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Fall 9-24-2008

### Senate Meeting, September 24, 2008

Academic Senate  
*Illinois State University*

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***Academic Senate Minutes***  
***Wednesday, September 24, 2008***  
***(Approved)***

***Call to Order***

Academic Senate Chairperson Dan Holland called the meeting to order at 7:00 p.m.

***Roll Call***

Academic Senate Secretary Susan Kalter called the roll and declared a quorum.

***Approval of Minutes of August 27, 2008***

**Motion XXXX-13:** By Senator Long, seconded by Senator Stewart, to approve the Academic Senate Minutes of August 27, 2008. The minutes were unanimously approved.

***Presentations:******09.08.08.01 Statement on Diversity in Educational Programs (Shane McCreery, Director of Diversity and Affirmative Action)***

**Shane McCreery, Director of Diversity and Affirmative Action:** As many of you know, the university has several different statements on the books as it pertains to the recruitment and retention of faculty and staff of traditionally underrepresented groups. One area that is lacking is that the university does not have a statement or formal policy on any recruitment and retention efforts geared toward students of traditionally underrepresented groups. Recognizing that fact, I addressed this with President Bowman, who, in turn, gave me the charge to formulate a small committee to draft a statement on diversity in educational programs that would serve multiple purposes. The primary one was having a direct tie-in with *Educating Illinois 2008-14*.

Specifically, the charge centered around the statement in *Educating Illinois* under diversity that says, “The university endeavors to create a varied and inclusive community where all students, staff and faculty are active participants in a global society characterized by teamwork, respect for differences, civic engagement and educational goals that celebrate diversity.” The thing that is most important in that that statement is that we specifically state in the last five words, “educational goals that celebrate diversity”.

In Goal 1 of *Educating Illinois*, it states, “Illinois State University will position students to excel in a globally competitive, culturally diverse, and technological challenging environment by providing student services and assessment systems, as well as increasing retention and graduation of underrepresented students.” When asked to formulate a committee, I recognized that I see some of you on a variety other committees on campus. My goal in creating this committee was to gather old and new perspectives on campus, to pull people together that have had experience on the Senate and worked with diversity issues on campus, as well as new faces to campus. So when I formulated the committee, I selected Dr. Alison Bailey, Director of Women and Gender Studies, Dr. Paul Borg, Professor in the School of Music, Mr. Michael Hurt, Assistant Director of Disability Concerns, Mr. Raul Agulara, Former Counselor in the Office of Admissions, Dr. Jonathan Rosenthal, Assistant VP of EMAS, Dr. Tony Crowley, Director of the School of Art, and myself.

We did not create this statement out of thin air. We researched a number of different policies, procedures and law that would be necessary to make this statement possible. Internal documents that we viewed were the Enrolled Minority Student Data and the primary and secondary goals of each discipline, as well as the 2001 Illinois State University Plan for Diversity. External resources included the University of Maryland’s Policy on Diversity and Educational Programs, an article entitled, “Student Perceptions of Diversity on a College Campus”, and three documents by the College Board Access and Diversity Collaborative on Enrollment

## Management and Law.

The legal landscape for providing diversity-related services and recruitment for students has changed. In 1978, the Supreme Court shot down the quota system. In 2003, there were two cases, *Gratz vs. Bollinger* and *Grutter vs. Bollinger*, better known as the University of Michigan cases, which really shape how I go about doing my job at ISU. The *Gratz vs. Bollinger* case is the undergraduate case in which it was deemed a point system based on individual races and ethnicities was impermissible. The court did uphold the University of Michigan's Law School's efforts to use race and ethnicity as a part of its recruitment and retention. It held the University of Michigan to the highest legal standard, that being strict scrutiny. It permitted its use of race and ethnicity because the university had a compelling interest to justify the consideration of race and ethnicity to a narrowly tailored educational benefit. Again, that educational benefit language ties back into *Educating Illinois*.

