DEANS’ COUNCIL MINUTES
November 4, 2019- 1:00-3:30 pm - Charles Hunter Room, HCC

Present: John Allred, Steve Barney, Jean Boreen, Isabella Borisova, Sylvia Bradshaw, Shawn Christiansen, Patrick Clarke, Grant Corser, Kim Craft, Robert Eves (delayed), Jacqueline Grant (Guest), Bill Heyborn, Katya Konkle, Johnny Maclean, Shauna Mendini, Matt Nickerson, Heather Ogden, Brandon Payne, Mary Pearson, Christian Reiner, James Sage, Lisa Swanson, Aimee Uchman, Matt Weeg, Matt Zufelt.

In the absence of Provost Eves, Associate Provost James Sage opened the meeting.

I. Review of Minutes
Mary Pearson motioned to approve minutes from the October 10th meeting. The motion was seconded by Shauna Mendini and APPROVED unanimously.

II. Visitors/ Guests- Information & Discussion Items
University of the Parks (Jacqueline Grant)
Jackie Grant, Chair of the University of the Parks initiative, provided a brief update about the program. More than 250 students per year participate in this program through the IIC, and funding for the program has exceeded $500,000 over the past three years.

Jackie distributed a handout with a graphic indicating how various SUU programs integrate with and contribute to the University of the Parks initiative. She asked the Deans to brainstorm about how their areas contribute, and email that information along to her.

James indicated that our designation as University of the Parks could help entice faculty to campus. At the summer Trustees meeting, Marketing Communication presented information about SUU’s marketing themes that resonated most with focus groups and the public. University of the Parks resonated the most across broad audiences.

SUU has been awarded a program from the Earthwatch Institute. Beginning in 2021, we will host tour groups composed of people that want to engage in our federally-funded programs at the Grand Staircase and Dixie National Forests. The first week of the tour will be held on SUU’s campus. If deans have any programs that would be interested in engaging in research programs, please contact Jackie. We’ll have the opportunity to engage and teach tour-attendees while they are on campus. This program has been approved for 2021-2024. Beyond that, we’ll need to renew the program for continued funding.

An update about University of the Parks will occur at the December 2 meeting.

III. Academic Affairs Report

Associate Provost’s Report
Curriculum/ R401’s
Minutes for the October 24 UUCC meeting and the November 1 UGCC meeting have been posted to the shared drive. Two R401 items from these meetings require a voting action from the Deans Council: a proposal to create a Bachelor of Science in Agriculture, and a proposal to create a Nursing - RN to BSN Emphasis. The Nursing program is partnering with Academic Partnerships for this online-only degree. The pathway for the online degree has separate coursework from our face-to-face program.

Mary Pearson motioned to approve the R401 for a BS in Agriculture and the R401 for the Nursing-RN to BSN Emphasis (online.) Frank Hall seconded the motion, and it was APPROVED unanimously.
SIEL Curriculum
With the dissolution of the School of Integrative and Engagement Learning (SIEL), Provost Eves took the lead on trying to find new academic homes for courses that were previously under SIEL. A draft list of proposed “homes” for these courses was shared with the Council.

Potential changes could include:

- Colleges that have an Associate of General Studies and/or Certificates of General Studies will house these programs.
- Some courses that were previously “UNIV” prefix may become “SUU” prefix.
- SUU 1000 and 3000 may be deleted
- UNIV 1010, 1053, and 1057 may be housed under the College of Education. College Success courses and service-learning courses may also be moved to the College of Education.
- Governors Honors Academy courses may be housed in the Honors Program.

Shauna Mendini asked if we could designate a service-learning course number, allowing each college to use that number with their prefix? Courses would be housed similar to a “Reading and Conferences” course.

Robert Eves, Katya Konkle, and James Sage would be happy to answer any questions about the 21 prefixes previously used in SIEL.

Degree Boost Badges
The Degree Boost Badges, previously housed in SIEL, were created so deans could have a nimble way to respond to quick changes, such as partnerships with corporations. These Badges/Certificates don’t trigger a need for curriculum approval or NWCCU approval. They are posted to continuing education transcripts.

If colleges/school want to continue to offer these badges, they’ll need to track who would like to complete a badge, who declares completion of a badge, and the awarding of the badge. Because the badges are considered institutional certificates, the Registrar’s office doesn’t track them. John Allred informed the Council that if these badges are discontinued, there will need to be a teach-out plan. Mary Pearson said that the School of Business is interested in continuing the Entrepreneurship Certificate, but no others.

Please direct any thoughts or questions about these badges to James Sage.

General Education Certificate of completion and AAS Degree
James asked the Council for recommendations about where the generic AAS Degree and Certificate of completion in General Education be should be housed. Before they were a part of SIEL, they were housed in HSS. Shawn Christiansen recommended we explore how other higher education institutions in the state process these.

