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1979-1980 Annual Report -- Academic Policy and Planning Committee

Joel W. Russell, Chair

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I. Introduction

In May 1979 a memorandum was circulated to APPC members outlining areas of potential concern for 1979-80. These areas included:

1. Formulation of committee recommendations for priorities on types of new programs to be developed,
2. Establishment of guidelines for reviewing new programs,
3. Development of a mechanism for reviewing existing programs,
4. Medical school,
5. Computer literacy,
6. University budget.
7. Reports from special commissions on Entry Year, General Education and Curriculum Flexibility.

During 1979-80 the APPC took action in six of these seven areas. Once again the determination of the APPC's role in the review of existing programs was postponed to the next year.

II. Medical School

The review of the recommendations of the Faculty Council of Health Sciences concerning a future medical school was the most challenging and demanding activity for 1979-80. An ad hoc Subcommittee of Medical Education was established. The activities of the subcommittee, as reported to the Senate, are summarized in Appendix I. A joint resolution from the APPC and the Faculty Council of Health Sciences recommending a set of basic principles and a specific implementation sequence for establishment of a School of Medicine at Oakland University was approved by the University Senate in April 1980.

III. New Masters Level Programs

Proposals from the School of Nursing and the Department of Anthropology-Sociology, for establishment of new masters level programs, were discussed using the guidelines for reviewing new programs approved by the committee. These guidelines call for the APPC to formulate questions for sponsors of new programs during a preliminary discussion and review of new program proposals. Such questions are forwarded to the sponsor prior to the sponsor's appearance at an APPC meeting. Votes on recommendations for new programs are taken at a subsequent APPC meeting after any additional data requested by the committee has been received. The committee is pleased to report that both new masters proposals included budget summaries on the APPC approved budget forms. The APPC recommended to the Graduate School the approval of both the MSN in Gerontology and Geriatric Nursing and the MA in Sociology.

IV. University Budget

In 1978-79, the APPC had reviewed the external budgetary process of the university and concluded that the faculty should offer to assist the administration in presenting the university's case to the Legislature and Executive Budget Office, but should initiate no independent actions. In 1979-80, the APPC reviewed the internal budgetary allocation process. The Provost offered to provide the APPC with the prioritized recommendations of the Academic Affairs Division for : (1) new faculty positions, and (2) alterations and improvements. These recommendations will be furnished in preliminary form prior to their submission to the Executive Budget Committee and the President. The APPC reviewed these recommendations from the previous year to determine what role would be appropriate for its review of such recommendations in the future. It was concluded that the committee should advise the Provost of any alterations in priorities which it favors concentrating its attention on recommendations on either side of the anticipated cut-off point for funding.

In reviewing the Provost's recommendations for 1980-81, the plan of attack outlined above failed its first test. The APPC considers its plan for budget review sound and believes it should prove useful during normal times. However, due to the continuing deterioration of the state's financial condition during early 1980, the funding cut-off points appeared to change more rapidly than the APPC could discuss priorities. When the state budget picture reached the point in May that the Academic Affairs Division was requested to identify \$684,000 of reductions in spending from 1979-80 levels, the APPC held a special Spring term meeting with the Provost to review his recommendations for budget reductions. The APPC concluded that the Provost's priorities for budget reductions were consistent with his stated goals of not cutting faculty positions and supporting as strongly as possible on-going instructional programs. The APPC was a bit disappointed that the Provost had not taken the initiative in requesting APPC discussion of this topic.

V. Reports of Special Commissions

The APPC received final reports from two of the special commissions which the Provost and the APPC had established in 1978-79. The Committee on Curricular Flexibility recommended no Senate action be taken at this time to move the university to a standard three- rather than four-credit course module. Individual units, colleges, and schools wishing to increase the flexibility of their programs were urged to consider possible uses of courses with different credits. Since the full report of this committee was never distributed to the University Senate, it is attached to this report at Appendix II.

