

Meeting Minutes Archive**October 10, 2001**

To: Members of the Corporate Faculty
 From: Dr. Carolyn Saari, Secretary, Faculty Council
 Subject: Meeting held on the 13th Floor, Lewis Towers, WTC

I. The Meeting was Called to Order by Chair, Bren Murphy, at 3:03pm.

A prayer was offered by Fr. Robert Bireley, S.J.

II. Minutes of September 12, 2001

Motion: That the September 12, 2001 minutes be approved
Moved By: Kerry Cochrane, Libraries
Seconded By: Dr. Nicholas Lash, Finance
Action: Motion passed unanimously

Dr. Saari, Secretary, asked if minutes could be approved via e-mail since this would greatly expedite making them available to Faculty. There was some reservation about this, with the concern that these should be passed while everyone was together and could discuss them. There was, however, agreement that an unapproved draft could be put onto the web and doing this could make them available about two weeks after the meeting. They will then be changed to official minutes with any necessary changes once they have been approved in the next meeting. Dr. Murphy will send out an e-mail to Faculty letting them know that the minutes are on the web.

III. Chair's Report ? Dr. Bren Murphy

Meeting with Fr. Garanzini

Minutes of Meeting:

Dr. Murphy will send to Faculty Council members the minutes of her meeting with Fr. Michael Garanzini, President, as soon as he approves them.

Structure of University Committees:

Fr. Garanzini wants us to look at the university committees, asking the following questions:

- What is the scope and function of the committee?
- Are members recommended and, if so by whom?? Appointed, by whom?
- To whom does the committee report?

Fr. Garanzini views this as a way to work out shared governance.

Community Dinners: ?

Fr. Garanzini is organizing these dinners which will be informal meetings with the Trustees which will include others as well as Faculty Council members. Dr. Murphy conveyed to the President that we still want to have some informational meetings. He wants some of the more informal dinners to occur first. There was a suggestion that perhaps we could have a Christmas cocktail party and invite some Trustees.

Executive Committee Meetings with Drs. Anthony Barbato, Senior Vice President, Health Sciences and Lawrence Braskamp, Senior Vice President, Academic Affairs:

The Executive Committee will be meeting on a monthly basis with these Vice Presidents. The first of these meetings will occur on Friday of this week. Fr. Garanzini has suggested that some meetings might also include other administrators, for example, Dr. Yost, Vice President for Research and Dean of the Graduate School. There was discussion of what topic should be raised in this week's meeting, with agreement that ways to work out communication and cooperation between the Lakeside campuses and the Maywood campus would be the topic this week. The administrators might also have issues they want to raise. The issue of research, including the relationships between the Institutional Review Boards, is an issue for the future.

IV. Committee Reports

Committee on Committees - Dr. Paolo Giordano

Dr. Giordano passed out two lists of committees, one of which is on the web and one he has amended re what seems to be the case now.? There is much confusion re what committees actually still exist, to whom these now report, and who is on them.? Dr. Giordano needs to have committee members to help with the sorting out.

A number of issues re how committees should operate were raised: there may now be no budget committee; committee membership should involve staggered terms so that there would be continuity; when people are recruited for committees there needs to be care as to whether they have the right expertise and qualifications; some committees need to be separate for the different campuses - Institutional Biosafety and Radiation Safety are examples; and committee membership should be determined in the spring or summer so the committee would be ready to work in the fall.

At present there is a need for suggested members of an Enrollment Management Committee and Dr. Murphy asked for nominations.? These were: Anthony Cardoza, (History), Susan Cavallo (Modern Languages), Paul Gabriel, (Economics), Mary Ann McGrath (Marketing), Emil Posavac (Psychology), and Terry Williams (Education).? Additional names can be sent to Dr. Murphy.

Education Committee - Dr. Jeanne Zechmeister

Fr. Robert Bireley is also serving on this committee, which has three charges: 1) to organize a conference on the Jesuit mission; 2) to clarify the conceptualization of ?graduate niches?; and 3)? to address undergraduate issues.