Assistant Provost’s Report
Online Undergraduate Program Development
Over the past year, President Wyatt has discussed growing online enrollments, in the spirit of social justice, to offer education to students who can’t attending face-to face courses. As our enrollments become more diverse, our teaching strategies will need to become more diverse. SUU Partnered with Academic Partnerships (AP) to help market our online effort and recruit students for it. President Wyatt asked AP to recommend specific undergraduate programs with the largest demand for online courses, and AP responded with a list of 30 programs to be developed over the next 3 years, at the rate of 10 per
year. The list of 30 programs was shared with the Council. Councilmembers expressed concern about faculty that are working at more than capacity and the need to hire additional faculty for online programs. At this point in time, we need to collaboratively (Deans, Department Chairs, Faculty) determine which programs are appropriate for online presentation, determine the resources we need to offer these programs, and estimate what kind of enrollment we might have for each program.

The following five-step development process has been proposed for each college/school:

1. Prioritize, with assistance from the dean, which programs should go online first.
2. Determine the course carousel/when each course will be offered
3. Determine section sizes for each course
4. Figure out existing faculty ratios
5. Estimate hiring needs for new faculty.

The recommended programs and courses do not have to be developed all at once. Year-round scheduling gives us some flexibility. If deans can commit to a begin date for each degree, our OTL instructors can build it into their timeline for online development.

Johnny worked with the School of Business to create a draft prioritization of programs in their area. He needs a prioritization list from each college/school. These lists are due January 27.

Johnny also created a plan to simplify our General Education (GE) program to one or two courses in each knowledge area. This will allow for the broadest distribution of online programs.

Councilmembers provided the following feedback:

- Can the online working group reach out to Department Chairs about GE courses to see if there are faculty that might want to work with the OTL to convert these courses?
- Please allow flexibility, so faculty can recommend a course that may not be on the current list, but would fulfill the same purpose.

John Allred clarified that face-to-face students will able to register for both on-campus and online courses, but online-only students will only be able to register for online courses.

Robert Eves reminded the Council that we are looking for a four-semester schedule from every department, and a list of course caps for every college/school. These must be submitted before the list of program/course priorities.

This item will be placed on the Agenda for the January 6 Deans Group meeting and the January 27 Deans Council meeting for a follow-up report.

SPARC Policies: (ACTION ITEM)
Two SPARC Policies, “Disclosure of Financial Interest” and “Responsible Conduct of Research” were reviewed at the October 10 meeting, are ready for a vote. These policies are mandated by federal organizations to allow us to participate in their grant programs.

Shauna Mendini motioned to approve the “Disclosure of Financial Interests” policy. The motion was seconded by Jean Boreen and APPROVED unanimously.

Jean Boreen motioned to approve the “Responsible Conduct of Research” policy. The motion was seconded by Shauna Mendini, and APPROVED unanimously.

These policies will move forward to Presidents Cabinet for Review
SUUSA
SUU would like to help establish a basketball college culture at SUU, and is seeking input on how to do that. SUUSA elections will take place in February. The current SUUSA is working to establish a consistent transition from current representatives to new representatives. SUUSA is looking for funding to provide additional scholarships for students. Mid-term grades were successfully posted. Thank you to all who helped make this happen.

Faculty Senate
Faculty Senate is looking at revisions to the Promotion and Tenure policy. Senate posted a survey requesting feedback about the policy on their website. Faculty can also submit feedback on the Faculty Senate Canvas page. Senate is also revising the Faculty Leave policy, and hopes to have a working draft by the next few weeks. Parking continues to be an area of concern, and a sub-group of Senate is working with Marvin Dodge’s office to revise the Parking Policy. Student Services has asked Faculty Senate and faculty to provide input about what they’d like included in the online orientation course.

IV. Action Items

a. See “Assistant Provost’s Report” item 2.

V. Information/Discussion Items

BIS/ BGS Degree Changes (James Sage, Grant Corser)
With the dissolving of SIEL, we needed to decentralize the Bachelor of Interdisciplinary Studies (BIS) program and to some degree the Bachelor of General Studies (BGS) program. The initial thought was to have academic advisors oversee these programs. Grant met with academic advisors and conducted further research. He discovered that it is not within the State’s purview for USHE institutions to have a “catch all” degree without academic oversight by faculty. Other institutions within the system have large-scale committees that oversee these programs, or assignment to a “University College” organization. Shawn Christiansen suggested allowing professional development funds to support a faculty-advisor collaboration on these programs, similar to how service-learning courses are operated. He also suggested creating a Faculty Fellow for Integration, providing a stipend, and allowing this service to count toward a Faculty Contribution Plan. Johnny MacLean proposed expanding the purpose of the General Education (GE) Committee to include oversight of these programs and their prefixes. Shauna Mendini recommended that these programs be housed in the college/school where a majority of the student’s courses are, with an assigned faculty mentor. James Sage noted that the R401 policy requires each student in the program to demonstrate the integration of content and learning. These require oversight by a faculty member.