The report from the Interdivisional Study Commission on Entry Year was widely distributed by Professor Appleton and discussed by the Senate. This report contained twelve specific recommendations. The first recommendation for establishment of an "Overview Course" was referred to UCUI. The APPC recommended that UCUI accept responsibility for the future development and testing of this course,

and suggested that UCUI ask Professor Joel Fink to direct this project. Recommendations 2-5 concerned the development of basic competencies in students. Recommendations 2 and 3, on use of ACT tests and on replacement of the writing competency requirement with a composition course requirement, were referred to UCUI for action. Recommendations 4 and 5, which suggest the offering of workshops for faculty who teach composition and workshops on teaching reading skills for faculty of introductory courses, were referred to the Teaching and Learning Committee. The TLC supported the idea of workshops but felt these should be offered by the Department of Learning Skills. The APPC then requested the Department of Learning Skills to consider the recommendation on composition and requested the Reading Area of SHES consider recommendation 5. The Reading Area of SHES reports progress in addressing recommendation 5. No response has yet been received from UCUI or the Department of Learning Skills. Recommendation 6 was made directly to the Commission on General Education. The remaining recommendations (7-12), all dealing with academic advising, were referred to the Senate's Academic and Career Advising Committee.

VI. New Program Development

In previous years copies of the "New Program Projections" report have been distributed to the APPC. This year the APPC devoted most of its September 19th meeting to discussing the report for 1980(81) - 1984(85) with Provost Obear. The status of all programs with prior internal university approval was discussed. The committee attempted to discover if there is a long range plan for development of new programs. There is none. However, to quote Mr. Beardslee's minutes of this meeting, "Mr. Obear pointed out that the proposals constitute a fulfillment of the long-standing charge to develop as a medium-sized complex University as actualized through the university's five- and fifteen-year plans." Noting the APPC's interest in potential new programs, Mr. Obear sent the committee copies of a statement by Dean Hetenyi on possible programs in dance, music, and theater arts. Since the future role of the School of Performing Arts is currently under discussion by the school's Faculty Council, the APPC chose to take no position on Dean Hetenyi's ideas until after the Faculty Council acts.

VII. Miscellaneous

Finally, there are several items of routine APPC business that should be reported. The APPC, following the suggestion of Professor Williamson, recommended the establishment of uniform ten-minute breaks between all classes. (The APPC Chair who taught a class in the winter term in a room previously used by Professor Williamson strongly supported the uniform break proposal.) The Academic calendars for 1979-80 - 1983-84, which had been sent to UCUI rather

than the APPC, were reviewed six months after they had been established. The Provost's Office agreed to solícite APPC comments on future calendars prior to their publication. The APPC acted on several recommendations from UCUI: (1) to authorize new course rubrics, (2) to approve a BS major in economics in the School of Economics and Management, which is a slight modification of the BA major in economics offered in the College of Arts and Sciences, and (3) to approve a "premanagement Major" with internal admission standards.

APPENDIX I

Summary of Activities of APFC Subcommittee on the Medical School

Members: Eric Baar, David Beardslee, Joseph Dement (fall), Isaac Eliezer (Winter) George Feenan (fall), Edward Heubel (winter), Keith Flechner, Joel Russell (chair), and John Tower.

1. Discussions of conclusions of "Study of Adequacy of Medical and Health Professions Education in the Oakland University Service Area" with Professor Pak and members of his staff.
2. Discussions with the Faculty Council of the Center for Health Sciences on their recommendation for establishment of an Oakland Medical School.
3. Survey of opinions of faculty concerning a possible medical school via a questionnaire sent to all department chairs.
4. Survey of opinions on the impact of a medical school of all department chairs and deans at Brown University, University of California San Diego, University of Minnesota Duluth, and Wright State University.
5. Study of changes in academic quality of study bodies that might be attributed to adding medical schools to existing universities for universities that have started medical school over the past fifteen years. (D. Beardslee)
6. Review of drafts of report of Pak study and recommendations for reorganization and re-emphasis.
7. Site visit to Providence Hospital and discussion of OU Medical School plans with medical administrators from Providence, Beaumont, and Pontiac St. Joseph hospitals.
8. Site visit to Beaumont Hospital and discussion of OU Medical School plans with top level medical staff of Beaumont Hospital and a representative of Pontiac General Hospital.
9. Site visit to Wright State University to study organization of WSU Medical School and follow up on our questionnaire on the impact of the medical school on the total university.
10. Discussion and preparation of a set of governance and organizational principles for an OU Medical School by a further subcommittee (G. Matthews-chair, J. Green, I. Eliezer, F. Obear, M. Pak, and J. Russell) *(H. H. H. H. H.)*
11. Solicitation of faculty, staff, and student opinions on the medical school model presented by Professor Pak via two open hearings.
12. Participation in briefing session on status of medical school study with legislators from Oakland and Macomb counties. (Russell)

