
Agenda for the October 2, 2003 CAA Meeting

Items approved: 03-66, Response to the Faculty Senate recommendation on the Honors Advisory Council
03-70, Summer Calendar Initiative

Items Pending: 03-71, BUS 3970, Study Abroad (New Course)
03-72, Summer Academic Load Policy (Request for Clarification)

Council on Academic Affairs

Minutes

October 2, 2003

The October 2, 2003 meeting of the Council on Academic Affairs was held at 2:05 p.m. in Booth Library Conference Room 4440.

Members present: Dr. Bock, Mr. Bunker, Dr. Dietz, Ms. Dilworth, Dr. Fewell, Ms. Hall, Dr. Helsel, Dr. Methven, Dr. Reid, Ms. Samuels, Ms. Sartore, Ms. Sterling, and Dr. Tidwell.

Staff present: Dr. Herrington-Perry, Dr. Lord, and Ms. Fopay.

Guests present: Ms. Baxter, Academic Advising; Ms. Creath, Records; Dean Lasky, Honors College; Mr. Martin, *Daily Eastern News*; Mr. Renick, *Daily Eastern News*; Dr. Wayland, School of Business

I. Minutes

The minutes of September 25, 2003 were approved as written.

II. Communications:

None.

III. Committee Reports

None.

IV. Items to be Added to the Agenda:

1. 03-71, BUS 3970, Study Abroad (New Course)
2. 03-72, Summer Academic Load Policy (Request for Clarification)

Dr. Bock moved and Dr. Dietz seconded the motion to add these items to the agenda.

V. Items to be Acted Upon.

1. **03-66, Response to the Faculty Senate recommendation on the Honors Advisory Council.**

Dean Lasky discussed and answered questions regarding the Honors Council's composition and duties. In addition, he also clarified the members' selection process. Finally, upon the request of the council, Dean Lasky agreed to publish this information in the Honors Council's bylaws.

The council voted to let the authority to appoint members of the Honors Council remain with CAA and approved the Honors Council composition and duties.

This motion passed unanimously (**See Attachment A**).

2. **03-70, Summer Calendar Initiative.**

The council continued discussion of this item from last week's meeting. Provost Lord listened to and answered questions of the council who expressed concerns regarding internships, academic loads, and other items that they felt could be impacted by the proposed summer calendar.

The Council decided to vote to approve the policy and to revisit the academic load policy issues once the summer calendar initiative had been approved campus-wide.

This motion passed unanimously (**See Attachment B**).

The meeting adjourned at 3:15 p.m.

--Minutes prepared by Janet Fopay, Recording Secretary

The current agenda and all CAA council minutes are available on the web at <http://www.eiu.edu/~eiucaa/>. In addition, an electronic course library is available at <http://www.edu.edu/~eiucaa/elibrary/>.

***** ANNOUNCEMENT OF NEXT MEETING *****
Thursday, October 16, 2003
Conference Room 4440 - Booth Library @ 2:00 p.m.

Agenda

1. 03-71, BUS 3970, Study Abroad (New Course)
2. 03-72, Summer Academic Load Policy (Request for Clarification)

Approved Executive Actions:

COS

Effective Spring 2004

1. Remove the writing intensive designation from BIO 1200G and BIO 1300G
2. Designate BIO 3720 and BIO 4984 as writing intensive courses

Pending Executive Actions:

None.

Attachment A

The Honors College - Booth House

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Honors Council Composition and Duties

The Honors Council is composed of nine voting members. Three of whom are student members serving one-year terms. Six are faculty/staff members who serve three-year terms.

Duties of the Honors Council

1. Serve as an advisory panel for the Dean of the Honors College.
2. Serve as an advocacy group for the Honors College.
3. Ensure the academic and intellectual integrity of the Honors College.
4. Review all honors course proposals and provide recommendations to the dean prior to submission to CAA for final approval.
5. Recommend to the dean appropriate academic criteria for the Honors College including but not limited to
 - a. Admission standards
 - b. Retention criteria
 - c. Other academic standards
6. Review all scholarship applications and make recommendations for awards to the dean.
7. Recommend form and content for scholarship applications.
8. Review and recommend a recipient for the Annual Distinguished Honors Teaching Award.
9. Participate in the selection of Honors staff.