James Sage and Grant Corser explained that this is a discussion to try and establish perimeters for this program. This is our first DC discussion to try to establish perimeters.

A work group, comprised of Steve Barney, Johnny MacLean, Grant Corser, James Sage, Katya Konkle, John Allred, and each Academic Dean, will be assembled to discuss this in greater details and present recommendations to the Council.

Curriculog implementation & Training (Katya Konkle)
In the curriculum cycle, after college/school curriculum committees approve proposals, the proposals move along to the Deans’ office for approval, and cannot move forward to the University committee level until approved at all previous levels. At this time, each dean is designated as the only approver for their portion of the process. If deans would like associate chairs involved, or someone to manage the dean’s approval level, please contact Katya. Katya reminded the Council that if a proposal is rejected at any step of the process, it will automatically be returned to Katya. If you would like the originator of the proposal to fix or modify something in a proposal, please create a “custom route” instead of rejecting the proposal.

Centralized Prerequisite Checking (John Allred)
John Allred has met with Shauna Mendini to address concerns with centralized prerequisite checking for PVA courses. Students who don’t meet prerequisites will be dropped, unless department chairs or deans submit a prerequisite override. These overrides will need to be part of the end-of-term process. John an
provide training to those who aren’t familiar with how to do this. Because of our new calendar, the registrar’s office will be checking prerequisites 12 times a semester instead of 1 time. Prerequisites cannot be checked unless grades have been submitted. Please encourage your faculty to submit grades by the deadlines. Katya Konkle volunteered to provide each dean with a list of courses in their college/school that have prerequisites or grade requirements.

**Predatory Journals & Open Access Publications (Shawn Christiansen)**

Earlier this year, Shawn convened a committee to discuss predatory journals and establish guidelines for avoiding them. The committee determined that screening for these journals would be most effectively established at the department level. Departments should determine white-list and black-list publications for their specific areas. Some departments and colleges have already composed these lists. There are companies, such as Cabell, that can check publications, but subscription costs are quite high. A Predatory Journal/Conference policy has been drafted, including a list of characteristics common in these journals.

As publication and access costs increase for academic journals, many universities are moving towards open-access publications. A Policy for Funding Open Access Publications has been drafted, setting guidelines for eligible publications and proposing that faculty can utilize FSSF (Faculty Scholarly Support Funds) to pay for open access publication.

Matt Nickerson recommended that Rosie Liljenquist be included in the crafting of these policies. She is the chair of the Utah Academic Library Consortium Committee. He proposed that the FSSF committee have the ability to approve funds for open access publications. Matt Weeg questioned that FSSF funds can be used to publish in open access journals, but not in traditional journals. Shawn emphasized the importance of having departments involved in the screening process, and allowing faculty to share their experiences if they have been targeted by a predatory journal.

Robert Eves suggested that these decisions are beyond the scope of FSSF, and recommended that these guidelines be put into policy format, and proposed.

**VI. Council Reports (2 minutes per report)**

**Matt Zufelt:** Be extra cautious about phishing attempt through email. One of the latest phishes utilizes public information about our academic leaders. The phish usually begins with a “ping” email and escalates into a request for money or gift cards.

**John Allred:** Graduate registration began today. John appreciates the diligence of faculty.

**Shauna Mendini:** Accreditors from NASTA are on campus today, and will meet with the Provost on November 5.

**Steve Barney:** Faculty Senate elections will be coming up soon, to fill openings for college/school representatives and the president-elect.

**Matt Weeg:** The CETL held a Promotion & Tenure forum for mentors, include a panel discussion with departments that opted-in to the new process early.

**Isabella Borisova:** COSE had an accreditation visit for the new mechanical engineering programs. Overall, the visit was successful.

**Lisa Swanson:** Program Fees are in the process of being finalized. All rollover funding should be in-process. Larger funds may not have rolled over to the new fiscal year yet.

**Robert Eves:** Presidents Cabinet is discussing messaging for summer semester 2020. Academics will lobby for a portion of money for summer internships. Please notify your faculty that there will be opportunities to have student assistants, funded by summer semester funds, in summer 2020. If students will receive academic credit for internships during this time, they’ll need to have a faculty advisor.
**Katya Konkle:** Descriptive text catalog pages will be sent out for editorial changes around November 22. Course and program changes must go through the curriculum process.

**Mary Pearson:** Four SUU business students traveled to Chicago to compete in a Managed Fund Consortium, and won first place. Mary is assembling a meeting with faculty-fellows from each college/school to discuss how they can become involved in the Entrepreneurship program.

