

Minutes

Faculty Senate Meeting

2 December 1997

The meeting came to order at 4:07 p.m. in Chryst 210. All departments except Art and Foreign Languages were present. Dr. Lynch (Counseling and Human Development) was excused.

MINUTES

The minutes of 18 November 1997 were approved with one correction on p. 4323: The Academic Standards Committee discussed "the letters sent to students on academic probation and on dismissal."

REPORTS

Chairperson

D. Eidam reminded faculty senators of upcoming elections of officers. He encouraged the senators to stress the importance of attending commencement, 21 December at 2 p.m., with their departments. He reported on the 1 December SPARC meeting and he read a letter from Dr. Marcia Rook, Department of Special Education, into the record concerning SPED 435.

Student Senate

M. Dinofia reported on the 4 December meeting. The Student Senate voted to regain from the administration their ability to make men's and women's athletics allocations. The senators are discussing changing the allocations process and raising student activities fee. They also voted to enact weekly meetings for Thursdays at 6:30. Miss DiNofia announced the presidency of the Student Senate is now a three-credit internship in Political Science. The 1998 calendar includes an all-student organization banquet on 8 February and a SSHE student governance meeting, April 23-25.

Administrative Officers

President F. McNairy announced the university has been successful in securing competitive state-sponsored SSHE collaborative grants for equipment and for the virtual university project. She reminded everyone of the importance of attending commencement.

Provost J. Stager reminded everyone of the rule about holding a class meeting if a final is not being given during final exams week. He commented further on the virtual university project and its relationship to other state grants to: initiate system-wide imperatives; provide for technology training; and for enhancing student learning. Teleconferencing equipment has been installed in Ganser B-10. Dr. Diane Umble (COMM/THEA) is coordinating faculty use of the facility.

Vice-President G. Eckert reported on the Capital Campaign and on the fund-raising strategies which had been most successful (matching funds, designated gifts, and planned giving).

Associate Provost J. Roller announced the appointment of Dr. Kirsten Bookmiller (POL SCI) as Director of International Affairs. Dr. Roller thanked the faculty who served as on-site advisors during pre-registration.

Committees

General Education Review Committee

C. Stameshkin placed the position description for the Director of General Education on the 3 February 1998 agenda (See Attachment 1). She encouraged faculty to participate in the curriculum discussion through the Senate's Web site.

Women's Studies Curriculum

B. Schneller reported the WSCC approved three courses for the WS program: ANTH 226: Comparative Societies--Women and Ethnography; EDFN 386/586 (WSTU 491): Special Topics-Critical Pedagogy, Justice, and El Salvador; and HIST 209.01: Topics in U.S. History: Women in American History.

Academic Policies

K. Bookmiller placed a document on determining the QPA in the major on the 3 February agenda (see Attachment 2).

Academic Theme

J. Piperberg announced the memo calling for theme proposals is being distributed. The deadline for submission is 17 February 1998.

Business

Proposed Course

The Senate approved the Minor in Anthropology.

Elections

The Senate failed to elect a chair for the Academic Policies Committee. Another attempt will be made 3 February.

Technology Vision Task Force Report

Barbara Hunsberger reported on the Technology Vision Task Force's document approved by PAC. She distributed a summary of her presentation (Attachment 3) and responded to faculty questions and comments on standards, teaching and technology, and on staffing needs.

Enrollment Management Questionnaire

Associate Provost J. Roller was recognized to discuss the Enrollment Management Request for Information Document (See Attachment 2, 18 November minutes, pp. 4327-4330). Dr. Roller acknowledged Dr. Delray Schultz, a member of the Admissions, Advisement, and Student Affairs Committee (AASAC), and Dr. Beverly Schneller, a member of the Enrollment Management Task Force and the AASAC. Dr. Roller provided a brief background on the task force's work and on her recent meeting with the AASAC. She asked Senators to discuss the questionnaire within their departments.

The meeting adjourned at 5:45 p.m. The next meeting of the Faculty Senate is 3 February 1998.

Respectfully submitted,

Beverly Schneller,
Secretary

Action Summary
2 December 1997

1. Program Approvals:

The Senate approved the Minor in Anthropology.

Attachment 1
Faculty Senate Minutes
2 December 1997

Director of General Education

The director will be a member of the faculty who will be given released time (6 hours, each regular semester and 6 hours during the summer) to execute those aspects of the management of our general education program that are most appropriately managed by a dedicated member of the faculty. If the faculty is to retain significant control over curricular matters, it is imperative that leadership of the general education program be entrusted to a faculty member.

