

Academic Affairs Committee Report **Sam Houston State University**

Submitted by Sheryl Murphy-Manley, Chair of the Academic Affairs Committee

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Members: Sheryl Murphy-Manley (CFAMC), Kevin Clifton (CFAMC), William Jasper (COS), Paul Loeffler (COS), Rick White (COS), James Crosby (CHSS), Doug Ullrich (COS)

- I. IDEA visit is scheduled for Monday, February 25th from 8 am to 5 pm and on Tuesday, February 26th from 8 am to 3 pm. The modified proposed schedule is attached.

- II. Kandi Taybei will be attending our subcommittee meeting on February 28th to discuss graduate student issues and LPPs. Please send by email by Tuesday January 29th additional questions you would like the Academic Affairs Committee to present to Dean Taybei. (Send to Sheryl at mus_skm@shsu.edu) Proposed topics include:
 - A. Why are graduate student stipends different among colleges/departments?
 - B. What is being done to increase the number of assistantships and stipends offered?
 - C. Why do other universities offer tuition reimbursement as part of the recruiting package and SHSU does not?
 - D. How will the University support growth in graduate programs? (reduced rate for graduate dorms?; equipment and supplies?; increased stipends? (since A&M is an hour away with stipends much higher than ours); increased teaching loads for graduate faculty; and how this increased load will be handled on merit forms?)
 - E. Who decides on the numbers of GAs we have?
 - F. What can we offer to make SHSU a desirable place to come?
 - G. How can SHSU help with placement of our students?
 - H. Will SHSU provide monies to pay for items such as a person to keep instrumentation running?
 - I. How are LPP programs specifically determined? What is concrete in this determination, and is there flexibility in situations? Has the coordinating board backed down on their promise to increase number requirements?
 - J. What has been considered concerning those graduate programs that contribute to departments in which much of the substantive undergraduate education is experience-based, and often provided by graduate students (science labs for one)? [For example in contrast, for on-line, coursework masters programs with little operational interaction between learning community members, little mentoring occurs. The progress of the student through these programs can be simply maintained through accumulation of courses/hours without the requirements for group work, sharing and serving, teaching and mentoring, or opportunities for leadership roles. Degrees can be obtained without group work in concert with others. However in disciplines such as chemistry, faculty, graduate students, and undergraduates gravitate toward research groups and the laboratories. Masters-level students are critical to the undergraduate lab experience.]
 - K. What is the plan of action for addressing Low-Producing Programs at SHSU?
 - L. How does SHSU define a low producing program, and is that definition different from THECB's definition? Is importance to the University

considered as a factor?

- M. How is the university going to aid in this process? (Higher stipends?) If so, how will that be decided?
- N. How will recruiting for low producing programs be accomplished? It seems as if one of the first questions to be examined is: Do we want a program in "X"? Why? And if so, how can this be carried out? The committee believes that our first goal should be to strengthen SHSU, and since all majors have their strengths and weaknesses, it is not simply a numbers issue.