**Frank Hall:** COSE hosted accreditation teams for Mechanical Engineering and Computer Science. Thank you to those who assisted with accreditation meetings.

**Patrick Clarke:** Chuck Aron, a professional student pilot, will be the APEX speaker on November 7 at 11:30 a.m. in the Great Hall.

**Aimee Uchman:** A retirement reception for Jennifer Oberhelman will take place on December 6th from 4-5:30 p.m. at the Alumni House.

*Meeting adjourned at 3:22 p.m.*
The University of the Parks showcases how Southern Utah University interfaces with national parks and public lands.

**University of the Parks Vision:** We envision an inclusive community that learns from and celebrates national parks and public lands.

**Mission:**
To educate, inspire, and build community around national parks and public lands.

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**Tell Us What You Do in the Parks!**
Email jacquelinegrant@suu.edu or call 435-865-8540

**University of the Parks Committee Chair:**
Jacqueline Grant/Provost Faculty Fellow for Parks and Partnerships
 Updates for Dean’s Council from Associate Provost

November 4, 2019

01. Curriculum Updates
   a. UUCC Meeting Minutes (from Oct 24)
      • R401s:
         o Degree type: BIS in Agriculture → BS in Agriculture
         o Emphasis: Nursing RN-to-BSN (online)
   b. UGCC Meeting Minutes (from Nov 1)
   c. Resolution of SIEL curriculum – Provost's Recommendations (draft updates & discussion)
   d. Curriculog Implementation & Training (Katya)
UNIVERSITY UNDERGRADUATE CURRICULUM COMMITTEE MEETING
October 24, 2019
3:00 pm, OM 106 Conference Room

MINUTES

Attendees: John Allred, Grant Corser, Kim Craft, Katya Konkle, Christine Samson, Kelly Stephens, Brian Swanson

Not Present: Katie Englert, Eric Freden, Douglas Ipson, Skip Jones, James Sage

00 Call to Order
   A. Approval of September 5, 2019 minutes – Not available (Katya forgot to send them out)
   B. Introductions

01 Course Modifications
n/a

02 Course Deletions
n/a

03 New Prefix Proposals
n/a

04 New Course Proposals
n/a

10/30/2019
05 Program Modifications

n/a

06 R401s / New Program Proposals

A. See table below for items.
B. Voting:
   ● Motion to approve Agriculture R401: Kim Craft
     o Second: Grant Corser
     o Discussion:
       ▪ Program is only changing from a Bachelor of Interdisciplinary Studies degree type to a Bachelor of Science degree type. No other curriculum changes or faculty members will be added.
     o Voting: Approved unanimously
   ● Motion to approve Nursing – RN to BSN Emphasis (Online) R401: Grant Corser
     o Second: Kim Craft
     o Discussion:
       ▪ The Associate Provost's Office was alerted that SUU doesn't have any records of this emphasis being official approved in the mid-2000s. SUU hasn't be awarding this emphasis officially on degrees either, so there is no distinction on students' transcripts between the Pre-Licensure emphasis and the RN to BSN emphasis. This R401 will serve as an official notice to USHE of the emphasis, as well as changing the name and content delivery method.
       ▪ Q: How many more programs do we have that we don't have records for but have been awarding? (A: Departments interpret things like concentrations, tracks, and emphases differently and these distinctions require different approvals. There may be remnants of those types of issues, but as far as programs, this is likely the one of the last big problems.)
     o Voting: Approved unanimously
   ● Motion to approve Nursing – LPN to BSN Emphasis R401: Grant Corser
     o Second: Brian Swanson
     o Discussion:
       ▪ This program is offered in conjunction with Southwest Technical College.
Q: Will this program require the SUU General Education program? Does it have a core or other pre-nursing requirements? Why isn’t the entire program listed and not just the emphasis itself? (A: There are two R401s templates, full and abbreviated. Abbreviated is used when there will be a new emphasis and that is likely why they only put in the Nursing courses that will be part of this emphasis.)

Q: Will these students finish the pre-nursing program? (A: We think that the students would be responsible for the General Education program and upper-division requirements, but would be doing only these listed classes in Nursing and not the Pre-Licensure prerequisites. It’s our understanding that this would be a direct degree path and the students would complete their prep work at Southwest Tech.)

Q: Will this program start in January? (A: It should be starting in May 2020.)

Seems like the R401 is incomplete and UUCC wants more information before it can be considered.

Q: What are the admission parameters? Can any certified health professional (e.g., an athletic trainer) start this program and earn a BSN?

