

Associate Dean's Council  
November 2, 2017  
Meeting Minutes

Present: Uriel Quesada, Richelle Voelker, Naomi Yavneh, Michael Rachal, Vicki Vega, Angela Hoffer, Patrick Armstrong, Dario, Elizabeth Rainey, Brad Petitfils, Leslie Culver,

Old Business

1. Review of minutes from October 5, 2017
2. Approval of syllabus template
  - a. Limit overview to 100-300 words.
  - b. Clarify that grading scale exists for a class. Professors MUST show students what scale they are using to assign grades. "Definition of the scale must be provided."
  - c. Second part: designed to clarify language regarding ADA accommodations and emergency procedures.
    - i. Difficult sentences with regard to ODS and accommodations. The ODS is available to assist students with disability-related barriers in developing appropriate accommodations for their courses.
    - ii. McKay helping develop better language regarding emergency management.
3. Placement Test (ALEKS, Language) 2018 – Uriel Quesada.

New Business

1. ODS Accommodation Concerns – Richelle Voelker
  - a. Packet handout of new document drafts for accommodation tracking.
  - b. Have worked with Tommy Screen on legal approvals of documents.
  - c. Been significant increase in numbers of faculty challenging accommodations of student. Will always have the right to challenge any accommodation, but challenges should go to ODS not to the student.
  - d. ODS has a process to follow when accommodations are challenged.
  - e. ODS has guidelines to determine "reasonable" accommodation:
    - i. Does accommodation fundamentally alter course requirements?
    - ii. Does accommodation cause undue burden to university?
  - f. ODS assists professors and colleges in operationalizing accommodations or finding more appropriate accommodations if determined undue burden for course requirements.
  - g. Important to have Assoc Deans involved in all cases to avoid duplication of efforts.
  - h. If an Honors Course, please include Yavneh
  - i. Examples of unreasonable would be useful.
    - i. Discussion on examples and possible responses.
  - j. Professors are just as exposed as the university under ADA if they operate outside university regulations on ADA, may be a good idea to include this in their contracts.
  - k. There is a need to have faculty training on ADA compliance issues. Former attempts were not as successful. Perhaps make such a meeting through mandatory college-based sessions.

- i. ADC recommends going to Screen to examine how to host a training.
  2. Retention Initiatives – Elizabeth Rainey
    - a. Ideas and general suggestions coming out of Retention Workstream
    - b. Late course withdrawal policy for first-year students. Suggestion coming from Counseling, due to processing medical withdrawals.
      - i. Something that can, and does, go before the Associate Dean informally.
      - ii. Usually involves some sort of extenuating circumstances.
      - iii. Preference to keep process informal, but strategic.
      - iv. Decision: will continue to work with AD's based on student's individual issues.
    - c. Medical withdrawals in general follow formal policy, but have been processed through the last week of classes.
    - d. Is there a way to inspire more urgency among students getting registered for courses?
      - i. A number of students have holds from Financial Affairs and Student Affairs.
      - ii. Campus clarity, require them to think about it.
      - iii. Could have two weeks of pre-registration. Create urgency.
      - iv. There are 400 freshmen who haven't even been cleared by advisors yet.
    - e. As you start to think about the calendar, deadline to drop or withdraw from 8 week online courses is almost immediate. Is there a way to make sure students are engaged in class in some way?
      - i. OCICU courses – if students do not participate in the first week of class, they are automatically dropped.
      - ii. Before Loyola didn't have an 8 week calendar, this is the first time Loyola is considering a regular 8 week schedule.
      - iii. Working with Judy Vogel on how to tie in the last day to drop courses with refunds.
      - iv. How to do early warning with 8 week courses?
    - f. Magis students have been told, signed the contract, received the email – students have to maintain at least a 1.5 GPA or they will not be able to return in January.
      - i. ADC's should be aware when they get the list coming soon that these students will not be able to attend.
      - ii. When do ADC's plan to send academic action letters? Grades usually posted on Sunday, last day to issue letters is Wednesday before Christmas.
      - iii. Suspensions & exclusions were priority sent certified mail, emails to preferred and loyno handled in December. Probation letters are sent in January.
      - iv. Please remind Rainey if probation letters go out before January.
    - g. Recommendation to eliminate "approve all advisees" button from faculty advisors.
    - h. Is there a way to increase communication among different advisors?
      - i. Screen 148 available on SIS
      - ii. Worries about duplicating efforts.
    - i. Talk to Student Records about Student Affairs block as retention efforts.
  3. Faculty 180 – Leslie Culver
    - a. Web based software system that will allow Loyola to move a number of manual processes to an online system. This will help track faculty CV and course teaching.

- b. Faculty have individual access, can update at any time. Can only see individual information. Different levels of access, individual faculty, chair of department, college dean.
    - i. How does Honors work within this structure? There can be secondary assignments set by the faculty.
  - c. Deans Offices and Staff can run reports based on faculty input.
  - d. Pilot departments have been working since last Spring. Goes live for rest of faculty in Fall 2018. Not asking part-time faculty to do this, only Full Time.
  - e. Can be used in multiple processes – annual reviews, reporting, tenure review.
  - f. Already programmed with language of professional accreditation. Will ask Business professors relevant questions for business accreditation.
4. Plagiarism across colleges (new policy or procedures) – Angela Hoffer
- a. Is there a way to better communicate decisions and code them between colleges? Current process should be double documentation. Notes on SIS 148 and copy of documentation to files in multiple dean’s office. Will be included in revised Academic Actions rules.
5. Instructor’s signature on advisor’s form – Kathy Gros. POSTPONED.
6. Eight week calendar – Michael Rachal
- a. Where do withdrawals, drops, drop-adds, etc go with an 8 week class?
  - b. When is last day to drop? When is last day to add?
  - c. Online Workstream working on developing rules for 8 week classes on these terms and conditions over contracts. Might be setting specific date prior to class. This may have to come from Provost.
  - d. Recommendations: Last day to add = first day of class. Last day to drop is first Friday. Not consistent with what Provost has expressed in other meetings.
  - e. Will rules be the same for traditional students and online only students? Will all follow same 8-week calendars. Important to get these right.
  - f. Looking at 5 different entry points.
  - g. Request to speak with Provost about the plan for these courses at next ADC meeting.
7. JED – Vicki Vega
- a. Suicide prevention initiatives working to make campus safer.
  - b. More information and examples available with Vega.
8. Reaching out to students eligible to return from medical withdrawal – Uriel Quesada
- a. What about outreach to students who have probation or holds? UCC would need to make sure they were cleared to return.
  - b. Invite Alicia Bourque to speak with ADC. Needs to be a review of records to check for holds and eligibility before outreach to students.
  - c. This invitation is subject to disciplinary and academic and financial holds regarding readmits.
9. Independent Study – Uriel Quesada
- a. Document will be posted on google drive.