There has been much interest in the possibility of a conference on the Jesuit mission and education, but just what the Faculty Council would do re this has been unclear.? Fr. Garanzini wants it to be part of the inaugural events that are being planned.? Fr. Reuter is chairing the committee that? is planning these.? Also Dr. David Ozar and Daniel Hartnett, S.J.,? have a major conference on The University and The Poor which is also being coordinated with the Bioethics Institute and which will occur in the spring.? There was the suggestion that perhaps Faculty Council might plan smaller events that would lead up to the University and the Poor conference.? We might also want to have something else planned for next fall.

FACIT Report - Guest, Mary Boyd

The FACIT Academic Technology Plan was distributed.? It can also be found on the web at:

<http://datagate.mw.luc.edu/planning/academic/atps>

The Plan was faculty-initiated and accomplished through a coalition of faculty and support staff (IS, Libraries and LUCID).? The first page of the Plan describes the FACIT vision for academic technology at Loyola.? The following pages give 4 specific goals and associated objectives and action items necessary to accomplish the vision.? Faculty are leading the technology initiatives that are necessary to fulfil the mission of the University.? The support services (IS, Libraries and LUCID) support these faculty initiatives and are enthusiastic about the faculty/staff partnership.? Faculty engagement in academic technology planning continues with the placement of the Plan on the Web (see URL above).? Each Action Item is supported by one or more specific projects which are monitored and evaluated by FACIT.

FACIT welcomes suggestions for projects in academic technology and ways to promote the IS role and partnership.

Three recent initiatives are:

1. The creation of an Academic Software Fund.? See Appendix A for details.
2. Prometheus was selected as the web-based course management tool.? It allows faculty to manage their course on the web, set up on-line discussion groups, use electronic testing etc.? Prometheus is being used in several courses this semester, and interested faculty can use it for their spring semester courses.? FACIT will review Prometheus in the spring semester.
3. Attached is the report from the Distance Learning Subcommittee of FACIT.? Council agreed to review the report and consider it at the November meeting.? See Appendix B for report.

Report from the Academic Cabinet - Dr. Susan Ross

Dr. Ross distributed a her report on the Academic Cabinet meeting held on October 8.? [See Appendix C for report.](#)

V.? New Business

Resolution from the School of Education - Drs. Jennifer Haworth and Janis Fine

Drs. Fine and Haworth passed out copies of a resolution that has been passed by all of the faculty at the School of Education (with one abstention). This relates to the Relocation to Water Tower Campus. The context of this resolution is that there has been no sustained dialogue as to the move, including what the vision is for the School of Education once it has been moved.? They pointed out that the School has actually increased enrollment since it has moved to Malinckrodt and 62% of their current students now live and work in the Northshore area.? Perhaps as many as 24-53% of the students might not continue.? Additionally, there is concern that they have seen no blueprints for the configuration of the new space and this is important since there are standards for accreditation through the National Council for the Education of Teachers that are involved.

The resolution had three elements:

1. A number of students who have begun their education at the Malinckrodt campus have expressed concern about their inability to commute to the downtown campus for class.? Therefore, we are requesting that leasing of a north suburban location be explored so that these students may complete their degree requirements with minimal disruption.? We're very concerned that not doing this will result in significant losses in enrollment.
2. The members of Academic Council request the opportunity to review and comment on any blueprints and plans for the new space at Water Tower Campus, especially as they relate to educational and instructional issues.? These include, but are not limited to classroom design, computer labs, electronic classrooms, library facilities, counseling/assessment labs, science methodology lab, conference rooms and transportation issues.
3. Finally, it was asked that the Relocation Task Force hold open forums with faculty and staff in an effort to maintain an open dialogue about issues as they arise.

[Motion:](#) that Faculty Council endorse the three requests articulated in the letter from the School of Education Faculty Council Representatives and forward those requests on to appropriate administrators.

[Moved by:](#) Dr. Fred Kniss.?

