Meeting of the Villanova University
Academic Policy Committee

Wednesday, October 10, 2018
11:00 - 12:00 Noon
Fedigan Room (SAC 400)

Present: Sarah-Vaughan Brakman, Sherry Burrell, Kathy Byrnes, Matt Clarkin, Scott Dressler, Stacey Havlik, Marylu Hill, Ziyu (Jacky) Huang, Stephanie Katz, Christopher Kilby (chair), Rory Kramer, Adele Lindenmeyr, Eric Lomazoff, Wen Mao, Stephen Napier, Christine Kelleher Palus, Lesley Perry, Elizabeth Petit de Mange, Javad Siah, Andrea Welker, Craig Wheeland

Absent: Melissa Bradley (NIA), Michael Posner (NIA), Amanda Rappa (alternate), Ani Ural (NIA), Tianxia (Tina) Yang (NIA)

Administrative Items

1) Eric Lomazoff volunteered to take minutes.

2) Minutes from 9/14/2018 approved with no negative votes and one abstention.

Old Business

3) Follow-up:
   - Christopher Kilby reported (by way of Michael Posner) that no follow-up with respect to CATS was currently necessary.
   - Craig Wheeland offered a breakdown (by college in which the course was offered) of the 61 academic integrity cases from AY17-18: 22 CLAS Arts; 12 CLAS Sciences; 6 CLAS Graduate Programs; 9 COE; 1 CON; 11 VSB. Of the four cases that were unresolved as of the September meeting of APC, two have been resolved and two are still pending.

New Business

4) Student Government priorities
   Three undergraduates—two political science majors (Matthew Clarkin and Katie Connolly) and one philosophy and economics major (Jon Mack)—spoke to three distinct concerns from Villanova undergraduates:
   (a) Jon Mack discussed proposed student reforms respecting the CAPP. He pointed to alternative technologies that are more user-friendly and afford students more opportunities to plan one or more semesters ahead. Craig Wheeland noted the general complexity of the CAPP issue and acknowledged that both faculty and students experience periodic frustration. One APC member suggested that computer science students might be capable of developing "fixes" to existing problems. Adele Lindenmeyr suggested that APC invite someone from the Registrar's Office to come discuss amendments to (or wholesale alternatives to) the CAPP. Christopher Kilby

endorsed this idea. In response to a question, Jon Mack spoke to the potential advantages of Ellucian DegreeWorks, including the ability for advisers to keep notes from prior advising sessions and to conduct "what if" analyses with respect to the consequences of pursuing specific courses of study.

(b) Matthew Clarkin proposed extending the add/drop period. He noted that a number of Villanova's peer institutions give students at least seven days. There appeared (at least initially) to be broad agreement that a modest extension of the add/drop period would be desirable (though one APC member from the natural sciences—and a second from engineering–suggested that it is difficulty if not impossible for late-adding students to make up missed labs). Christopher Kilby suggested that it would also be worth considering a modest extension of the drop deadline (and/or the elimination of the WX). A possible solution was floated to accommodate all parties: give students seven days but give instructors the discretion to permit adds *beyond* that deadline. One APC member objected that this solution would place additional, and undue, burdens upon faculty members.

(c) Katie Connolly proposed mid-semester CATS for new faculty. Christopher Kilby pointed out that some faculty (irrespective of year at Villanova) already do this. Craig Wheeland noted that Gabrielle Bauer of VITAL has a form designed for this purpose. There was discussion of whether such an exercise should be voluntary or mandatory. Christopher Kilby noted that it might be difficult for new faculty, upon receiving mid-semester feedback for a course they are teaching for the first time, to make comprehensive mid-stream adjustments. One APC member suggested an alternative whereby a focus group might be convened among enrolled students (and perhaps with the help of VITAL) to offer constructive feedback. One APC member suggested it might be helpful for new junior faculty to observe *senior* faculty teach (an approach already available in VSB).

5) Develop APC agenda for year

Christopher Kilby proposed the retention of one existing subcommittee (on CATS) with Michael Posner as chair and recommended the creation of four new subcommittees on [1] academic programs outside of colleges (e.g., Honors, cross-college majors and minors), [2] academic advising (including the use of CliftonStrengths), [3] student course load (with an eye to possibly increasing course rigor by reducing the raw number of courses taken), and (on the basis of today's discussion) [4] add/drop.

A discussion ensued with respect to the prospect of establishing a subcommittee on advising. Craig Wheeland pointed out that CliftonStrengths was adopted for career advising, not academic advising. One APC member argued that while the intent may not have been to influence academic advising and student selection of appropriate paths, there could well be an academic *effect*. Adele Lindenmeyr suggested that advising is largely a college-specific endeavor, and thus counseled against the formation of the subcommittee.

Rorky Kramer volunteered to chair the student course load subcommittee; Jacky Huang volunteered to chair the academic projects outside of colleges subcommittee; and Matthew Clarkin volunteered to chair the add/drop subcommittee. Christopher Kilby asked each APC member to sign up for one of the five committees and circulated a sign-up sheet.