Q: What are these students doing at Southwest Tech and how will those credits transfer back to SUU and count in this program?

   o Q: STech doesn’t offer a General Education program, so how will those requirements fit in? (A: We assume that they will take their GE requirements at SUU and this degree will be structured similarly to how the Pre-Licensure emphasis is, with students taking 57 credits in Nursing and the other 63 distributed elsewhere, including GenEd, but not necessarily the Pre-Licensure prerequisites. However, this needs to be clarified before we can make a decision.)

   o Q: Does STech offer an associate’s degree in LPN? (A: They offer clock hours and a certification but not a full degree.)

   o It will be interesting to see how this program may allow students to circumvent the Pre-Licensure requirements if those are not required. Every SUU freshman class has hundreds of Pre-Licensure students, so they may be routing themselves through STech and into this program instead of the Pre-Licensure emphasis if they can just get in to the BSN program through this.

   o Q: SUU offers an AAS in General Technology – Integrated Health Sciences that is only available for STech students; would these students be completing that degree pathway before the LPN to BSN emphasis?

Q: Will this program be all online, hybrid, or all on campus? (A: Based on the courses, it looks like it will be on campus.)

   o Voting: Voted down unanimously; will be tabled and brought back to the November 2019 UUCC for further discussion.
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07 Action Items
n/a

08 Discussion Items
n/a

09 Information Items

- Curriculog training for UCCC members
  - Katya Konkle provided an overview of accessing Curriculog, setting account preferences, and starting proposals.
  - The “Catalog & Curriculum Check” step is after the Department Chair approval and is designed to be a quick check to ensure that any Banner/Catalog issues can be addressed and solved earlier on in the process instead of after the University levels. We will add John Allred to the step.
  - Q: If we create an agenda, do we have to add people to it or will it automatically route to the committee members? (A: The members are added automatically when you select the committee level.)
  - Q: Who has the ability to set the agendas? (A: Only the Agenda Administrator, which is basically the committee chair.)
  - Q: Will the proposals that have made it through the system so far be automatically added to the agenda? (A: No, but you’ll only be able to add proposals that are on that particular committee’s step. For example, if you are trying to set a college curriculum committee agenda but there are proposals that are still on the Department Chair step, they will not show up in the list to add to the agenda.)
  - Q: Will the UCCC still meet or is this all moved online through Curriculog? (A: We are still planning on meeting in person, but if people have a preference to conduct all business online, we could consider it.)

10/30/2019
Q: Do we still vote during in-person meetings? (A: That can be determined by individual committees, and then the Agenda Administrator would make the final decision on behalf of the committee.) If a department committee has three people on it, do all three people get a chance to vote or is only the Agenda Administrator allowed to vote? (A: Everybody on the committee has a chance to vote.)

Q: There is a new budgetary section on the forms that was not part of the forms previously. How should faculty fill that out? (A: The directions are for the department chair or the dean’s office to fill it out, so faculty shouldn’t worry about it. We added this to ensure that when the courses are programmed into Banner, the appropriate course and program fees are attached. However, John Allred is okay with not getting that information for most courses so we will remove it from the Curriculog forms, but may add it back if we see a significant increase in self-support courses, for which this information is critical. Courses with special fees have to go through an approval process through a different committee every Fall semester. President Wyatt is also working to get rid of fees altogether.)

Q: How much before each UUCC will we know what’s in our approval queue? Will we wait for an agenda to be created in Curriculog or are we supposed to be watching consistently to add comments as they come in? What is the expected turnaround time after the college/school curriculum committees to see the proposals in Curriculog? (A: Turnaround should be similar to before, if not faster, as the Associate Provost’s Office will be pulling the proposals into a Curriculog Agenda and letting people know that the agenda is available. Members can access agendas in the Agenda Module. Colleges/Schools don’t have to submit anything special to the Associate Provost; the proposals will be pulled/accessed directly through Curriculog as long as they’ve been approved at the College/School level.)

Curriculog is a fully transparent system and is accessible/viewable for all faculty and staff with an SUU login.

- Any person can start a proposal for any department (e.g., if Business needs a change to a CSIS course but the CSIS faculty don’t have the resources to start it, a Business faculty member could originate the proposal and have it approved up through the CSIS chain).

- Help is available in the lower right-hand corner of the screen by clicking on the green triangle.

- People can play around with the proposals using the “Test Department” and the “TEST” prefix.

- Curriculog will not be linked to Banner and it will still be a manual process to enter in course information in Banner. However, the Registrar’s Office will be able to copy and paste from the Curriculog fields, which will cut down on the amount of time spent per course dramatically.

Q: Are there any holes currently in the system? (A: There is an issue with the “Semesters Offered” field populating if there is more than one option listed in the catalog. Luckily Curriculog will tell you what values you are missing so you can reselect them, but we will reach out to the company to see if they can fix the issue.)