S/he will function in a manner similar to a department chair, and also, to the directors of other programs such as the Honors Program, International Studies, African-American Studies, Women's Studies, and Hispanic Studies. Other duties associated with general education will be performed by appropriate members of the regular administration; the director will be the faculty's liaison with these administrators. The director will report regularly to an administrator designated by the provost and to the faculty, through the Faculty Senate and the General Education Review Committee. S/he will coordinate the various components of the general education curriculum by providing information, and assisting with school and department activities. The director will be an advocate for the general education objectives and curriculum, always acting with the advice and consent of the faculty and appropriate administrators.

Duties of Director of General Education

1. Initiate and assist with faculty development programs regarding general education, including orientation of new faculty, continuing education for all interested faculty, and special events. This is the key to making sure that the general education program is owned and appreciated by the faculty, and that they regularly explain it to students.
2. Assist faculty and staff in the task of helping students understand and appreciate the general education program and its rationale, especially as a part of orientation.
3. Be available to faculty advisors, administrators, and students who have concerns about the general education programs and to make sure that these concerns are taken seriously.
4. Coordinate the assessment of general education by working closely with department chairs, deans, the appropriate faculty committees, and the associate provosts.

5. Be an advisor and advocate to the UCPRC for courses proposed for general education credit.
6. Meet regularly with the General Education Review Committee and be guided by their policy decisions.
7. Meet regularly with a member of the administration designated by the Provost, to discuss general education concerns such as the scheduling of general education courses, problems students and faculty are experiencing with the general education program, etc.
8. Compile an annual report on general education.
9. With the assistance of the GERC, conduct the Five-Year Performance Review of the general education program.
10. [Administer the budget for general education programs.] (This assumes that there will be a budget for faculty development, special events, general education assessment activities, etc.)

Attachment 2
Faculty Senate Minutes
2 December 1997

To: Faculty Senate
From: Kirsten Bookmiller, Chair
Academic Policies Committee
Date: 3 December 1997
Re: Determination of Major Q.P.A.

Motion:

That the university universally adopt the following statement concerning determination of major Q.P.A.:

"The major Q.P.A. includes all core courses, major electives, and any other major courses taken beyond the minimum requirements for the major. Required related courses are not included in this calculation."

Rationale:

DARS, *Governance Manual* and the undergraduate catalog are all slightly inconsistent (and to some extent incomplete) in conveying to students and faculty how the major Q.P.A. is actually determined.

Attachment 3
Faculty Senate Minutes
2 December 1997

TECHNOLOGY VISION TASK FORCE DRAFT PLAN

SUMMARY

One of the primary challenges of the 21st century is to effectively integrate information technology into the teaching and learning process. The information technology plan presents a vision of what our teaching and learning environment should look like in the next century. It outlines many of the key issues that must be addressed in order for the University to move toward that vision.

The current technology environment at the University has many notable features, which are the results of the efforts by many people over the years and extensive funding support from the University. These include:

- Stable fiber-optic backbone installed at a fraction of the cost at other universities
- Academic Affairs policy and budget to provide every new faculty member with a state-of-the-art workstation at the desktop
- 12 computer labs located in key buildings
- two year program to connect every dormitory room to campus network
- modern student information system
- new integrated administrative information system that runs in a client server environment
- modern automated library system
- campus wide information system (CWIS)

At the same time the task force and the University community recognize the existence of numerous problem areas in our technology environment that must be addressed.

These include:

- growing problem providing adequate user support
- lack of coordinated and on-going training programs for University staff and training for technical staff
- lack of University-wide hardware/software standards
- current split organizational structure
- lack of budget process for systematic future replacements
- existence of too many automation committees with little communication or coordination
- incomplete inventory of current state of technology across campus

- technology gap in access capability and skill levels among faculty and staff
- lack of University-wide planning for technology in the classroom
- slowness in adopting distance education

RECOMMENDATIONS FOR NEXT 12 MONTHS

- Hire vice president for information technology and use consultant to develop job description and conduct the search
 - Hire consultant to evaluate skills and knowledge base of all staff in Academic Computing and CIT
 - Establish and communicate hardware and software standards
 - Establish criteria for rewarding faculty and staff who learn and effectively utilize information technology
 - Provide time and resources to develop a Professional Development center which incorporates information technologies
 - Expand existing orientation programs for new faculty, staff, and students to provide understanding of information technology resources
 - Identify information technology competencies that students should achieve by graduation and integrate them into the curriculum
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Attachment 2
Faculty Senate Minutes
18 November 1997