[Seconded by:](#) Dr. Kim Dell?Angela.

Motion passed unanimously.

Since Fr. Garanzini was present during this discussion he had some reactions to it.? He was sorry to hear that the School of Education faculty had so little information.? There were reasons for some delays here in that, for example, he could not discuss the move with faculty until it had been adopted by the Trustees.? He also had to deal with the village of Wilmette and the Sisters of Christian Charity first as there were legal agreements made with these groups at the time the property was taken over..? However, he indicated that he already has several bids on the property.

Fr. Garanzini would endorse issue number 1 and thinks there will be some enrollment loss resulting from the move, but that this would build up again.? He also could endorse issue number 2.? The Dean was asked for a list of all the things the School would need in the new location.? There has been a new plan for the Water Tower Campus developed and he believes there should be good facilities available since there are now three empty floors in Lewis Towers.? However, he did note that the facilities at WTC will in the future be shared with all of the Schools here and there will be coordinated, centralized scheduling.? Fr. Garanzini was uncertain about issue number 3 regarding open fora re the move, but thought that education faculty could contact Wayne Madgiarz about this.

Fr. Garanzini will be happy to schedule a time to talk with the School of Education faculty about the move and the vision for the School of Education.

Presentation by Fr. Garanzini on Administrative Restructuring

Fr. Garanzini distributed two organizational charts re the administration, but warned that this is still evolving.? He indicated that he did not understand the logic for the four Senior Vice Presidents and will be moving more toward a structure that includes a Provost.? However, he does not expect that structure to be in place for some time yet.? The overall goal is to have the organization structure? be more focused in an educational model.

Some changes are already in effect.? Enrollment management has been moved to academic? administration.?? Senior Vice President for Administrative Support, Marjorie Beane, will be in charge of strategic planning.? Senior Vice President Wayne Madgiarz will be working with the real estate, but what his title will be has not been determined.? Information Services is now reporting to Fr. Garanzini.? Eventually Sherri Coe-Perkins, Vice President for Student Affairs will report directly to the President.? The university financial offices, now at Maywood, will be moving to WTC.? Parking, security and transportation will now be under Philip Kosiba as part of Facilities Services.

Having more coordination between the Lakeside and Medical campuses is important.? Having a close relationship with the university is important for the clinical faculty who devote one-third of their salary to the university is important.? Fr. Garanzini believes that arrangements can be made for the skills of these faculty members to be used by the rest of the university and it may be a way for them to get more money.? He does also want to have a clinic located at WTC.

At our November meeting, Fr. Garanzini will be discussing the Budget and Master Campus planning.? He will need a full hour for that presentation.

VI.? Meeting Adjourned at 5:05pm.

Motion: to adjourn.

Moved by: Dr. Gloria Jacobson, School of Nursing

Seconded by: Dr. Nicholas Lash, School of Business

Motion passed unanimously

Respectfully submitted,

Carolyn Saari, Social Work
Secretary, Faculty Council

Members Present:

Arts and Sciences: Dr. Robert Bireley, SJ (History), Dr. Leslie Fung (Chemistry), Dr. Paolo Giordano (Modern Languages and Literatures), Dr. James Johnson (Psychology), Dr. Fred Kniss (Sociology), Dr. Bren Murphy (Communications), Dr. John New (Biology), Dr. Susan Ross (Theology), Dr. David Schweickart (Philosophy), Dr. Jeanne Zechmeister (Psychology).

Professional Schools: Dr. Raymond Benton (School of Business), Dr. Mark Cichon (Surgery), Dr. Kim Dell?Angela (Pediatrics), Dr. Janis Fine (School of Education), Dr. Robert Flanigan (Urology), Dr. Jennifer Haworth, (School of Education), Dr. Gloria Jacobson (Acute, Chronic and Long-term Nursing Care) Dr. Dorothy Lanuza (Acute, Chronic and Long-term Nursing Care)? Dr. Nicholas Lash (School of Business), Dr. Kenneth McClatchy (Pathology), Dr. David Mirza (School of Business), Dr. Carolyn Saari (School of Social Work), Dr. Allen Shoenberger (Law), Dr. Wickii Vigneswaran (Thoracic and Cardiovascular Surgery).

