

Spring 5-9-1979

## Senate Meeting May 9, 1979

Academic Senate  
*Illinois State University*

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ACADEMIC SENATE MINUTES  
(Not approved by the Academic Senate)

May 9, 1979

Volume X, No. 16

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Meetings of the Academic Senate are open to members of the University Community. Persons attending the meetings may participate in discussion with the consent of the Senate.

Persons desiring to bring items to the attention of the Senate may do so by contacting any member of the Senate.

ACADEMIC SENATE MINUTES  
(Not approved by the Academic Senate)

May 9, 1979

Volume X, No. 16

Call to Order

The meeting of the Academic Senate was called to order by Chairperson Cohen at 7:00 p.m.

Roll Call

The roll was called by Secretary Kohn and a quorum was declared present.

Approval of Minutes of March 7, 1979 and March 21, 1979.

X,169 A motion (Koehler/Madore) to approve these minutes was made and passed.

Mr. Shulman presented the following Sense of the Senate resolution (seconded by Boaz):

"Whereas, Professor James Horner performed superbly as our chief academic officer in his role as Provost and Vice-President for Academic Affairs, and, Whereas, Professor Horner has contributed immensely to the improvement of academic standards at Illinois State University and has created a climate for the attainment of higher academic standards,

Be it resolved that the Academic Senate gratefully acknowledges Professor Horner's contribution and wishes him well in his future endeavors."

The resolution was adopted unanimously and by acclamation.

Chairperson's Remarks

Mr. Cohen announced that John Boaz, Information Science, had consented to be Parliamentarian. Mr. Cohen explained that because of lack of air conditioning in Stevenson Hall, this meeting was being held in the Old Main room in the University Union. The Senate would have to pay a small fee for the set up of this meeting. Mr. Cohen announced that to oversee the text-book situation, several members of the Ad Hoc Committee had consented to serve on a revived committee. These are: Mike Shelly, Leonard Schmaltz and Andy Morrison.

Vice-Chairperson's Remarks

Mr. Fulton advised all the student senators to visit the Senate office or call in their summer addresses so that they will receive Senate materials during the summer. He announced that the screenings for the external committee vacancies were not complete and an official list would be presented shortly. There were still some vacancies to be filled and these would be taken care of as soon as possible after the summer.

Administrators' Remarks

President Watkins discussed the 7 percent salary increase and said it would provide us with \$2,380,000 additional to the personal services money available to the University. Other projects seemed to be above the Governor's budget.

Mr. Watkins also mentioned that there was some concern about House Bill 700, the Bill that would tax shelter the 8 percent employee contributions to SURS.

Provost Horner expressed appreciation to the senate members for the Sense of the Senate resolution earlier in the evening.

Student Body President's Remarks

Ms. Voorhees announced that Kevin Conlon had been chosen as the student regent and Linda Kingman as the Normal Town liaison for this year.

ACTION ITEMS:

Proposal to Separate Entertainment & Forum Committee from Senate 3.29.79.1

This item was withdrawn at the request of the Student Affairs Committee.

Request for Approval to Change Undergraduate Degree Designation in Business Education 4.11.79.2

X,170 Mr. Austensen presented this item. A motion (Austensen/Henriksen) to Change Undergraduate Degree Designation in Business Education was made and approved.

Request that Faculty Representatives on External Committees be confined to Full-Time Teaching-Research Faculty 4.5.79.1

X,171 Mr. Kohn presented this item for the old Rules Committee. Mr. Shulman expressed concern that this might keep outstanding individuals with expertise from serving on very important committees. Mr. Kohn explained that the proposal dealt with standing committees which should be staffed by full time teaching-faculty. A motion (Kohn/Young) to approve the proposal passed with one negative vote.

Basic Skills Recommendation

X,172 Mr. Austensen presented this document that had the unanimous support of the Academic Affairs Committee. He explained the rationale for this recommendation. A large variety of people had had input. There had been quite a bit of discussion. Many individuals in the room had presented their ideas in previous meetings of the committee and also during the discussion at the information session of the Senate. As a result of numerous suggestions, many changes had been made in the proposal and it was the consensus of the Academic Affairs Committee that it should be approved as it now reads. A motion (Austensen/Sanders) to approve this proposal was made.

