**Academic Assembly**
January 12, 2015
2:05 – 3:35pm, STCN 130

**<u>MINUTES</u>**

Present: Jeffrey Anderson, David Arnesen, Sarah Bee, Patricia Buchsel, Terri Clark, Brooke Coleman, Isiaah Crawford, Lynn Deeken, Bill Ehmann, Meg Green, Trish Henley, Arun Iyer, Michael Kinnamon, Kate Koppelman, Chuck Lawrence, Suzy Martinez, Margit McGuire, David Neel, Michael Ng, Erik Olsen, Katherine Raichle, Roshanak Roshandel, Rob Rutherford, John Strait, Dan Washburn

*Minutes taken by Rosa Hughes*

**I.**     Review of 12-1-14 Minutes
   A. Change item II.F.4. to read, "WCC would have a positive impact on enrollment, but we need to improve sports results for that to happen, especially the men's basketball team's results"
   B. Approved with above edit, with two abstentions
**II.**    NCS Degrees (*Rick Fehrenbacher, Shawn Rider*)
   A. NCS formed an ad-hoc curriculum committee comprised of faculty from across campus to develop and review these two new BA degree proposals
   B. Organizational Leadership and Digital Cultures Degree Proposals
      1. Overview of Organizational Leadership
         a. 14 of 19 Jesuit schools that offer continuing education programs offer degrees in Organizational Leadership
         b. Offered to students who have progressed in a profession but lack a BA/BS and are interested into moving into leadership positions in their fields
         c. Also popular as a second degree (for example, people who work as grant writers and wish to move into a supervisory role of grants management)
         d. Students who are adult, part time, and motivated to learn via online instruction
         e. 15 credit hours of business-related courses, well under the business accreditation requirement (will not conflict with Albers accreditation)
      2. Overview of Digital Cultures
         a. Professional association and many Ph.D. programs in this field (such as at USF, Gonzaga, Creighton, Northwestern, etc.)
         b. Cultural objects change (now technological), but methods and discipline meets existing standards/theory to evolve and come into new configurations
         c. Includes web development skills in multiple modes
         d. Both degrees meet mission and rigor of Seattle University NCS Faculty
         e. Switch in title from Digital Humanities to Digital Cultures – Digital Humanities programs grow around research interests of faculty whereas Digital Cultures is focused on theoretical base and skill set
   C. Operations Discussion
      1. Faculty
         a. NCS is scheduled to hire full time non-tenure track faculty until college is established through a standard national faculty search with an equal and fair application process for existing SU faculty
         b. After college is established and demonstrates positive growth, the university is committed to seriously consider adding tenure track faculty lines in NCS

     c.   The Program Review Committee recommended a review of the college status and degree success in three years

     d.   The goal is to have an array of NCS faculty that would allow both security and flexibility, much as in other colleges/schools

2. Relationship with Social Sciences departments
   a. NCS is in conversation with chairs of Social Sciences departments and the Arts and Sciences Executive Committee to develop relationships around curriculum and faculty
   b. Interested in collaboration across campus and full integration
3. Core requirements
   a. Entering students are required to take four Core courses like any other transfer students and can enter with any number of credits over 55
   b. Core course sections will be developed separately for NCS students
4. Start date of degree programs has shifted to Spring 2016 due to changing and stricter NWCCU requirements and construction permit issues (Bob Dullea will speak to AcA about NWCCU requirements at a future meeting)

D. Academic Assembly Discussion
   1. Concern that existing faculty in NCS will not receive the tenure track positions if/when they are instituted, although historically the person in residence secures the position the majority of the time
   2. Adult continuing education faculty vary widely
      a. Some universities pull mostly adjuncts if the subject matter is highly changing
      b. Best practice is to have tenure track faculty lead program review and development
      c. The long term goal for NCS is to hire the appropriate array of tenure track, full time non-tenure track, and part time non-tenure track faculty to have the flexibility, expertise, and structure balance that fits best for the school and programs
      d. Terminal degrees can be specifically in Organizational Leadership and Digital Cultures or in other areas (Political Science, etc.)

E. Motion to accept both memos as written with the AcA discussion reflected here
   1. Approved with no abstentions

F. Closing comments
   1. Serve new population of students and meet mission goals
   2. Need to market these degrees effectively
   3. Job placement, job satisfaction, career trajectory – these will be better tracked in the new NCS degrees, can build into programs (eportfolios for all programs, exit interview, data collection from the beginning of the program)
   4. Three year review similar to a program review (perhaps not the level of depth, but broad in a variety of aspects)
   5. A cross-campus network of leadership programming is being developed and will be highlighted on our website

III. Faculty Handbook Update
   A. Draft was emailed to AcA yesterday and to faculty at large later this week
   B. Faculty Handbook website will have the current and draft faculty handbook for comparison, and faculty can anonymously submit feedback
   C. Approval process
      1. Faculty provide feedback
      2. AcA votes
      3. FHRC makes final decision on edits

       4. Forwarded to Provost, who submits to Board of Trustees

**IV.** Managed Print Services (*Chuck Porter*)
   A. Many faculty were not aware that printers were going to be removed from offices, so the CIO email in December was a shock
   B. Concerns with removal of printers
      1. Confidentiality
      2. Problematic when working with students and printing multiple documents
   C. The benefits of the managed print services (better quality and functionality, reduced costs) cannot be reaped unless the legacy printers are removed
      1. If we don't remove old, we don't have a way to fund new fleet including toner/ink
      2. Exceptions – grant-funded printers, those purchased with personal funds, special purpose printers (wide format, etc.)
      3. Documents will be confidential, since they do not print until the user is physically standing at the printer
   D. Memo tone was negative and made faculty feel devalued; AcA should have been keep up to date as the legacy printer decision was made