Graduate Institutes and Professional Librarians: Ms. Lenora Berendt (Libraries), Ms. Kerry Cochrane (Libraries), Dr. Lamont Stallworth (Institute of Human Resources and Industrial Relations).

Guests: Dr. Mary Boyd (FACIT), President Michael J. Garanzini, SJ.

Appendices

Appendix A

Academic Software Purchase Funding

In response to a request and proposal from FACIT, the Faculty Academic Committee on Information Technology, the University is establishing a fund dedicated for the acquisition of academic and research software. This fund is intended to support software needs that can not be funded by other means in the University. Proposals will be solicited from faculty and academic units. An Academic and Research Software Subcommittee of FACIT will review proposals and make recommendations for funding to the Office of Academic Affairs.

The Academic and Research Software Subcommittee committee will define and publicize procedures by which academic and research software may be requested by one or more academic units. The proposed committee will also establish a set of criteria by which requests will be evaluated (number of users, costs and etc.) The initial annual allotment for the Software Fund is \$20,000, funded through the Offices of Academic Affairs and Information Technology. If funding is approved, Information Services will handle the software acquisition, distribution and installation, including training of academic computing support staff for network applications, and monitoring of software license compliance.

Appendix B

Loyola's Distance Learning Vision

July 23, 2001

Submitted By:

Hilary Ward Schnadt, chair, FACIT Distance Learning subcommittee

on behalf of the committee:

Ida M. Androwich, Professor, Community and Administrative Nursing, Niehoff School of Nursing

John D. Blum, Professor, School of Law

John W. Corliss,? Manager Research Computing, Information Services

Dane A. Delli, Assistant Professor, Leadership/Foundations/Counseling Psychology; School of Education

Peter Dordal, associate professor, mathematical and computer sciences, College of Arts & Sciences

Mark G. Kuczewski, Associate? Professor & Director, Neiswanger Institute for Bioethics & Health Policy; Stritch School of Medicine

Mary E. Malliaris, Associate Professor, Information Systems Operations Management, School of Business

Michael Napora, Distance Education Librarian

Nancy A. Norman, Instructional Designer, LUCID

Hilary Ward Schnadt, Associate Dean for Curricular Affairs, Mundelein College

Daniel Vonder Heide, Director, Telecommunications, Information Services

Loyola's Distance Learning Vision

Loyola is a model for appropriate and effective application of information technology in service of its academic mission.
--CUWACS Academic Technology Planning Documents, April 2000

At Loyola University Chicago, distance education (1) must mean a high quality education in the Catholic, Jesuit tradition. Distance learning technologies should be used as "appropriate and effective" in service to the teaching, learning, research and service mission of the university. The skillful use of distance technologies assists in achieving the goal of Cura Personalis for students, faculty, or staff by accommodating their individual circumstances.

Loyola University Chicago has taken some initial steps in offering distance education coursework. In any new endeavor, caution is appropriate and ongoing evaluation essential. However, it is clear that the time has come when distance learning need no longer be considered experimental, and Loyola may choose to move forward aggressively with distance education programs, especially when such initiatives are driven by the motivation and skills of particular faculty members and departments and address a likely market. Distance technologies present unique opportunities that demand a response because of their clear relationship to our calling as a Jesuit, Catholic institution:

- Distance technologies provide faculty with easy access to colleagues around the world and a means to share these collegial collaborations with their students.
- Distance technologies are? tools for serving others by providing students separated from Loyola?s campus-based education by time or space a means to receive a Loyola education.
- Distance technologies enable participation in institutional collaborations from which all parties benefit. It is a Loyola tradition to participate actively in consortia that provide efficient and cost-effective structures for resource sharing and a means to reach out to new student constituencies.
- Distance technologies ought ultimately to be judged by how well they facilitate teaching and learning, and should be managed to the extent possible by applying existing Loyola policies that govern teaching, or by new policies that are in principle applicable to all forms of instruction.