Q: Can we send a proposal back to the Originator if it needs corrections? And then does it come back to the same people to re-approve? (A: We could do a “custom route” to either the college curriculum committee or to the Originator, and then it would come back to us.) If that happens, will we have to check back in to reapprove, or can we say “approve pending [X] change”? (A: The
Provost’s Office still has the ability to do a blanket approval at the committee level. If it’s a massive change, then we would want to revisit it at the next committee meeting, but if it’s a small change we can approve with pending changes. If the system works well, the new Catalog & Curriculum Check step would help eliminate a lot of the need to send items back.)

Adjourned at 3:53 PM
UNIVERSITY GRADUATE CURRICULUM COMMITTEE  
November 1, 2019  
3:00 PM, Charles Hunter  
MINUTES

Attendees: John Allred, Daniel Anderegg (by phone), Robin Boneck, Kim Craft, Kenneth Hall, Thomas Herb, Shalini Kesar, Katya Konkle, Michael Kroff, Deena Marchal (for Cynthia Kimball Davis), Rachel Parker, Tony Pellegrini, Angela Pool-Funai, Jonathan Roberts (for Roger LaMarca), James Sage, Kevin Stein, Lisa Swanson, Camille Thomas (for Nathan Slaughter)

Guests: Johnny MacLean, Skip Jones

Not Present: Mark DeBeliso, Caitlin Gerrity Kime, SUUSA Representative

UNIVERSITY GRADUATE CURRICULUM COMMITTEE

00 Call to Order
  • Approval of minutes from September 5, 2019 by general consent

01 Course Modifications
n/a

02 Course Deletions
n/a
03 New Prefix Proposals

A. See table below for item.
B. Voting
   • Motion to approve new prefix: Angela Pool-Funai
   • Second: Kim Craft
   • Discussion:
     o This prefix would be used at the 5000-level continuing education courses for working with various outside parties to offer credit for training and instructional functions. These credits could then potentially be used in any willing graduate programs toward fulfilling degree requirements.
   • Approved unanimously

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04 New Course Proposals

A. See table below for item.
B. Voting
   • Motion to approve new course: Shalini Kesar
   • Second: Angela Pool-Funai
   • Discussion:
     o This course will allow MIS students to transfer in 1-9 credits of previous graduate work and apply it to the MIS degree. AP is already advertising that students can bring in transfer credits to the MIS and this course supports that.
     o Q: This would give us a way to transcript transfer courses? (A: We already have a way to transcript, but we can do it both ways. At the undergraduate level, if SUU doesn’t have an equivalent course or subject, the student would receive an “ELEC” prefix course or use a current departmental prefix and give a “6000E” or “7000E” number to show that it was accepted in transfer but that SUU doesn’t have an equivalency. The class would then be applied to the degree as the department approved. The Registrar’s Office would be doing the same thing for MIS transfer credit, but under this course it would be transferred in as INDS 6200.)
     ▪ Concern is if we designate transfer courses as INDS 6200, the original courses lose their previous identity. For example, if the student took a social work course at a previous institution, it would then be transcribed at SUU as INDS 6200 General Studies Special Topics and no longer be recognizable as a social work course.

10/24/2019
• Q: If it’s a special topics, is there a colon after that that would expand the course title? (A: The Registrar’s Office would lose the “Special Topics” and just add the original course title to INDS 6200.)
  o Q: Why 9 hours? (A: They can transfer up to 9 credits into the MIS.) So up to 3 courses? Why not just have it 1-3 credits, repeatable three times? (A: Most courses will be in three credit chunks, but the credit range gives flexibility for those students who may enter with courses with different credits. Students wouldn’t be able to earn more than 9 total credits in INDS 6200.)
  • Approved (12 for, 0 against, 1 abstention)

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**05 Program Modifications**

A. See table below for item.

B. Voting
  • Motion to approve program modification: Robin Boneck
  • Second: Tony Pellegrini
  • Discussion:
    o The General Studies learning block is a placeholder to be a “transfer-in” block.
    o The Aviation block options were added to the catalog before the courses were developed. The program is coming but it is not yet available.
  • Approved unanimously

<table>
<thead>
<tr>
<th>Program</th>
<th>Change(s) Requested</th>
<th>Implementation</th>
<th>Notes/Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Interdisciplinary Studies (MIS)</td>
<td>• Add “General Studies” learning block</td>
<td>Spring 2020</td>
<td>APPROVED with changes</td>
</tr>
<tr>
<td></td>
<td>• Patrick Clarke would like to propose an amendment to remove “Option 2” under the Aviation learning block</td>
<td></td>
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</tbody>
</table>
06 R401s / New Program Proposals
n/a

07 Curriculum Action Items
• n/a

08 Curriculum Discussion Items
• n/a

09 Curriculum Information Items
• Curriculog demonstration

Adjourned at 4:23 PM
Deans’ Council Update - Assistant Provost for Faculty Affairs
November 4, 2019

