

University Undergraduate Academic Council
April 1, 2020
3:30 p.m. – 5:00 p.m.
Virtual Zoom Meeting

Present: K. Witemeyer, J. Smith, D. Mayhall, B. Burton, S. Hamm, M. Daugherty, R. Ashlock, M. Delony, K. Hatfield, P. Roggendorff, D. McNulty

Absent: None

Ex-officios: M. McCallon, M. Long, V. McCracken, E. Gumm (B. Fang was absent)

Guests: J. Carpenter, J. Dowdy, D. Hendricks, D. Kennamer, R. Hunter, J. Huddleston, J. Brokaw, G. Straughn, J. Camp, A. Boone, C. Riley

The meeting began at 3:31 p.m.

1. Call to order by J. Smith.
2. Prayer by J. Smith.
3. Approval of the minutes from 3.4.20

Motion to approve the minutes by B. Burton; seconded by D. Mayhall; all in favor; motion passes.

Program Reviews:

4. Ag & Environmental Science

J. Carpenter – We need to work on recruiting and improving facilities at the Rhoden Farm. The farm is important for research and outreach to the community. G. Straughn – This department underwent significant curricular changes. Their visiting committee in January was positive, and Jim's leadership has been great. They have new faculty, new vision. As we move forward, we are considering the need for another staff position at the farm and the challenges surrounding sharing an administrative coordinator.

R. Ashlock – Would it be possible to incorporate the farm into your recruiting visits? J. Carpenter – We already use the farm in recruiting as far as talking it up to prospective students. We give them the contact information for those running the farm and directions on how to get there. I would love to use ACU's 360-degree software at the farm as part of the visit. But we have a hard time maintaining the farm with only one full-time staff member, and it needs to make a good first impression.

B. Burton – What influenced the percentage selected in the goal of 25% student participation in research? J. Carpenter – We are setting the bar low at first since we have so many new faculty. We aren't sure how much time we will be able to dedicate to research. We do intend to raise that number to at least 50% over the next year or two. Plus, research is not appropriate for all of our students.

M. Daughterity – I haven't heard anything about the impact of the new science facility. I can tell you how much work it has been to move into new facilities while being short-staffed. It's another hardship they've had to endure. Having only a halftime admin coordinator makes a difference. The coordinators are the front door to the department to interact with students. It is a deficiency to have an empty office half the day.

5. Physics

J. Dowdy – When we started engineering, our physics enrollment went down, but we've been growing by about 2 students per year since then. We average about 5 graduates a year. Our faculty to student ratio averages 16:1. The service and scholarship of our department is outstanding. G. Straughn – We used Physics as the model for sending Engineering students out to work with companies. One of the concerns raised in this document is salary. How do we help advocate for this? J. Smith – The process helps us look at our programs from as many angles as possible. Having data about program health will help prioritize university resources.

S. Hamm – I am impressed with the scholarship of this program. There seems to be a disparity in salary compared to the other groups. I would guess that all our programs could say the same thing. It seems to me that there should be some recognition in the way resources are allocated. How is this program in line with the strategic plan in the area of spiritual formation and relational components? There is a disparity between men and women and other areas of diversity. J. Dowdy – We have student led-chapel. Our department sponsors mission trips to Honduras. For Study Abroad, we take students to Leipzig in the summers. G. Straughn – The Physics department visits schools and engages the community very intentionally. M. Daughterity - We work with junior high girls every summer. We judge robotics contests. Local high schools come and do a cardboard boat building contest that we test in our pool.

6. Mathematics

D. Hendricks – We are in survival mode. We have lost faculty, we've moved locations, we have only a half-time admin coordinator. Our recruiting and retention have suffered because of that. However, our results have been excellent in the performance of our students. Our graduates experience extremely high passing rates on teacher certification exams. One thing we struggle with is getting students to identify with the department because they all start in different math courses. We are looking at creating a Math Seminar course so that our incoming freshmen can have a common experience to help them bond with each other and with the department. Careers in the math field are very much in demand. We are looking at creating a Data Science program, which is in very high demand. We need to do a better job communicating these career opportunities to

our majors moving forward. G. Straughn – Math supports two of the largest programs on campus – Engineering and Nursing. They are struggling to meet current needs, and recruiting and developing new programs suffers. Adding a faculty position could make a huge difference here. Faculty engage with students across all spectrums since all students are required to take mathematics courses. They have been innovative in the way they teach and have won many grants.

D. Mayhall –I would love to see the Data Science program come to be. We have principals calling us all the time because they want our math graduates. Is there a way to address those who learn in a different way than the standard math student? D. Hendricks – I do have my faculty selecting one of the lessons they teach in the fall and looking for a way to modify it to make it better. We are constantly looking for ways to improve and change things up to reach the students not currently being reached. It's gone relatively well, but it's hard to find the time to follow through. I want it to be part of our regular assessment so we can show that we are constantly adapting and growing.

