie Roberts | DPA | 2021 | 11/13/18 |  |
| Group V | Lou Pelton | MKTG | 2020 | 11/13/18 |  |
| Group VI | Tao Zhang | KHPR | 2019 | 11/13/18 |  |
| Group VII | Brian Ayre | Biology | 2020 | 11/13/18 |  |
| Group III | Mario Tooch | THEA | 2021 |  |  |
| At-large |  |  |  |  |  |
| Dean’s Rep | Marilyn Wiley | COB | 2019 | 11/14/18 accepted this position |  |
| SGA Rep | Stephon Bradberry |  |  |  |  |
| Registrar designee | Keitha Robertson |  |  |  |  |
| VP of AA designee | Christy Crustinger, Vice Provost for Academic Affairs |  |  |  |  |
| Admission Executive Director | Rebecca Lothringer |  |  |  |  |

This meeting was called to order at 12:10 pm.

Both co-chairs updated the Committee on our charges listed below. Carol was asked to attach the documents outlining our charges to this meeting request. The documents were added to the meeting request.

**Academic Affairs Committee Charges 2018:**

The Academic Affairs Committee shall review our charges, and possibly, make recommendations to the senate on our university policies concerning:

* admission standards of entering undergraduate students;
  + Freshman Admission requirements – added to this information to this meeting request.
    - Certification of Exemption from the Recommended High School Program for students who:
      * Entered grade 9 in 2007-2008 or later
      * Entered grade 9 before 2007-2008 school year
  + UNT Admission Requirements for Transfer Students – added this information to this meeting request.
  + International Students – added to this information to this meeting request.
* suspension, probation and dismissal of students for academic reasons, standards for graduation;
  + UNT’s Academic Standards – added to this information to this meeting request.
  + Policies of the University of North Texas – 06.003 Student Academic Integrity – added this information to this meeting request.
* the policies on awarding of honors to graduates; and
  + Information for Graduates – added this information to this meeting request.
* Any other academic concerns that may be assigned by the senate.

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

The following information was submitted in the 2017 mid-year report, for the Academic Affairs Committee, and was not addressed. We began addressing these items in today’s meeting.

Ongoing/future projects:

**1.** The Committee plans to consult 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).

We ran out of time, and tabled the second item for our next meeting.

**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

Lou Pelton talked to Dean Marilyn Wiley (COB), on the Committee’s behalf, and asked if she would be willing to serve on our Committee. Dean Marilyn Wiley accepted to serve as our Dean Representative for the 2018-2019 academic year. Her email is [Marilyn.Wiley@unt.edu](mailto:Marilyn.Wiley@unt.edu). Thank you Lou, we appreciate your time and effort.

Leslie Roberts informed the Committee of our new VP for Digital Strategy and Innovation, Adam D. Fein, who now oversees CLEAR. <https://news.unt.edu/news-releases/adam-d-fein-named-vice-president-digital-strategy-and-innovation-unt>. We discussed reaching out to him. Thank you Leslie for bringing Adam to our attention and providing a link to his information.

Brian Ayre, Group VII, is one our senators and attended this meeting.

The meeting adjourned at 1:15 pm.

References

Griffin, J., & Minter, D. (2013). The Rise of the Online Writing Classroom: Reflecting on the Material Conditions of College Composition Teaching. *College Composition and Communication,65*(1), 140-161. Retrieved from <http://www.jstor.org/stable/43490811>

Laing, C. L., & Laing, G. K. (2015). A conceptual framework for evaluating attrition in online courses.*The e - Journal of Business Education & Scholarship of Teaching, 9*(2), 39-55. Retrieved from <https://libproxy.library.unt.edu/login?url=https://search.proquest.com/docview/1761431828?accountid=7113>

Moody, J. (2004). Distance Education: Why Are the Attrition Rates so High? *Quarterly Review of Distance Education*, *5*(3), 205–210. Retrieved from <https://libproxy.library.unt.edu:9443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ874960&scope=site>