

**Undergraduate Academic Affairs Committee – Saint Louis University
UAAC meeting minutes 9/1/22 and UAAC Sub Meeting 9/8/22**

Attendance:

Those in attendance: Lisa Dorsey, Chair, Ellen Crowell, Shawn Steadman, Megan Toups, Peggy Dotson, Steve Sanchez, Marissa Cope, Gary Barker, Michael Elliott, Gina Merys, Joseph Nichols, Sabrina Tyuse, Elizabeth Gockel-Blessing, Jennifer Rust, Jesse Helton, Debbie Pike, Scott Sell, Jay Haugen, Tyler DeShon, Timothy Day, Leah Sweetman and Laura McLaughlin

Undergraduate Associate Provost Lisa Dorsey, PhD, called to order the UAAC meeting at 9:06 am.

Reports/Proposal/Policies from Committee Members:

Academic Affair – Peggy Dotson, Interim Assistant Provost:

There is an event that will happen which gives students an opportunity to learn about different majors and minors, study abroad, and more. While the focus is on undergraduates, grad students also are being encouraged to attend. The event is part of an inaugural series focusing on vocational discernment and educational planning, co-sponsored by Academic Advising, Career Services, the Student Involvement Center, and SLU's Jesuit community.

Core Updates – Ellen Crowell, PHD:

University Core Updates were announced and the University's new Core Curriculum officially launched with the start of this academic year. Highlights for the Core kickoff, as well as reminders about upcoming deadlines for proposed courses and experiences to be considered for the Core are attached.

There are resources on the website that could aid us how we walk through with the implementation of the full core. In addition, how it could touch our transfer students and impact curricular plans and how they enter-in, when that student comes to SLU. There are several options (depending on the courses they have taken and the contents of that course) and whether academic home has articulated that course and then we add the additional layer of core (as appropriate).

Additional queries regarding how transfer credits might associate to a transfer student can be sent to the generic email core@slu.edu. However, working with the registrar we have created a system to use a Course Articulation Form 29. There have been conversations with Peggy Dotson and the advisors to understand on how we can best expedite this process. Form 29 will go through AppXtender and the turn-around with within 24 to 36 hours. We are working on system student facing site explaining how the student can assist themselves. This will help the advisors so they do not need to walk the students through them as much. In addition, we are working on a report-out process so once the articulation process has been completed there is a way that students understand that this has been completed.



university-core-updat
es_fall-2022.pdf

Curricular and Assessment/Institutional Accreditation Standards: – Steve Sanchez, PHD:

Because a lot of committees do not know how the accreditation process works, we have agreed to give an update every year to UAAC, GAAC and the UCC committees.

In the higher education landscape in the United States, “accreditation” is a cyclical process of regular

external review conducted by respected peers (faculty and academic/administrative leaders) within higher education. Accrediting bodies establish standards of quality, evaluate institutional performance against those standards, offer recommendations for improvement, and can require remediation of deficiencies as well as sanctions on institutions that fail to meet their standards. Accreditors exist for two primary and related purposes:

1. Improvement of institutional or programmatic quality, defined in terms of:
 - Educational quality (pedagogy, curriculum academic support, etc.)
 - Fulfillment of institutionally defined mission
 - Satisfactory student outcomes (learning outcomes, employment rates, graduate/professional school admissions rates, etc.).
 - Sound administrative and financial policies and procedures
 - Governance quality (from the Board of Trustees to shared governance with faculty)
 - Financial viability
2. Compliance with external requirements
 - Requirements of funding entities (federal and/or state governments providing student grants and loans, as well as grants for faculty research)
 - requirements of professional associations of academic disciplines

Accreditation in higher education can be compared to other national/international quality improvement initiatives such as the ISO or Baldrige programs in business and industry. Unlike those programs, though, accreditation in higher education is, functionally, not optional: without institution level accreditation – and the federal funding (both via student loans/grants and research grants) tied to having it – SLU would likely be forced to close; and without certain program-level accreditations, SLU would be forced to cease offering many of those programs.

Accreditation process generally includes the following requirements for self-analysis and external critique conducted on regular cycles of 5-10 years (typically).

Self-Study

Peer Review

Site Visit & Report

Accrediting Body Judgement

SLU's Institutional Accreditation with the Higher Learning Commission (HLC)

- The Higher Learning Commission (HLC) The Higher Learning Commission accredits approximately 1,200 institutions across 17 states.

