

Academic Assembly
November 4, 2013
2:05 – 3:35pm, STCN 130

MINUTES

Present: David Arnesen, Brady Carlson, Carol Wolfe Clay, Karen Cowgill, Isiaah Crawford, Tito Cruz, Lynn Deeken, Bill Ehmann, Terry Foster, Christian Halliburton, Charles Lawrence, Kristi Lee, Sean McDowell, Erik Olsen, Katherine Raichle, Roshanak Roshandel, Rob Rutherford, Heath Spencer, Toni Vezeau, Cobretti Williams

Minutes taken by Rosa Hughes

- I. Review of 10-28-13 Minutes
 - A. Approved with one abstention
- II. Core Governance (*Jeff Philpott*)
 - A. Four parts
 1. Core Director – operational and logistics, public interface
 2. Core Executive Committee – keeper of documents, course submission and review, making minor changes such as modification of learning objectives for a particular course and edits to academic policies of Core, dedicated AcA representative slot
 3. Core Curriculum Committee – four representatives from each school/college in Core, four open slots to ensure academic expertise (chair sits on executive committee)
 4. Core Assessment Committee – curriculum improvement via feedback loop, same representation numbers as the curriculum committee, but different people (chair sits on executive committee)
 - B. Academic Assembly relationship to Core
 1. Historically, AcA was not heavily involved in Core governance
 2. Under new governance structure, there is one AcA representative on executive committee, also welcome to be on other two committees (more logistical and less policy work)
 3. If AcA wants more than one representative on the executive committee, or representatives on the other committees, the Core is open to that discussion
 4. Any major changes, revisions, or adjustments to the Core still need to come before AcA
 5. Core is qualitatively different than other academic programs because of how it affects all areas of the university, thus it needs greater oversight
 - C. Suggested amendment
 1. Core Executive Committee composition will include: at least one AcA member, not to exceed three
 - D. Vote to endorse Core Governance Structure with amendment
 1. Approved with one opposed and no abstentions
 - E. Representative
 1. Heath Spencer – approved with no oppositions or abstentions
 2. Carol Wolfe Clay and Lynn Deeken are both willing to serve in the future
- III. Announcements
 - A. Committee descriptions will be ready in approximately 2 weeks
- IV. Web Development Certificate Program Proposal (*Rick Fehrenbacher*)
 - A. Background

1. Only 5% of current undergraduate students are part time
 2. Need to develop post-baccalaureate degrees, certificates, and badges that are occupational in nature to appeal to these non-traditional students
 3. The web development certificate is the first step to establish a separate academic unit (school) for non-traditional students looking for professional development and post-baccalaureate opportunities
 4. This academic unit would have a shared governance structure and would function similarly to other schools/colleges
 5. The office of Continuing, Online and Professional Education (COPE) will take the lead on this project until the school is built out and can take over the governance
- B. Rationale for developing a separate school
1. These occupationally-focused areas of expertise do not “live” in any other school/college
 2. Adult learners typically refers to degree completion, and it can be difficult to attend traditional university degree programs given traditional delivery methods and price
 3. Market research indicates there are 725,000 people in the Seattle area with some college but no completed degree
 4. Looking to draw on existing faculty expertise – will form representative body of faculty talent to serve similar role in this “school” to review curriculum and contribute to build out
- C. Nature of certificate
1. This certificate is the first of a number of certificates and degrees that are “stackable” and badges to demonstrate competency through an ePortfolio
 2. Includes critical thinking, reading and writing skills as well as occupational skills
 3. This certificate program is not the baccalaureate degree, but it could be a step toward the degree
- D. Connection to Jesuit institution
1. Course development based upon Ignation pedagogy
 2. Modified version of Core for students that wish to transition into the baccalaureate degree program from a certificate
- E. Cost
1. \$18K for eight certificate courses is comparable to other institutions
 2. Budget is a projection based upon market research with prospective students
- F. Discussion
1. Issues with course content and academic quality
 2. PRC memo should indicated the need for more information about the relationship between the certificate and the development new school
 3. Provost will take this under advisement to answer concerns about academic quality and structure
- V. Student Request for Fossil Fuel Divestment (*Katherine Dietzman, Ames Fowler, Hannah Nia, Brooks Ragsdale, Claire Siegel*)
- A. SU already has many sustainability programs in place
 - B. Fossil fuels are linked to a myriad environmental problems, including rising sea levels that are already affecting small island communities
 - C. Request to university
 1. Freeze any new investment in fossil-fuel companies
 2. Divest within three years from direct ownership and from comingled funds that include fossil fuel companies

- D. 300 American universities involved in divestment activities, including eight Jesuit universities; 20 municipalities and seven colleges/universities have completely divested
- E. Vote to postpone discussion next meeting – approved with one opposition and no abstentions

VI. Executive Session