Our motto Ad Majorem Dei Gloriam--for the greater glory of God--motivates us to pursue excellence.? As such, Loyola's distance technology resources and support services must meet the standards envisioned for other academic technologies (CUWACS, 2000) and students who receive a Loyola education that is mediated by technology must nevertheless receive the

full benefits of membership in the Loyola community. Similarly, faculty innovation and dedication to teaching through these media must be prized and rewarded in ways consistent with teaching excellence in more traditional modes of curriculum delivery.

The principle of subsidiarity, a principle rooted deeply in the Catholic tradition, counsels respect for the work of each person by specifying that decisions should be made as often as possible by those who provide the services and only by a central authority when decentralized decision-making cannot be performed as effectively. A vision of distance education consistent with the values of Loyola University Chicago requires each school and college to decide how best to use the available distance technologies in carrying out the university's academic mission. Of course, each school and college is accountable to the Loyola community as it makes its unique contribution to the mission of the university and should benefit from those resources and services that are established centrally.

Distance Education at Loyola:
FIVE GOALS FOR THE YEAR 2001 - 02

GOAL #1

Establish a formula and process for calculating the costs and benefits of distance education and the return on required investment.

GOAL #2

Establish necessary policy/guidelines, administrative oversight, technological infrastructure, and support services for distance education at Loyola.

GOAL #3

Enable Loyolans to develop skills needed to provide effective distance education programs.

GOAL #4

Establish and maintain inter-institutional collaborations that support Loyola's distance learning vision.

GOAL #5

Develop a dynamic planning process for distance education at Loyola.

DEFINING THE GOALS

GOAL #1

Establish a formula and process for calculating the costs and benefits of distance education and the return on required investment.

Objective A

Identify the specific costs required to add a distance education component to existing programs.? This might include vendor costs, computer hardware/software, instructional design, faculty salary, faculty training, technical support to students and faculty.

1. Action item : Provide information about standardized costs such as instructional design, faculty training, etc., to OURS so that they can provide information to faculty and staff applying for grants to support distance education efforts.
2. Action Item : Create a comprehensive funding mechanism for common costs such as necessary support services and the acquisition and maintenance of the technological infrastructure required for distance learning.

Objective B

Identify the costs involved in developing new distance education programs.? In addition to those outlined in Objective A, these might include new marketing costs.

Objective C

Identify the benefits involved in developing new distance education programs or distance education components in existing programs and analyze the costs and benefits.? See Appendix 1 for a planning document that identifies some relevant questions.

GOAL #2

Establish necessary policy/guidelines, administrative oversight, technological infrastructure, and support services for distance education at Loyola.

Objective A

Distinguish distance education from technology-supported classroom education.

1. [Action Item](#): Define various forms of distance learning and technology-supported education so that LUC has a common glossary of terms. (See [Appendix 2](#).)
2. [Action Item](#): Provide basic information about the advantages and disadvantages of each format.

Objective B

Develop necessary academic policies and financial guidelines in support of distance education courses and programs, including appropriate decision-making and funding mechanisms to support distance education as envisioned at Loyola. Such policies and guidelines might address such issues, for example, as whether the University should establish a technology service charge for online courses, what ratio of cost to benefit should ordinarily justify creation of an online program, what portion of distance education efforts should be administered centrally (and by whom) and what portion within each school.

1. [Action Item](#): Create a Distance Learning University Policy Committee that includes a faculty and administrator appointed by and from each school (Arts & Sciences, Business, Education, Graduate, Law, Medicine, Mundelein, Nursing, Social Work) and representatives appointed by and from FACIT, LUCID, the library, and Information Services, to work with existing Academic Councils and committees to formulate these policies and guidelines. This committee should stand in relation to the Academic Affairs Office in the same way that the ITUPC stands in relation to Information Services.
2. [Action Item](#): Review university copyright ownership policy and, where necessary, update the policy to address issues that relate to distance education.
3. [Action Item](#): Work with the appropriate faculty and administrative groups to develop guidelines for incorporating faculty work on developing distance education courses/programs into promotion and tenure decisions and guidelines for appropriate compensation (stipend and/or release time) for distance education course development and teaching.