Discussion Item -- Online Course Development (see attachment)
- President Wyatt’s vision for SUU’s future includes enrollment growth in online undergraduate programs. The main audience includes working professionals with some credit but no degree. To grow enrollment, SUU must transition certain existing face-to-face programs to the 8-week online format, and SUU must create a few new online programs.
- Academic Partnerships (AP) provided a prioritized list of the top 30 programs (not including Elementary Education and RN-to-BSN) they recommend based on student demand.
- To encourage a commitment from the President to hire instructors, Academic Affairs will need to determine (1) which SUU undergraduate programs can/should be online, (2) what the carousels will look like, (3) what the section sizes should be, and (4) what the adjunct:NTT:TT ratios should be. SUU’s Enrollment Management team will need to determine what our enrollment projections are for each program.
- Two questions/requests for Deans:
  1. May the OTL staff begin reaching out to Chairs to begin transitioning prioritized GE courses to the 8-week online format?
  2. Will you please provide by December 2 a prioritized list of programs (informed by AP’s list) from each of your colleges to transition to the 8-week online format?

Action Item -- SPARC
- I encourage the Deans’ Council to vote on the two attached proposed policies (both new). One deals with financial conflicts of interest related to sponsored programs. The other deals with responsible conduct of research. The Faculty Senate, Deans’ Council, and legal counsel reviewed them both last spring and again this fall after revisions.

OTL
- On November 14 from 1 - 3 pm in the Vermillion Cliffs Room, Blackboard Ally’s Dr. John Scott will give a presentation entitled “Supporting Diverse Needs through Inclusive Design and Learner Preference.” Please encourage interested faculty to attend.
- To support faculty with online course design and development, the OTL is currently hiring additional Instructional Designers, Instructional Technologists, and student workers.
- OTL is also working to identify an education video streaming service that can be utilized in online, hybrid, and face-to-face courses. Currently we are working with the Library, but we will reach out to faculty soon to get their input/feedback on which streaming service would best meet faculty needs.
- The OTL is currently out of development slots until April 2020. Depending on some external factors, we may have some spots open earlier, so Deans are encouraged to work with OTL Director Matt McKenzie to prioritize online course development.

CETL
- Our fall Learning Communities were well attended and very successful. Now we are planning our spring Learning Communities, and we welcome any suggestions for topics.
- We awarded $8,805 to support faculty development in the first round of FDSF funding for the year. The second round’s deadline was November 1, and subsequent rounds’ deadlines are February 3 and April 3.
- Our first CETL Reading Circle ("How Humans Learn" by Josh Eyler) has been a great success, so we will offer additional Reading Circles this spring. Josh Eyler will be the APEX speaker on January 30, so please encourage faculty to save the date for the 11:30 address and an additional faculty workshop.
- The CETL attend the USHE Teaching and Learning Group (UTLG) meeting during the What is an Educated Person? Conference on November 7. This is an opportunity for us to learn more about what our colleagues at other USHE institutions are doing, and to form collaborations that will strengthen our efforts to support teaching and learning at SUU.

Anonymous Feedback Survey
- Faculty are invited to use this anonymous feedback survey to submit comments/questions about any Academic Affairs topic.
  https://docs.google.com/forms/d/e/1FAIpQLSfX2ny1uCr4y3srYZv-TcISY2RuT030ok-Zx_HyybSOg-PitA/viewform?usp=sf_link
- I will provide responses to each submission prior to every Faculty Senate meeting and every full Dean’s Council meeting. This month’s responses are attached.
SUU Policy for Funding Open Access Publications

We propose that faculty can receive funds through the FSSF process to pay for open access publications in journals that have been approved by their department.

Eligible Publications

Funds can only be used for publications in reputable journals approved by departments and must be in established open-access journals. An open-access journal does not charge readers or institutions for access to published articles.

To be eligible, a journal must meet these additional requirements:

- Be listed in the Directory of Open Access Journals (http://doaj.org/),
- Be a member of the Open Access Scholarly Publishers Association (http://oaspa.org/) or adhere to its code of conduct
- Have a publicly available standard fee schedule.

Journals with a hybrid open-access model or a delayed open-access model are not eligible.

Grant-funded research

Articles that have other funding sources are not eligible.

Eligible Fees

Article processing fees may include publication fees including page charges. Reprint fees are not eligible.

Limits

Support is capped at $2500 per article. Articles with co-authors from other institutions will be supported at a prorated portion of the article processing fees.

Institutional Repository

Articles will also be added to the SUU open-access repository.
Predatory Journal/Conference Policy

We propose that each department create its own “white list” and “black list” of journals and conferences that are acceptable or not acceptable for publication or presentation. In determining their policies, departments should consider the following characteristics of predatory publishers suggested by Berger (2017):

1. **Spam emails sent to .edu addresses to attract potential authors for journals and conferences:** Written with fawning language, these solicitations use bogus personalization but have no connection to the recipient’s discipline and specialty.