Information Items:

7. Biology Minor – Revise Course Selections
8. BIOL 370 – Revise Title, Description, and Prerequisites
9. BIOL 291 – Revise Description
10. BIOL 292– Revise Description
11. BIOL 351 – Revise Description and Prerequisites
12. BIOL 454– Revise Description
13. BIOL 483 – Revise Description and Prerequisites
14. BIOL 112 – Change to BIOL 123, Revise Title, Content, & Prerequisites
15. BIOL 113– Change to BIOL 121, Revise Title, Content, & Prerequisites
16. BIOL 114 – Change to BIOL 124, Revise Title, Content, & Prerequisites
17. BIOL 115 – Change to BIOL 122, Revise Title, Content, & Prerequisites
18. HON 112 – Change to HON 121, Revise Title & Prerequisites
19. HON 113 – Change to HON 123, Revise Title & Prerequisites
20. Change Prerequisites for Courses that Require BIOL 112, 113, 114, 115
21. MATH 237 - Revise Prerequisites
22. EDUC 370 - Revise Prerequisites
23. EDUC 323 – Revise Prerequisites
24. READ 464 - Revise Prerequisites
25. READ 460 - Revise Prerequisites
26. READ 480 - Revise Prerequisites

Action Items

27. BIOL (BA) – Revision of Major

J. Brokaw – Most of our degree changes happened two years ago. These new changes are more on the technical side. We want to have one field experience required for all

biology majors. We had several different courses with different numbers of credit hours. Many had embedded labs. We had to separate the lab requirement as a 1-hour field component so that we could create a menu for these. All of our degree plans were changed to reflect these revisions and provide the new menus.

28. BIOL (BS) – Revision of Major

See above

29. BIOT – Revision of Major

See above

30. HPCO-BIOL – Revision to Major

See above

Motion to approve items 27-30 by R. Ashlock; seconded by P. Roggendorff; all in favor; motion passes.

31. BIOL 345/ENVR 345 - Reduce hrs from 3 to 2, Revise Description, Change Course Number, Revise Prerequisites, Create Separate Lab

See above

32. BIOL 380 - Reduce hrs from 4 to 3, Revise Description, Change Course Number, Revise Prerequisites, Create Separate Lab

See above

33. BIOL 403 - Reduce hrs from 4 to 3, Revise Description, Change Course Number, Revise Prerequisites, Create Separate Lab

See above

34. BIOL 481 - Reduce hrs from 4 to 3, Revise Description, Change Course Number, Revise Prerequisites, Create Separate Lab

See above

35. BIOL 486 - Reduce hrs from 4 to 3, Revise Description, Change Course Number, Revise Prerequisites, Create Separate Lab

See above

36. BIOL 487 - Reduce hrs from 4 to 3, Revise Description, Change Course Number, Revise Prerequisites, Create Separate Lab

See above

37. BIOL 221 – Close Course

J. Huddleston – With the changes we made two years ago, we pulled these courses out of our major. We have now taught them out and they are ready to be closed. They have been replaced with more robust versions.

38. BIOL 222 – Close Course

See above

39. BIOL 223 – Close Course

See above

40. BIOL 224 – Close Course

See above

41. Change of Number for BIOL 112, 113, 114, 115 with Revisions from affected Programs

R. Hunter –We are swapping Gen Bio 1 and 2. Our order has been opposite of what nearly every other school uses. We teach from the back half of the book in Gen Bio 1 and the first half of the book in Gen Bio 2. This presents pedagogical issues and difficulties for students not only in learning but in transferring. We are proposing to swap the content – so Gen Bio 2 will become Introductory Bio 1.

Motion to approve items 31-41 by D. McAnulty; seconded by R. Ashlock; all in favor; motion passes.

42. EDUC 270 – New Course Application

D. Kennamer – Historically our elementary teaching students took MATH 147 and 148. MATH 120 was added as a prerequisite to allow time for students to mature and gain content. MATH 237 and 238 are the current courses. Not only do they need know the formula, but they need to understand how to deconstruct it and teach the concepts to a struggling student. EDUC 270 is designed to help shape their understanding of mathematics. We've had robust conversations with the Math Department. J. Smith – MATH 120 was fulfilling the University Requirement. D. Kennamer – In the past, MATH 147 did not meet the gen ed requirement, but 148 did. We are looking to do the same here. MATH 247 will not meet the university requirement but MATH 248 will. J. Smith – MATH 247 will be excluded from fulfilling the university requirement even though the number is higher than MATH 120.

Motion to approve by M. Daughterity; seconded by D. McAnulty; all in favor; motion passes.

43. IDSC – Add EDUC 270

J. Smith – You will see the addition of the course in the degree plan and the asterisk added to MATH 248. Those are the only changes.

44. SPEL – Add EDUC 270

See above

Motion to approve items 43-44 by D. Mayhall; seconded by M. Delony; all in favor; motion passes.

45. IDSC & SPEL – Change BIOL Requirement to BIOL 101 or Higher

Tabled until next meeting.

46. MSSED-MSLN – Revision of Major

Tabled until next meeting.

Meeting ended at 4:59 p.m.