The court has recognized two specific instances in which a university may use race and ethnicity in its recruitment and retention. First, it can be used to cure past discrimination. Second, it may be used in promoting the educational benefits of diversity.

Defining "narrow tailoring" is a four-part test. First, it has to be sufficiently flexible. You can't use race or ethnicity exclusively. It has to be what is commonly termed as a holistic approach. Second, it has to be necessary in the light of institutional goals. *Educating Illinois* satisfies that requirement. Third, it has to be sufficiently limited. It cannot have a negative effect on persons that do not meet minority classifications. Fourth, there has to be some process of periodic review. This statement is not set in stone. It is formulated to provide us an opportunity to be more aggressive in our recruitment and retention efforts and will be periodically reviewed.

As for the body of the statement, the preface was written by Dr. John Freed, Department of History. It was the desire of the committee to communicate the university's earlier commitment to inclusivity. In the commitment, we state up front the university's desire to recruit, admit, retain and graduate students who meet the university's requirements for academic success. We are not lowering the standards. Anybody that gets into this university has to be qualified, but it is our duty to identify these populations and provide them with the support and resources that they need to succeed.

To address the court's concern that it must be flexible, the committee decided that we would term the students that we desired to recruit 'to have a broad variety of talents, backgrounds, perspectives, experiences and individual differences'. That included, but is not limited to, race, gender, national origin, etc.

A good question was asked earlier: "Why is sexual orientation absent from the list?" Sexual orientation and disability are deemed personal, confidential identifiers. The university, or any member of the university, cannot approach a faculty or staff member or student and ask, 'Are you disabled?' 'What is your sexual orientation?' It is permissible to ask race and gender and things of that nature. We have no desire to leave any parties in those classifications out. This is not an intentional discrimination; this is to respect privacy.

In the policy and goals statement, there is an effort to reaffirm the university's value of diversity. "Illinois State University recognizes that the diversity of its students is central to safeguarding the vitality of our nation's pluralistic and democratic way of life", again, directly addressing the *Educating Illinois* goal of a global society. Also, each of these objectives promotes an inclusive campus environment, which is language directly linked to *Educating Illinois*.

In Goal 1 of the statement, the university meets its burden by narrowly tailoring our desire to create, implement and assess strategies designed to increase the recruitment of high-achieving and motivated students. We link that to the educational benefit of addressing compelling social interests and developing a pluralistic, democratic, capable and informed citizenry. That is all in an effort to create a rewarding educational experience. In Goal 2, again, we narrowly tailor our desire to create and implement strategies designed to increase the academic achievement, retention and graduation of students from a variety of backgrounds. We link that educational benefit to an increase in academic success, educational achievement, retention, graduation rates and enrichment in the overall learning experience. In the final portion of the statement, the education benefits of a diverse community, we state very clearly what we desire to achieve. "The university desires a diverse community that fosters improved communication, critical thinking, new ways of conceiving ones place in the larger world, and increased economic opportunities."

Of the four-part test, the only thing that we have not yet discussed is the periodic review, which is addressed in the last statement. "The Office of the Provost has taken as its responsibility a periodic review of diversity-related educational goals consistent with Illinois State University's educational mission." This is a philosophy statement and a philosophy statement only. This provides us with, the term that I will use, 'legal cover' to be able to provide increased services and targeted recruiting efforts to minority populations. There are groups that exist that disagree with Affirmative Action and have been very aggressive in their pursuit of a variety of different university efforts (that support Affirmative Action). Some universities have chosen, to use my term, 'to whitewash their programs', to dilute the definitions of the students that they are seeking to recruit and retain. It is my philosophy that the university does not have that luxury. If we want to ensure that we are able to meet the obligations of *Educating Illinois*, we must continue to be aggressive and this philosophy statement serves as a shield.

The second part of this statement has already been implemented in that Dr. Rosenthal has been charged with the creation of a recruitment and retention committee, which is charged with implementing action items directly related to this statement.