Ms. Voorhees commented that the meetings of the original committee on Basic Skills had not been widely enough advertised and that there had been no student representatives on the Basic Skills Committee at that time.

Mr. Horner remarked that he had announced the formation of the Basic Skills Committee in the fall of 1977, that open hearings had been held, that meetings had been announced and that notices had been sent to student leaders, faculty, administrators, etc. Many responses had been received. Members of the community had also been contacted. There had been further input after the preliminary report was issued by the Ad Hoc Committee. The present document was the result of more than two years of discourse on this campus and deserved to be adopted.

Mr. Henriksen felt there would be an adverse effect on enrollment if this policy were to be implemented at this time. Mr. Shulman remarked that the proposed policy would improve the quality of our graduates and would therefore make I.S.U. more attractive to prospective students.

Mr. Conlon said action on the proposal should be postponed to give people more time to study the ramifications. The students on the Student Affairs Committee had had only two meetings on this issue. Mr. Miller pointed out that when last year's Academic Affairs Committee studied the matter at length, three students were actively involved.

Ms. Voorhees asked what could be done if later on there was a decline in the minority enrollment as a direct result of this recommendation? Mr. Cohen answered that a future Senate would have to deal with that problem. Mr. Horner explained that the university had a goal of minority population.

Mr. Watkins said throughout his administrative career he had been concerned about this matter. If he felt that this policy would close doors rather than provide more help for more people, he would not be in favor of this policy. The President said under the current proposal, all the services for the students who needed special assistance would be put in one place.

Mr. Morrison proposed and Mr. Fulton seconded the following amendment: as the conclusion to 1.4 add "and student population." There was discussion and by a hand vote of 17 yes and 21 no, the amendment failed.

Mr. Watkins said at present we are not making any kind of correlated effort at all and that we must coordinate all the helping services for students. If they are having particular problems in any area, they should be able to know exactly where to go to get help. We needed correlation of what we could offer students at the present time together with what we will be able to offer them later.

Mr. Horner suggested that throughout the document the word "remedial" be changed to "special assistance". This was accepted as a friendly amendment.

X,173 Ms. Ginnis proposed and Mr. Schechtman seconded the following motion: "Prior to final implementation of the Basic Skills document, the recommendation regarding the Division of Student Academic Services together with its budgetary implications must be specifically approved by the Academic Senate." After much discussion, this motion failed.

X,174 Mr. Cahill made a motion to separate 1.6 from the rest of the proposal, seconded by Mr. Annalora. The motion failed.

X,175 Mr. Henriksen made a motion to delete Academic Advisement from the proposal, seconded by Ms. Voorhees. The motion failed.

A roll call vote on the main motion was requested. The main motion was approved 34 to 9.

#### Committee Reports:

##### Administrative Affairs Committee

Mr. Tuttle announced there would be no summer meetings of this committee.

Budget Committee

No report.

Faculty Affairs Committee

No report.

JUAC

There will be a meeting on May 16 at 7:00 p.m., place to be announced at a later date.

Rules Committee

No report.

Student Affairs Committee

Mr. Turnbull remarked that the Student Affairs Committee would be announcing a meeting later when there would be discussion of the proposal to separate Entertainment, Forum and University/Union from the jurisdiction of the Academic Senate.

Communications

Ms. Ritch commented on the fact that no woman had been placed on the Provost Search Committee.

Adjournment

X,176 A motion (Turnbull/Madore) to adjourn was made and approved at 9:10 p.m.