In the 2021-2022 academic year, SLU went through its 10-year re-accreditation review with our institutional accreditor, the Higher Learning Commission (HLC). Teams of SLU faculty and staff from the St. Louis and Madrid campuses collaborated on the required self-study (what the HLC calls an "Assurance Argument") and submitted it to the HLC in October 2021. The HLC team of peer reviewers read that document and then came to campus for a site visit in November 2021. In March 2022, the HLC informed SLU of its decision to continue our accreditation for another 10 years, through 2031-2032. There were no sanctions or major concerns.

As part of our "mid-cycle" Assurance Argument in 2026, SLU will, however, need to embed two progress reports: a) one addressing progress on assessment of student learning in our new University Core and b) another on progress on implementation of our Academic Program Review process, which had waned in

recent year. More generally, we also know the HLC is increasingly attentive to institution planning, and how formal planning directly informs budgeting (and then how our evaluation of institutional effectiveness informs the next rounds of planning and budgeting); our mid-cycle Assurance Argument will need to speak to that expectation.

For more information about institutional and/or program-level accreditation at SLU, please contact Dr. Steve Sanchez, Associate Provost, at (314)977-2611 or steven.sanchez@slu.edu. Additionally, please consult [SLU's accreditation website](#).

Effective September 1, 2020:

There are 5 criteria within the HLC realm and they are:

Criterion 1 – Mission: The institutions' mission is clear and articulated publicly; it guides the institution's operations.

Criterion 2 – Integrity: Ethical and responsible conduct The institution acts with integrity; its conduct is ethical and responsible.

Criterion 3 - Teaching and Learning: Quality, resources, and support. The institution provides quality education, wherever and however its offerings are delivered.

Criterion 4 - Teaching and Learning: Evaluation and Improvement. The institution demonstrates responsibility for the quality of its educational programs learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Criterion 5 – Institutional Effectiveness, resources, and planning. The institution's resources, structures, processes, and planning are sufficient to further its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Policies – Lisa Dorsey:

We have been working to look at academic policies and processes that come across our table as we work through revisions and/or new programs throughout this academic year. In addition to this, we also have academic program review in which Associate Provost for Graduate Education April Trees has primary responsibility, but she and I share this responsibility and we have been working through revisions as necessary, based on what we have learned.

Please send to Lisa any programs that you are thinking about (whether it be major or minors), certificates, etc. so we can begin to frame what it might look like and so we can place it on the agenda for UAAC committee to review.

- *At the 9-8-22 UAAC Sub-Committee reviewed and discussed policies.*
- *The following policies will be placed on the agenda for the next UAAC meeting, which will take place on October 6th, 2022:*

"Draft" Micro Credential



2022-09 -

Micro-Credential Defi

Conversation regarding the micro credential policy has been on-going, however, there has not been a formal approval for this policy. Some of these policies are presented at both UAAC and GAAC meetings.

Policy – Time Limits on Course Work



Policy - Time Limits
on Course Work.pdf

University Hold Policy



2022-04-29 -
University Hold Policy

The sub-committee did have some concerns with some wording in the University Hold Policy. It will be discussed among colleges and this policy will be on the UAAC agenda in October.

Academic Strategic Planning: Provost Lewis:

Provost Lewis gave a presentation regarding SLU's Academic Strategic Planning.

For those who wish to have the link for the presentation, at the time of the writing an email has been sent. When the link has been received, it will be sent out to the UAAC committee.

What are the goals for the UAAC committee and how it might impact UAAC committee:

Developing inclusive pedagogy learning center approaches to curricular and programs. Should a program that is not new but then transition on-line need to go to the UAAC committee for approval or who should develop those processes regarding distance education. There is not a real set of policies on this type of learning.

There has been feedback on growing the impact of the educational mission of the institution and the priorities is the language would change. Right now, the words we are using are "reach and impact". What is the message to create that priority? There are not processes at Madrid Campus and we should have better roadmaps. It is still a SLU program rather or not they take the courses at Madrid; it is still a SLU program. I have also thought about other secondary campuses, not just Madrid.

The desire to teach students internationally that could never access a Jesuit education and one group we are working with is Jesuit Worldwide Learning, that is not only a distance education issue, but an issue of working with refugee population. In addition, how you would take on a distance education approach with a traditional online learning approach. The two are very different, so different approaches should be determined.

There might be other issues that might impact the oversight bodies and it would be nice if UAAC would be proactive on the Academic Strategic Planning process.

If you have any feedback, thoughts please email Provost Lewis.

Announcements: Next UAAC Meeting will be on October 6th, 2022 (HYBRID)