EXTENDED MINUTES
UNIVERSITY ACADEMIC COUNCIL
Friday, September 26, 2014

I.   Old Business

II. New Business
      A. Introductory comments by Provost Marrs
Provost Marrs' plans to attend as many UAC meetings as his
schedule will allow. He is most interested in attending meetings
to see how new curriculums and programs interact and to make
sure that they benefit the schools and the University. He is
hoping that UAC will be helpful in assessing the academic
implications that certain funded proposals exhibit.

      B. Discussion of UAC charter introduction of committee
         members
The charter has been helpful in regard to the responsibilities
of the committee. The charter discusses duties, composition,
meetings, quorum, voting, agenda, and consent items. The section
about consent items allows the chair of the committee to approve
when appropriate consent items without the committee's approval.
The last sentence which states that the committee will be given
the opportunity to discuss consent items and formally vote to
approve/disapprove has not been formally adopted.

When asked if the committee wants to vote on consent items, Eric
Hamilton stated that this could be unintentionally abused, that
it might morph into something that is happening outside of the
committee's awareness. He thinks that UAC needs as much time as
it can have to consider consent items. Shelley Saxer thinks that
UAC should be involved if the consent item includes the removal
of a course or is a major component of the University's
business. She is in favor of keeping the last sentence. Michael
Williams is has a high level of trust for the community and does
not have concerns that people will intentionally abuse the
situation; he is in favor of removing the sentence. James
Prieger feels that the entire paragraph is self-contradictory.

Jay Brewster suggested that he could revise the language to
allow for administrative approval but fully communicate it with
UAC. Provost Marrs suggested that committee members have 2-3
days to bring up any issues they have with the administrative
decision. Jay will revise the paragraph and send it out to the
committee next week.

C. Discussion of meeting times and summer scheduling
Michael Williams finds that not having UAC meetings in the
summer months creates challenges for Graziadio, since GSBM is on
a 12-month calendar. Shelley Saxer agrees that the law school
runs into the same problem during the summer. Jay Brewster
suggested scheduling a meeting in early July to cover June and
July, and if necessary, could assemble a quorum during the
summer months.

D. Exemplar program proposal discussion – Lisa Bortman
Lisa Bortman reviewed the new program proposal guide, which is
an addendum to the original program proposal guide. The document
gave suggestions of what should be included in a program
proposal and specific examples. Committee members are encouraged
to share this document with their faculty now and gather
feedback throughout the academic year. This document will be
placed as an action item at the end of the year to see if UAC
wants to formally adopt it. Lisa's team will create a similar
document for new courses and place both on the provost's
website.

III. New Business--Action Items. The following proposal
   (III. A. 1) marked as a double-underscored number, may be
   voted on as **Consent Agenda.***

☐ Go to Sakai https://courses.pepperdine.edu
☐ Click "Pepperdine Login."
☐ Enter your username and password.
☐ Click the "UAC" tab.
☐ Click "Resources."
☐ Click the UAC folder for the meeting date.

A. Seaver submits the following items for approval:

1.   **Change course name for SOC 431** as described in
      Seaver-1-SOSC-SOC 431.pdf

2.   **Add CHIN 351 Advanced Chinese I** as described in
      Seaver-2-ISL-CHIN 351.pdf

3.   **Add CHIN 352 Advanced Chinese II** as described in
      Seaver-3-ISL-CHIN 352.pdf

Currently, Chinese only goes through the fourth semester. Due to increased interest (especially from students studying international business and those returning from the Shanghai program), the ISL division has offered directed studies and 592's in the past to students who want to study Chinese beyond the fourth semester. Adding courses in advanced Chinese would give students more time to develop and practice their skills and engage in conversation. This curriculum matches well with what Seaver offers in other languages. Heritage speakers (those who speak Chinese conversationally but not academically) would be more likely to take these advanced courses than native speakers. Last year, Deyuan Fu was hired as a visiting professor of Chinese studies; however, his interest in full-time work as a historian may take him elsewhere. The ISL division would like to hire someone whose specialty is in Chinese culture/literature to develop a minor in the future.

B. Graziadio submits the following item for approval:

1.   **Proposal for a new Masters of Science in Human Resources (MSHR)** as described in *Graz-1-MSHR.pdf*

Professors Mark Allen and Darren Good gave an overview of the Masters of Science in Human Resources program. The goal in developing this program is to prepare individuals for the new business landscape of HR.

In recent years, the profession of HR has transformed in a way that most HR professionals are partners to the business they support. Most also work at the business instead of an HR office. Mark and Allen completed a task report that looked at nationwide survey data to identify interests and ongoing trends in higher education. Three areas of rising attraction are accounting, information technology, and human resources. They also conducted a small sample focus group of HR staff and found that the demand is greater than the applicant pool.

There are not many local institutions offering an MSHR. The MSHR program is designed to give functional expertise in HR but also provide a business acumen. Half of the MSHR curriculum is comprised of HR courses and half is comprised of business courses. The goal is to launch the program in fall of 2015.

A fundamental question is what the right delivery mode is: full-time or part-time? Full-time students would most likely be younger individuals who have a few years of work experience and an aspiration to move into HR. Part-time students would likely

by mid-career professionals who are already in HR but want to move to an executive field.

Lisa Bortman stated that under new WASC standards, all programs have higher-level thinking outcomes. The MSHR proposal needs to revise its outcomes.

> 2. **Add DESC 638 Human Resource Analytics and Insights** as described in *Graz-1-MSHR.pdf*
>
> 3. **Add ISTM 629 Digital Platforms for Human Resource and Information Management** as described in *Graz-1-MSHR.pdf*
>
> 4. **Add LEGL 632 Employment Law** as described in *Graz-1-MSHR.pdf*
>
> 5. **Add OTMT 674 Total Rewards** as described in *Graz-1-MSHR.pdf*
>
> 6. **Add OTMT 675 Organization and Job Design** as described in *Graz-1-MSHR.pdf*
>
> 7. **Add OTMT 676 Talent Management** as described in *Graz-1-MSHR.pdf*
>
> 8. **Add OTMT 677 Global Human Resources and Inclusion** as described in *Graz-1-MSHR.pdf*
>
> 9. **Add STGY 655 Strategic Human Resources** as described in *Graz-1-MSHR.pdf*

    C. GSEP   None

    D. SOL   None

    E. SPP   None

* Consent Agenda. Suggested criteria for including items on the Consent Agenda are as follows:

1.   Title and description changes
2.   Clarification of requirements
3.   Removal of a course
4.   Changes in prerequisites
5.   Moving courses around
6.   Cross-listing courses
7.   Conform catalog to existing PeopleSoft practices
8.   Reactivate a course