Objective C

Establish the principle that courses/programs offered through online learning are to be the equivalent of campus-based courses/programs.

1. [Action Item](#): Require that all online programs/courses go through the same approval processes as campus-based courses/programs.
2. [Action Item](#): Require that all staffing and evaluation of online programs/courses go through the same approval processes as are required for equivalent campus-based courses/programs.

Objective D

Create the necessary support service infrastructure so that distance education students receive the same level of service as campus students.

1. [Action Item](#): Provide access to library resources for distance learners. See [Appendix 3](#) for more specific recommendations.
2. [Action Item](#): Provide online registration, billing, dropping/adding, etc.
3. [Action Item](#): Develop an "ID card" or its equivalent for distance education students.
 - o Continue discussion already begun with Campus Card services and Registration and Records to create a downloadable electronic verification of registration.
 - o Assuming vendor acceptance of the registration verification printouts, create actual ID cards only upon special request and use the cohort program model (i.e., Loyola building instead of student photo). Review this item based on student experience.
4. [Action Item](#): Provide equivalent academic advising and tutoring services to distance education students by email or interactively over the web.
5. [Action Item](#): Provide services to students with documented disabilities as necessary to make courses accessible.
6. [Action Item](#): Provide opportunities for distance education students to participate in University Ministry programs and services and to join a community that values Jesuit ideals.
7. [Action Item](#): Address financial aid issues through appropriate rule review processes, etc.

Objective E

Develop comprehensive resources for faculty and administrators in developing distance education programs.

1. [Action Item](#): Provide instructional design support to faculty as they develop distance education courses.
2. [Action Item](#): Provide technical support to students and faculty involved in distance education.
3. [Action Item](#): Provide assistance in developing appropriate assessment methods for determining student

- learning as well as student and faculty satisfaction with the distance learning method.
4. [Action Item](#): Expand copyright clearance center to include compliance with online requirements.

GOAL #3

Enable Loyolans to develop skills needed to provide effective distance education programs.

Objective A

Develop a training plan for faculty, staff and administrators responsible for distance education.? (This could be a responsibility of the Center for Teaching and Learning if it is established.)

1. [Action Item](#): Improve the provision of faculty development for both the pedagogy and technology of distance education.

GOAL #4

Establish and maintain inter-institutional collaborations that support Loyola's Distance Learning vision.

Objective A

Encourage participation in the Jesuit Distance Education Network (JesuitNET).

1. [Action Item](#): Participate as frequently as possible in JesuitNET grant-funded initiatives.
2. [Action Item](#): Develop articulation agreements among Jesuit institutions for online courses.
3. [Action Item](#): Consider ways of collaborating to provide services to online students.

Objective B

Determine whether participation in the Chicago Consortium of Higher Education (CCHE) or other Illinois consortia supports Loyola's distance learning vision.

GOAL #5

Develop a dynamic planning process that supports the University's distance learning vision.

Objective A

Define criteria whereby distance education programming can be evaluated in relation to the University's distance learning vision.

1. [Action Item](#): Review the literature on distance education.
 - o Compile a list of resources--Appendix 4 begins this task.
 - o Create a central repository for this information and a method for adding to it.
2. [Action Item](#): Develop a planning document that each school, college or program can use to assess whether distance learning is pedagogically effective and financially appropriate for a given program. (See Appendix 1.)
3. [Action Item](#): Determine whether current distance education programs meet these criteria.
4. [Action Item](#): Track the qualified programs to use the information to further refine the criteria.

Objective B

Assess the current state of distance education at Loyola.

1. [Action Item](#): Survey schools/departments to establish the current providers of distance education at Loyola.
2. [Action Item](#): Determine the current state of provision of services for distance learning classes according to instructor and student needs.