APPENDIX II

M E M O R A N D U M

September 27, 1979

TO: George T. Matthews, Chair, Senate Steering Committee

Joel W. Russell, Chair, Academic Policies and
Planning Committee

FROM: Committee on Course Credits

Last Fall, the ad hoc "Committee on Course Credit" was established by the APPC to investigate the ramifications of shifting from a four to a three-credit module or any other method to increase curricular flexibility. The committee was specifically charged to study the impact of a change on state funding and tuition; impact of a change on the internal allocation of resources insofar as these are determined by enrollment measured in credit hours delivered or FYES; impact on the teaching effectiveness of the University; impact on curricular design including a possible differential impact between graduate and undergraduate curricula; impact on faculty teaching loads and other traditional faculty obligations; impact on average class size; and impact on student course load.

After careful consideration of various models for increasing curricular flexibility, the committee has drawn the following conclusions.

1. There appears little support at this time from either the faculty or the students to institute any university-wide action of any sort in order to increase curricular flexibility.
2. The adoption of a different course scheduling matrix would, by itself, not increase curricular flexibility. Until the need for greater breadth in undergraduate education is recognized by a significant fraction of the faculty in the professional schools, mechanisms adopted to permit curricular flexibility would likely be circumvented.

3. If the recommendations of the Commission on General Education adopted by the Senate contain a general education component which necessitates a tighter limit on the credits that can be required by a major and cognate courses, the need to offer a larger number of three-credit courses may be more widely recognized and accepted.

4. Several of the curricular flexibility advantages for a particular academic program may well be achieved using the current schedule modules. Some departments have unilaterally adopted a three-credit norm for upper-level courses to permit a greater choice of electives for majors. Such courses may also draw additional students from related majors due to their reduced time demands and sharper focus.

5. The possibility of combining an Arts and Sciences major with a concentration (or minor) in a professional school, adequate to develop entry-level job skills, exists today with Computer Science, secondary education, HRD, management and economics. Each Arts and Sciences department might well be advised to formalize programs that combine its major with the most appropriate professional concentration or concentrations.

6. The College of Arts and Sciences might itself increase the breadth of its general education requirements by making its required credits in distribution fields divisible by three, rather than four.

In light of the above conclusions, the Committee on Course Credits recommends that the APPC initiate no Senate legislation to alter the standard course credit module of four credits.

Since we are recommending no change, it does not appear worthwhile to detail our findings on each of the specific charges given the committee. Complete records of the nine formal meetings of the committee, the two open hearings held by the committee on April 17, 1979 and April 18, 1979, and all data collected by the committee will be turned over to the Secretary of the University Senate. These records may be useful if this subject should become germane for future Senate action. As an index to the materials collected by the committee, this report should indicate the committee files contain the following set of data:

1. Workload of new students 1976 - 1978
2. Fall FTE for state universities 1977 - 1978
3. Current course credit distributions

4. Course credit distributions for Western Michigan University, University of Michigan, UM Flint, UM Dearborn and Macomb Community College
5. Impact of three-credit module on OU Total Credit Production (Projections by D. Beardslee)
6. Minutes of all committee meetings
7. Minutes of the two open hearings