For the Academic Senate,

Walter Kohn, Secretary

IC:WK:c

NAME	ATTEN-DANCE	VOTE							VOICE VOTE		
		Motion # 172	Motion #	Motion #	Motion #	Motion #	Motion #	Motion #	Motion No.	Y	N
Amster	A								169	x	
Annalora	P	yes							170	x	
Austensen	P	yes							171	x	
Belshe	P	yes							172	roll call	
Bdaz	P	yes							173		x
Brown	P	yes							174		x
Cahill	P	no							175		x
Carey	A								176	x	
Coats	P	yes									
Cohen	P	yes									
Conlon	P	no									
Filer	P	yes									
Friedberg	P	yes									
Friedhoff	P	yes									
Fulton	P	no									
Bover	P	yes									
Ginnis	P	no									
Grever	P	yes									
Gschwendtner	A										
Hemenway	A	yes									
Henriksen	P	no									
Hirt	P	yes									
Horner	P	yes									
Jackson	P	yes									
Kennedy	P	yes									
Kern	P	yes									
Koehler	P	yes									
Kohn	P	yes									
Koulos	A										
Kuhn	P	yes									
Maddox	P	no									
Madore	P	yes									
McCarthy	P	yes									
Miller	P	yes									
Morrison	P	yes									
Price	P	yes									
Raus	P	yes									
Ritch	P	yes									
Roberts	P	no									
Sanders	P	yes									
Schechtman	P	no									
Schwain	P	yes									
Sealer	ex.										
Shelton	P	yes									
Sims	A										
Turbull	P	yes									
Turtle	P	yes									
Voorhees	P	no									
Waskins	P	yes									

Arrived late P

yes  
34 yes  
9 no

Y=Yes

N=No

P=Present

Recommendations for the Reduction of  
Deficiencies in the Basic Skills

Academic Affairs Committee  
May 4, 1979

1.1 Revise the admission policy for entering freshmen, effective fall 1980, as follows:

Regular admission will be granted to applicants who score two points above the average ACT score (or the equivalent SAT) of college-bound high school students in the State of Illinois (currently an ACT of 20), or who meet one of the following criteria:

- a) Rank in the highest quarter (75th percentile and up) of their high school class, or
- b) Rank in the next quarter (from 50th to 74th percentile) of their high school class and have a minimum score on either the ACT or the SAT which is equivalent to a score that has been determined to provide a 50/50 chance of achieving a 2.00 GPA at Illinois State at the end of the first semester of coursework (currently an ACT of 12), or
- c) Rank in the next quarter (from 25th to 49th percentile) of their high school class and have a composite standard score on the ACT or the SAT which is equivalent to an upper-half ranking of college-bound high school graduating students in the State of Illinois (currently an ACT of 18).
- d) Students not meeting one of the above criteria may be admitted through the special opportunity admissions policy (1.3).

In addition, effective fall 1982, all regularly admitted students must show evidence of 1) demonstrated competence in English language and computational skills and/or 2) successful completion of at least three years of high school English and one year of high school algebra.

The academic standards for admission of Illinois residents and non-residents are identical. Students returning to the University after a lapse of one semester or more must apply for readmission through the Office of Admissions and Records. A student who has been dropped for poor scholarship from Illinois State must clear this status with the Office of the Dean of Undergraduate Instruction before readmission is granted.

1.2 Revise the admission policy for transfer students, effective fall 1980, as follows:



- a) Transfer students must present an overall "C" average for all college work completed, and the most recent transcript from the last school attended (full and/or part time) must show a statement of "Good Standing."
- b) Transfer students with fewer than 30 semester hours are required to meet both the high school requirement as specified in 1.1 above and the transfer requirement (1.2a).
- c) Former ISU students currently enrolled at other institutions or who have completed coursework at other institutions and who desire to return must also meet the transfer admission requirements.

In addition, effective fall 1982, all applicants must show evidence of demonstrated competence in English language and computational skills.

1.3 Revise the special opportunity admission policy, effective fall 1980, as follows:

- a) Waiver of basic admission policy may be granted for new freshman applicants of lesser qualifications for experimental or special programs (Summer Opportunity for Freshmen, High Potential Student, Athletic, Talent, Veterans, General Educational Development, and Unclassified).
- b) The number of special opportunity admissions for each year is limited to no more than ten percent of the previous year's total entering Freshman admissions.
- c) The number of entering freshmen that may be admitted who do not meet the minimum criteria for admission should be consistent with the resources made available for intensive and extensive assistance as provided by the proposed Division of Student Academic Services (See recommendation 1.6 below).