Objective C

Communicate the distance learning vision to the university community and encourage buy-in at all levels.

1. [Action Item](#): Provide a leadership session for deans, vice-presidents, and the president and his staff on distance education and Jesuit values.

Objective D

Evaluate the progress and achievement of goals in this document.

Notes:

1. Distance education, as defined by the U.S. Copyright Office "is a form of education in which students are separated from their instructors by time and/or space." See Appendix 2.

Appendix 1

Draft of Distance Education Planning Document

In keeping with our vision of technology at Loyola, we envision the use of distance learning technologies as "appropriate and effective" in service to the teaching, learning, research and service mission of the university.? The following questions will assist you in determining the pedagogical effectiveness and financial appropriateness of using distance education.

Financial appropriateness:

Does the university currently have the means (financial and technology staff support) to support this distance education program?

Is the use currently cost effective or does it have the potential to be cost effective in comparison to other methods?

Are you planning this program to serve a new population or to better serve an existing student population?

If the latter, what value does the distance education component add and how can you measure that value against the additional costs involved?

What additional costs will you face?? Vendor?? Computer hardware/software?? Faculty training?? Technical support?? Registration?? Marketing?

In what ways does this distance education program provide Loyola with a competitive advantage over other universities?

How will you adjust your marketing plan to recruit for a distance education program?

Who is your target audience?? How much computer power will they have and how will you guide faculty to develop courses that do not overtax student computing resources?

Who are your competitors?

Will courses be taught as part of load or as overload by current faculty or by adjuncts?

Pedagogical effectiveness:

Is distance education a logical extension of the means already in place to address your mission??

What are the anticipated student outcomes from courses/program?? How will you determine whether they are being met?

Can these be achieved through asynchronous instruction or should the program be synchronous?

What skills must the student possess to be successful in the program?

What "best practices" do you wish to promulgate in course design and faculty interaction with students?

How can the graded components of the course best be structured so as to minimize opportunity for academic dishonesty, especially when campus-based students with ready access to one another take online courses?

What support services will the student require?? How will the student obtain required books/materials?

Will you require any campus component to the program?? What is it meant to achieve?

How will you address the Jesuit value of "cura personalis" in developing this course/program?

How will the student be involved in a community that values Jesuit ideals?

Appendix 2

Common Glossary of Distance Education Terms

Distance education:

Distance education, as defined by the U.S. Copyright Office "is a form of education in which students are separated from their instructors by time and/or space." It denotes formal coursework in which the interactions among the students and between students and instructor(s) are mediated by technologies such as the World Wide Web, Videotape, TV monitors, or other similar devices. It can be synchronous or asynchronous.

Distributed learning:

Linked-site classes held synchronously via video-conferencing and/or web-conferencing.

Online education:

A form of distance education in which students study asynchronously using the World Wide Web, email, threaded discussion, etc. May also include synchronous components such as chatroom use.

Web-supported classes (also technologically-mediated classes):

Campus-based classes that also use digital technology such as a class web-site, or digicomm.

Appendix 3

Specific Recommendations for Library Services for Distance Learners

Provide access to library resources for distance learners including the following web-accessible resources:

- Online catalog of library materials
- Course reserve materials
- Periodical literature databases
- Full-text online books and journals

Also included are the following services:

- A method of off-campus authentication (proxy server)
- Orientation or gateway pages for specific programs
- Online tutorials for the libraries? catalog and most commonly used databases
- Telephone and electronic reference assistance
- Student access to subject specialists
- Interlibrary loan services through local institutions

Consultation services for distance faculty:

- Orientation to library services for distance programs, including remote authentication and course reserves
- Assistance in identifying subject-specific library databases and materials
- Assistance in developing assignments appropriate to the available online resources
- Librarian participation in class discussions; inclusion of a librarian's e-mail address in the class listing