Selection to the Honors Council

1. Student members of the Council are elected through the agency of the Association of Honors Students. Students are elected for one-year terms and may not serve as chair of the Council.
2. Faculty/staff members are appointed by the Council on Academic Affairs. They serve three-year overlapping terms. The CAA

appointments are based on recommendations from the Dean of The Honors College as provided to the CAA by the Provost/Vice President for Academic Affairs. The Dean seeks potential nominees by posting notices in the faculty newsletter for three consecutive weeks. To be considered, potential nominees must have a demonstrated commitment to Honors education by having taught Honors classes, served as the director of an Honors thesis, or served as a Departmental Honors Coordinator.

Attachment B**Reconsidering the Structure of EIU's Summer Terms
DRAFT v2.1 submitted to the Faculty Senate, Council on Academic Affairs and Student
Senate on 9-Sep-03**

With the support of Provost Lord, a small ad hoc committee consisting of William Weber (chair), Will Hine, Frank Hohengarten, and Charlie Rohn met during academic year 2002–03 to consider a possible restructuring of Eastern's Summer Session terms. This document summarizes the committee's initial considerations and recommendations. As feedback and input are obtained from the campus community and incorporated into the draft, it is hoped that this document will lead to a recommendation to the Provost regarding if a change in the structure of Eastern's Summer Session terms would be advantageous and if so, what type of change would provide the most benefits to students, faculty and the campus community.

Considerations

The committee believes that the following aspects are important when reconsidering the structure of the summer terms:

(1) Student Clientele and Student Needs

The major student constituencies that Eastern serves during the Summer terms are upper-division and graduate students. More than 75% of on-campus student credit hours in Summer 2003 were generated by courses at the 3000-level and above. In Summer 2002, only 274 of the 4,143 students enrolled were lower-division (freshman and sophomore) students.

Three groups of upper-division and graduate students appear to be driving student enrollments:

- a. Graduating seniors. Intersession remains an extremely popular and successful term, responsible for about one-third of all of on-campus student credit hours generated in Summer 2003. General education courses are responsible for nearly 40 percent of on-campus Intersession student credit hours.
- b. Students in pre-service and in-service teacher programs. Teacher preparation continues to be a major emphasis in state assessment of public universities, and the College of Education and Professional Studies (CEPS) continues to serve a sizable number of Eastern's students. During the Summer 2003 8-week term, CEPS generated nearly twice the number of on-campus student credit hours as did any other college. In Fall 2002, CEPS had more majors—both on- and off-campus—than did any other college, as well as more than half of the University's graduate students.
- c. Students in cohort programs. A number of cohort and other specialized degree programs either have significant summer offerings or are summer-only programs. Examples include the Master of Science in Natural Sciences (MSNS) program for secondary science teachers, the Completion by Learning on an Alternative Schedule (CLAS) undergraduate program and the Alternative Route to Teacher Certification program.

The data also show a general trend away from on-campus enrollments to off-campus enrollments. While on-campus student-credit-hour production has declined since Summer 2001, summer off-campus programs have shown double-digit growth over the same time period.

(2) Program Delivery and Pedagogical Considerations

While some courses can be successfully taught in the 4-week schedule, other courses require a longer time frame for students to master the curricular content. For instance, students may benefit from a longer time frame for courses that are writing-intensive, require portfolio development, have a theoretical focus or provide field experiences. As initial data for Summer 2003 show, the 8-week term generated more on-campus student credit hours than the total of the two 4-week terms it overlaps.

(3) Need for a Campus Downtime Period

Some campus projects have the potential to inconvenience or even interfere with academic program delivery. For instance, upgrading hardware and/or software in computer labs, installing new ventilation or other equipment in laboratories, and relocating faculty and staff as necessary for major capital projects have this potential. Recent expansion of technology-delivered and -enhanced courses and programs, as well as upcoming conversions to new personnel and student information systems, have increased the need for a campus downtime period between terms during which systems can be overhauled and tested without disrupting classes.