1.4 In implementation of these admissions standards, the administration is directed to heed the advice of the 1978 North Central Association Evaluation Team Report: "it is very important to . . . the University that the review of admissions standards currently in progress does not have as one of its consequences a reduction in the minority student population."

special assistance

1.5 Continue to offer ~~remedial~~ courses (courses which prepare students for college level work and which yield credit not applicable toward the 120 hours required for graduation) in English and in mathematics as necessary as experimental (189) courses, with no restriction on the number of times they may be offered as '89 offerings. Additional ~~remedial~~ <sup>special assistance</sup> courses may be offered only with the approval of the Council on University Studies. The University should support remedial courses only to the extent that basic skills are developed.

1.6 Create a Division of Student Academic Services which includes the following services and/or existing Centers/Programs: the Mathematics Center; Writing Center; Reading-Study Skills Center; the HPS Program; SOF (Summer Opportunity for Freshmen); Academic Advisement Center (contingent upon the report of the Academic Advisement Review Committee) and other relevant services as deemed appropriate and/or necessary. (It should be noted that the Reading-Study Skills Center does not directly teach reading skills. The job of teaching compensatory reading will need to be examined by the Director of the Center.)

- a) Division Purpose: The division should provide a full system of academic support services to all students of Illinois State University.
  - 1) Instructional assistance in communication and computational skills, academic advising, and counseling should be available to students who need assistance to improve their proficiency in these skills. Assistance could take the form of tutoring, learning modules, CAI, or other forms of small group or individualized instruction.
  - 2) English and mathematics will continue to offer developmental/<sup>special assistance</sup> remedial courses in communication and computational skills for academically disadvantaged students who will be identified by a battery of tests, which will be administered to entering freshmen and transfer students by staff of the Division. Students who are deficient in communication or computational skills should be required to successfully complete a compensatory course, which will yield credit not applicable toward the 120 hours required for graduation. Such credit will be assigned to the departments offering the courses. Credit hours generated by courses should be provided through tutoring, learning modules, CAI, and other forms of small group of individualized instruction. Support in the form of academic advising and counseling will be provided by the Division.
- b) Staff of the Division: The Division should have a full time director and additional faculty, professional technical staff, (including counseling center staff), and peer tutors. Faculty assigned to the Division, or to compensatory courses should hold rank in an academic department and should be appointed by the director of the Division and the DFSC of the appropriate academic department. A proposal describing procedures for selecting faculty and staff should be developed by the director of the Division and the chairpersons of English and mathematics, and other administrative unit heads.

An in-service development program should be provided for staff assigned to the Division.

- c) Resource Base of Division: If existing resources were pooled, seed money would be available to establish the new Division. There would also be monies available from federal and private sources for the Division.
  - d) The Director of the Division will report to the Provost through the Dean of Undergraduate Instruction.
- 1.7 Support collaborative collegiate efforts to provide leadership in developing programs of research and assistance for the improvement of the basic skills instruction in the high school and community colleges in Illinois.
- 1.8 Create a regular proficiency/placement program of examinations in the basic skills that all students admitted to Illinois State must complete.
- a) All admittees should have professionally prepared individualized programs of study with specified ~~remedial~~ <sup>special assistance</sup> courses, where needed, based on proficiency/placement program test data.
  - b) For students who do not demonstrate proficiency in basic skills, the number and type of regular courses should be restricted until specified deficiencies have been remediated.
  - c) The proficiency/placement program should be a function of the proposed Division of Student Academic Services.
- 2.1 Establish a centralized data bank to facilitate proper evaluation of student performance, especially in regards to basic skills.
- Data on student ability and college preparation not currently being gathered should be obtained by a battery of tests administered upon entrance to the University. Any data gathered regarding student performance is covered by the Federal Privacy Act, guaranteeing protection of the individual. This data bank should be housed in the proposed Division of Student Academic Services.
- 2.2 Insist that all colleges, departments, and faculty participate in the development and improvement of reading, writing and computational skills. It is expected that reading, writing, and computational skills of students in coursework be evaluated and considered as a portion of that student's graded work. The relative weight assigned these basic skills shall be determined by the instructor of the course.
- 2.3 Require the Council on University Studies and the Council on Teacher Education to review on a systematic basis the course requirements under their jurisdiction to attest to their contributions for improvement of the basic skills.