2. **Promises of fast peer review and fast publication:** Peer review is poorly explained and the peer review itself may be faked or low quality.

3. **Lack of focus in subject matter or subject matter extremely broad:** many predatory journals lack a feasible scope.

4. **Lack of transparency about author fees:** Journal business model is based exclusively on APCs. The journal will not waive fees. Fees may be disclosed after acceptance or terms of fees change after acceptance.

5. **Contradictions and inconsistencies:** Journal scope may not match the content. The journal’s name may not match its location. Note that many publishers claim bogus addresses in the United States, Canada and United Kingdom.

6. **Editors are not editors:** Academics are listed as editors without that individual’s knowledge or involvement. Journal proprietors are editors. Look for duplicate editorial boards, cases where no editor is identified as well as a lack of academic-affiliated email and/or academic affiliation for editor(s).

7. **Newness and quantity:** Most predatory journals and their publishers are new businesses. They launch many journals at once. A high quantity of articles per issue and frequent issues signals lack of peer review and an over-eagerness to earn revenue.

8. **Copycat names with and without copycat websites:** Some predatory journals have names that sound familiar. Others are hijacked journals that take the exact or very close name, look, web domain, and ISSN of an established journal. Well-known examples include Wulfenia Journal, Jokull Journal, and Sylwan.

9. **Author-editor nightmares:** There are no opportunities for an author to revise. Horrible editing errors are introduced. Sometimes an article will be published without author consent. The editor will refuse to retract an article or to retract an article without payment.

10. **Location information that is contradictory or missing:** Bad information about the physical location of publisher can be a telling signal. Many predatory publishers falsely claim a base in the United States or England or a business address that is residential. Use Google Earth to investigate.
11. **Standards and identifiers missing, stolen or faked:** Check for standard journal identifiers (ISSN) and linking standards (DOIs). ISSNs, however, can be stolen or fabricated. The presence of an ORCID ID (an author identifier) for a journal signals a bogus journal.

12. **False and fake bibliometrics:** Imaginatively named journal metrics are common as well as false claims of inclusion in legitimate bibliometric services. Fake ‘impact factors’ are supplied by companies that support predatory publishing.

13. **False and inappropriate claims of indexing and inclusion in databases:** Journals falsely claim inclusion in DOAJ as well as Ulrich’s, Serials Solutions, and Cabell’s. Look for claims of indexing in Sherpa RoMEO or other services that are not indexes as well as bogus indexing services.

14. **Amateurish website:** Poorly designed, difficult to navigate websites with dead links or many “coming soon” texts can signal a predatory publisher. Excessive and aggressive advertisements are also signs. More recently probable predatory publishers have more sophisticated websites.

15. **Nota bene:** Many legitimate journals, because they are small and poorly funded, may lack the hallmarks of their shinier, well-supported counterparts. Legitimate journals may lack ISSNs, indexing, impact factor, and other qualities of larger, monied journals. Less than stellar English is also not a meaningful indicator.

*Berger, Monica. Everything you ever wanted to know about predatory publishing but were afraid to ask. In ACRL 2017, Baltimore, Maryland, March 22-25, 2017. [Conference paper].*

Once departments have created their lists of acceptable outlets for scholarship, we encourage them to make this information available to faculty on their department websites.
R401, Approval of New Programs, Program Changes, Discontinued Programs, and Program Reports

R401, Appendices

Appendix A: General Studies Bachelor’s Degree Guidelines

A General Studies Bachelor’s Degree proposal must:

1. Define the purpose of the degree and the institution’s rationale for offering the program. Explain how the proposed degree differs from other multidisciplinary degrees (such as university studies, integrated studies, etc.) that may be offered by the institution. Compare the General Studies degree proposal to others around the country.

2. Define the audiences for this degree including types and needs of students.

3. Discuss the value of the degree to graduates of this program.

4. Set admission requirements for entry into the degree program and require students to petition for admission by explaining why they want the degree and what they intend to study. (Discussion of appropriate GPA and accumulated credits at entry in a concentration is ongoing.)

5. Provide evidence that intentionality of student learning is expected and built into the course of study.

6. Show how the proposed degree will require and evaluate curricular coherence.

7. Show how the degree program will require and facilitate student intellectual engagement with relevant academic content.

8. State the institution’s procedure for incorporating learning goals with demonstrable learning outcomes.

9. Show how students will demonstrate integration of content and learning experiences through reflective activities, such as capstones, research projects, responding to critical questions, and/or portfolios, during their programs.

10. Require a curricular concentration.

11. Clarify how academic oversight will be provided by faculty.

12. State graduation standards.