(4) Program Cost

Not all on-campus summer courses can be expected to fully cover their instructional costs. For Summer 2003, on-campus instructional costs average about \$2,025 per credit unit. At current tuition rates, courses on average must have an enrollment of 15–20 students in order for the University to “break even” on the Summer Session. Many summer courses, such as graduate-level courses and some major-requirement courses, by necessity have relatively low enrollments, which constrains the degree to which the Summer Session can meet this average enrollment target. Nevertheless, because of the fiscal circumstances currently faced by the University, the committee believes that the Summer Session should be subsidized by the overall University budget as little as possible. At many universities, summer sessions are not subsidized at all. While any significant reduction in instructional costs is unlikely (and arguably undesirable as well), making the Summer Session more attractive to students, cutting the administrative costs of the program and minimizing overhead costs such as utilities are other possible methods of addressing this goal.

Initial Recommendation

The committee believes that, in light of the above considerations, the campus community would benefit from a change in the structure of the Summer Session terms. While the current summer calendar certainly has some advantages, we note that it also has some significant drawbacks:

(1) The week break between the Spring Semester and Intersession is inconvenient for Seniors who use Intersession to complete their remaining degree requirements.

(2) In that course selections are spread out over 4 different summer terms, the ability of a student to find an acceptable substitute within the same term for a cancelled course is limited.

- (3) The 2-week break between the Summer terms and the Fall Semester is inadequate downtime for some projects which can be disruptive to program delivery, such as minor capital improvements and software and hardware conversions.
- (4) The 4-week term structure is not ideal for some courses and programs in which students need greater time for projects and for synthesis of course content.
- (5) The 4-week term structure is not well-suited to the Friday afternoon campus building closures which may need to be accommodated in future tight-budget years.
- (6) The complexity of the structure of Summer terms, along with the recent modifications to General Accounting Standards Board (GASB) guidelines (which require summer school salary payments to be in concordance with number of days that fall in each fiscal year), increases the probability of payroll errors and faculty overpayment situations and adds to the cost of processing and administering summer contracts.

The committee considered a number of different options for alternative Summer term structures. From among the options considered, the committee's initial recommendation is for Eastern to have a 4-week Intersession and a 6-week primary Summer Session. The committee recommends that (i) the Intersession follow the Spring term as soon as possible, allowing only a sufficient break for the processing of Spring grades, and (ii) the primary Summer Session follow the Intersession as soon as possible, with a break between the two added as needed to accommodate the schedules of area teachers.

Within such a structure, many of the above concerns can be addressed. In particular, a 4-6 structure would focus the time frame for on-campus summer offerings and provide a significant downtime for the campus. For instance, the Summer 2004 calendar would be revised as follows under this option:

Current Calendar for 2004

	First Class Day	Last Class Day	Term Closes
Spring Semester			May 9
Intersession	May 17	June 10	June 14
4-wk-1	June 14	July 8	July 12
4-wk-2	July 12	Aug 4	Aug 10
8-wk	June 14	Aug 4	Aug 10
Fall Semester	Aug 23		

4-6 Summer Calendar Option for 2004

	First Class Day	Last Class Day (Final Exams)	Term Closes
Spring Semester			May 9
Intersession	May 13	June 8	June 10
6-wk	June 10	July 20	July 22
Fall Semester	Aug 23		

Prior to Summer 2003, there was no break between the Spring term and Intersession and there was a one-week break between Intersession and the subsequent Summer terms. Beginning in Summer 2003, there was a one-week break between the Spring term and Intersession but no break between Intersession and the main summer term. The committee recommends returning to the pre-2003 structure with at most a minimal break between Spring and Intersession, sufficient to allow for processing of Spring grades and any requisite revision of student Intersession schedules. The primary reason for such a change would be to consolidate existing breaks into a substantial downtime for the campus.