Appendix 4

Links to Useful Resources

Penn State University distance learning

http://www.outreach.psu.edu/de/programmatic_vision.html

University of Maryland distance learning

<http://www.umsa.umd.edu/OnLine/DistanceLearning/exec.html>

Prior Loyola University distance learning committee

<http://www.luc.edu/resources/lscomm/distance/>

Quality on the Line: Benchmarks for Success in Internet-based Distance Education
<http://www.ihep.com/PUB.htm>

JesuitNET provides links to a number of reports & studies on distance education, including that of the regional accrediting institution
<http://www.jesuit.net/references.htm>

AAUP report on distance learning
<http://www.aaup.org/dlrpttxt.htm>

U.S. Dept of Education Office of Educational Technology
<http://www.ed.gov/Technology/distance.html>

Computing Ethics and Security Awareness Committee homepage
<http://www.luc.edu/infotech/cease/#distance>

Multimedia Educational Resource for Learning and Online Teaching
<http://www.merlot.org/Home.po>

Appendix C

Report To Faculty Council on Academic Cabinet Meeting

October 8, 2001

Dr. Susan Ross

1. Dr. Braskamp, Dr. Coe-Perkins, and Dr. Pierce discussed Loyola's responses to the events of 9/11 and the aftermath, including this past weekend. No serious problems have occurred on campus, largely due to the efforts of Student Life and campus ministry.
2. Dr. Pierce reported that the Rome Center's student trip to Greece and Turkey had been cancelled, and that she was adopting a policy of "just in case." There have been a couple of cancellations by students for next semester.
3. Terry Richards reported on enrollment. He also distributed a packet of information that is sent out to prospective students. Numbers are up slightly over last year, but this might reflect a "calendar advance" (that is, things are going somewhat more quickly than anticipated). So far, things look on target for the budgeted enrollment goal of 1325 (although 1425 is really what is hoped for). Dr. Braskamp reported that the goal for '05 is to have 6600 full-time undergraduate students, which means 1500 for each year and 500 transfers (although Terry Richards said that 500 was "rather aggressive"). Optimal university size, said Dr. Braskamp, was 7900 undergraduates. There was some discussion of the implications of this size.
4. Dr. Yost reported on the plans for the Life Sciences Building. There is currently a concept paper in the development office and they are working on how to reconfigure Damen Hall after the building is completed. This December, the Board of Trustees will get the plans for the LSB, and construction could begin in late '02 or early '03. The plan is to have the LSB finished by spring/summer '04. There is \$12 million in state and federal funds that we hope to have available, but at this point the availability of that \$ is unclear.
5. Dr. Slavsky reported on plans to implement mandatory advising for all freshmen students. This is likely not to happen until next year, but the plan is to have students meet with an advisor in the summer when they arrive for orientation.
6. Update on LUCID: Both Dr. Salchenberger and Donna McLaughlin-Travis talked about the reduction in staff at LUCID (there is now no graphic designer; graphic design now must be outsourced) and the new focus of LUCID on Instructional Design. There was some discussion about the way that individuals trying to do posters or lecture publicity learned about this and some concern expressed about the result of having different groups do design on materials and the consequences for Loyola publicity. There was some strong feeling that a lack of coordination on graphic design issues may not serve Loyola well.
7. The Course Transformation Project was introduced by Drs. Braskamp and Salchenberger: there is money from a donor (about \$60,000) that would be able to be used by faculty who want to incorporate new technology into their courses, or design courses for large numbers of students. Any feedback on this proposal should go back to Dr. Salchenberger.
8. Dr. Frendreis reported on budget issues. The budget will be presented to the Board in March so work in earnest will be underway by January. The 3-year plan calls for further budget reductions, with greater cuts sooner (in budget year '03) rather than later, so that the university will have a balanced budget by '05.
9. There will be a retreat on October 26 with the President, VPs, Deans and other parties (Bren Murphy will go; I have a previous commitment). This will be held at the Medical Center and administrators have been asked to respond to a set of questions. (I received the administrators' responses via e-mail on Tues. 10/9). Dr. Beane is spearheading the work for the retreat.