DATE: November 17, 1997
TO: Faculty Senate
FROM: Dr. Judi M. Roller, Associate Provost
Academic Programs and Services
SUBJECT: FUTURE AGENDA ITEM - REQUEST FOR INFORMATION

This summer an enrollment management initiative began at the university with the appointment of an Enrollment Management Steering Committee. In her charge to the committee, Provost McNairy indicated that the committee was to:

1. Develop a long-term enrollment management plan and provide recommendations for university action.
2. Develop subcommittee charges and appoint subcommittees
 - Identify issues to be addressed which could include, but are not limited to:
 - African-American and Latino Student Retention
 - Majors with capacity and over capacity
 - Annually fluctuating enrollments
 - Mix of student body
 - Admissions policies and practices
 - Institutional image
 - Graduate education
 - Develop recommendations for optimizing student retention
 - Identify a preferred student profile and develop strategies for recruiting this student body
 - Identify institutional vulnerabilities and develop recommendations for addressing these issues
 - Recommend a cumulative and longitudinal student tracking model
 - Assess institutional policies and procedures as they affect enrollment management
3. Develop timeline

The Committee members are: Dr. Bennett F. Berhow, Mr. Darrell C. Davis, Dr. Michael A. Dianna, Ms. Amy H. Dmizak, Ms. Patricia Hopson-Shelton, Dr. Gary R. Hovinen, Mr. David L. Myer, Mr. Joseph E. Revelt, Dr. Larry N. Reinking, Dr. Judi M. Roller (Chair), Dr. Beverly E. Schneller, Ms. Linda A. Suskie, and Dr. Robert O. Thomas.

At this point, the Committee is actively seeking faculty input on its charge, both through the schools and the Faculty Senate. The Senate subcommittee on Admissions,

Advisement and Student Affairs has recommended the distribution of this brief update and discussion at Senate as the best procedure to seek your assistance. Specifically, we are asking for your ideas, observations, suggestions, concerns, and experiences regarding the following issues, as well as those delineated earlier; particularly as they affect the classroom:

- Student retention and graduation rates, particularly for students of color
- Over-subscribed and under-subscribed majors
- Admissions policies and practices
- Preferred student profile

Attached is a list of questions the Committee initially used to guide its charge that may be helpful information and we would appreciate your comments on these questions as well. The Committee has thus far heard presentations on student demographics from Institutional Research, an Admissions presentation on its policies and activities, and a report on student retention and persistence. The Steering Committee has also established three sub-committees on student focus groups, over-subscribed and under-subscribed majors, and student retention. The committee members and I look forward to your input and discussion.

QUESTIONS

Marketing, Pre-Admissions and Admission

1. What are our marketing and recruitment strategies and are they effective?
2. Are current admissions criteria appropriate? Should criteria vary based on students intended majors?
3. What are the policies governing admission as an undeclared major and are they appropriate?

Student Assessment Services

1. Are current methods of placement testing effective?
2. Which support services, including, but not limited to, financial aid, ACE, Act 101/PACE, Resident Life, Academic Advisement, and Orientation, are effective in enhancing student success and retention and why?
3. How effective are we at academic advising and how does it affect student enrollment?
4. Why are students taking longer and/or taking more than the required amount of credit to earn a degree?

5. How should outcomes-based assessment integrate with enrollment management?

Retention

1. What are job placement rates by major?
2. What are our interventions and outreach efforts?

Strategic Planning

1. What are the university's goals for student enrollment?
 2. How has our student body changed over the last five years and how has the institution effected and/or responded to these changes?
 3. Which factors affecting the university's student enrollment are most likely to change over the next five years and how?
 4. What is the present procedure for projecting enrollments and how might it be improved?
 5. What is the present and future role of the enrollment projection group?
 6. How do Enrollment Bands, Out-of-State Restrictions, and other artificial constraints affect our mix of students?
 7. What is the optimum size for our freshman and transfer population?
 8. What are our various sub-populations of students; what are appropriate mixes of these populations; and what are their needs? How effectively are these needs being met?
 9. What are the university's over-enrolled and under-enrolled majors, given current human, physical, and fiscal resources and how should these enrollments be managed?
 10. What is the university's "niche"?
 11. How will distance learning initiatives affect enrollment?
 12. How will enrollment management be integrated with the university's mission and strategic goals and themes?
- ### Recommendations
1. What recommendations should be made based on the findings and how should they be implemented.
 13. This document is heavily indebted to Peter T. Ewell, Recruitment, Retention, and Student Flow: A Comprehensive Approach to Enrollment Management Research, MCHEMS Monograph #7, 1985 as well as to enrollment management initiatives at Wright State University (Dayton, Ohio) and the University of Hawaii.