The committee further recommends that, as in the present structure, any break between Intersession and the main Summer term be minimal. The start date for Eastern's main Summer term, regardless of its length, must dovetail with primary and secondary school calendars (including their "snow days") in order to accommodate area teachers. The committee has verified that an early- to mid-June start date would be viable for this clientele in most years. The committee recommends that the Director of Summer School review area school calendars each year in order to advise the President's Council on the start date for the main Summer term.

The 6-week summer term recommended by the committee is a common one used at other universities. Scheduling modules for a 6-week term could be similar to those used for the 5-week summer terms that Eastern used before adopting the current structure in Summer 1999. Further, 6-week scheduling modules could be built to accommodate the Friday afternoon summer closures that the University is currently using should they prove cost-effective.

Special Considerations

The committee recognizes that not all instructional activities can fit within either a 4-week Intersession or a 6-week primary Summer term. Regardless of whether or not a new summer calendar is adopted, some courses—most notably weekend, off-campus and cohort program courses—will not fit neatly into the term structure, and Eastern's support systems must be flexible enough to handle such cases.

To address this concern, the committee recommends that Departments be allowed to adjust the start and/or end dates of courses when justified by program need. For instance, a program which requires an 8-week internship could schedule it to start two weeks before the beginning of the primary Summer term so that it could end at the same time as the 6-week term, or alternatively the internship could be scheduled to start with the primary Summer term and end two weeks after its official close. On-campus courses which extend beyond the close of the primary Summer term would have to be scheduled in a limited number of buildings in order to generate utility savings from building closures. Any courses which fall outside the standard Summer calendar would have to be clearly identified in the Summer schedule to minimize any potential confusion.

Under such a structure, two or three separate dates would be needed for the batch processing of summer grades. One date would be at the end of the primary Summer term to process grades for Intersession and the 6-week term. If a significant number of on-campus courses extend beyond the 6-week term because of program needs, a second batch date two or three weeks after the close of the 6-week term would be required to process the grades for those courses. Finally, a batch processing should be run immediately prior to the beginning of the Fall semester in order process grades for any remaining summer courses (primarily SCE off-campus courses). The problem of scheduling dates for batch grade processing is expected to be a short-term problem. Increased numbers of on-line, off-campus and other courses that fall outside traditional semester schedules will force Eastern to move from limited batch processing to as-needed processing of grades.

Maximum Academic Loads for Students

If a new Summer calendar is adopted, the Council for Academic Affairs will need to revise the policy on academic loads. Current policy is that students may enroll in a maximum of 6 hours during any 4-week term and a maximum of 12 hours total among the 4-wk-1, 8-wk and 4-wk-2 terms. In order to include a revised policy in the printed Summer Bulletin, the Council would have to approve it by late January.

Data Attachments

Student Credit Hours for SU 2003 On-Campus Courses (Preliminary Estimates—Unofficial)
Student Credit Hours for SU 2003 On- and Off-Campus Courses (Preliminary Estimates—Unofficial)

Timeframe

July 2003: Submit initial recommendation to the Council of Deans for review, reaction and feedback.

August 2003: Submit initial recommendation to the Council of Chairs and to College Administrative Councils for review, reaction and feedback.

September 2003: Submit refined recommendation to Faculty Senate, the Council on Academic Affairs and the Student Senate for review, reaction and feedback.

Subsequent actions will depend on the feedback received. Department Chairs currently begin entering Summer schedules in early October; this date can be delayed to late October if needed. If a change in the Summer calendar were to be recommended, the President's Council would have to approve the change by the middle of October in order to implement it for the following summer. Otherwise, any approved recommendations would have to be implemented in the subsequent summer.

Reviews

First draft reviewed and endorsed by the ad hoc committee on 20-Jun-03.

Revised draft reviewed and endorsed by the Council of Deans on 22-Jul-03.

Revised draft submitted to Council of Chairs and College Administrative Councils on 14-Aug-03. Draft revised on 8-Sep-03 in response to initial feedback from these groups; initiative still being reviewed by these groups.