**Senator Mallory:** I understand the privacy issue in regard to sexual orientation and disability, but just by including those in the commitment statement, does that imply that people must be asked those things in the recruitment and retention efforts?

**Director McCreery:** Not necessarily, but one challenge that we face is that we are a state that has recognized sexual orientation as a protected class, but the federal government has not. If we are seeking federal funds for any of these recruitment and retention efforts, we have to have a ground-level foundation statement that matches up to par with that. Please know that I have no desire to leave anybody out in this regard. The 'don't ask, don't tell' policy, though, is going to one that is difficult to overcome when it comes to those two specific classifications of individuals.

**Senator Solberg:** Michigan, of course, got sued at the undergrad and law levels. As I recall, ISU has never had an issue of that nature to my knowledge, have we?

**Director McCreery:** Correct.

**Senator Klitzing:** Getting back to sexual orientation and disability, in your statement, you talk about 'ability'. How are defining ability and gender identity by state and federal law?

**Director McCreery:** Neither of those terms have any correlation with state or federal law. Gender identity is

applicable to the individual. Ability is being used in its most generic sense. We chose that term purposefully. It could be read as it relates to ones ability in athletic competition, to a disability, or it could be academic ability.

**Senator Kalter:** How could it be academic ability if in the earlier part of the statement we note that academic ability has to be at a certain par?

**Director McCreery:** We are not lowering our standards by any means, but some people have different types of academic ability. What we are trying to move away from is a focus on standardized tests or GPAs. We are really trying to be as broad and inclusive as possible.

**Senator Leigh:** Is there going to be some type of tuition assistance or scholarships set aside to bring diverse students here, whether they be minority or first-generation students, for people that can't afford to come?

**Director McCreery:** One of the action items that is being reviewed by the recruitment and retention committee is enhanced financial aid packages. The university does have scholarships that are specific to minority populations. I will admit that we don't have many, but we do have them and we are looking for ways to enhance what we currently have and provide greater services to these types of populations.

**Senator Stewart:** In our meeting of two weeks ago, President Bowman said that \$5 million was set aside specifically for that purpose.

**Senator Klitzing:** In the commitment statement, you talk about 'as allowed by state and federal law', yet you said ability and gender identity do not correlate with state and federal law. Is everything else that is listed there part of either state or federal law?

**Director McCreery:** The state or federal law language was specifically put in there so as that landscape changes, our statement can change as well. Are you wanting me to go through the list item by item?

**Senator Klitzing:** Well, I am curious as to how many of those that are listed are covered by state or federal law.

**Director McCreery:** Race, gender, national origin and veteran status are all protected classes. Gender identity is not. Religion is. 'Spiritual values' we thought was an appropriate way to speak to a broader audience. Age is a protected class. Socioeconomic background is not. Geographic location is not. Ethnicity is.

**Senator Klitzing:** I guess I would like for you to explain then again why "sexual orientation" and "disability" are not included. You said that sexual orientation is covered by state law, but not by federal law, so I am just a little bit fuzzy about why some items got on the list and why others did not.

**Director McCreery:** The primary threshold for what got onto the list was what we felt that we could responsibly ask an incoming student. If a student, let's say, disclosed their sexual orientation through an admissions application, was denied and then said 'I feel that I was denied admittance to the university, though I met all of the other qualifications, because I disclosed that I was gay', we could be sued in state court. We could not be sued in federal court. That is why we purposely left that off. We are not wanting to "out" anybody on sexual orientation or disability. Again, the omission of those was for confidentiality reasons only and for no other purpose.

**Senator Klitzing:** I guess that I am just concerned with the omission. I am concerned particularly with disability, so both of those things being absent is a concern of mine.

**Senator Borg:** Perhaps I can add some clarification. First, I would like to thank Shane for his calm leadership in helping educate those of us who were on the committee to make this work. Slightly more than ten years ago, this particular Senate body had a fight with its own Board of Trustees about the very issue that you raise, the inclusion or not inclusion of particular class in a list in our own constitution. The Board excised sexual orientation and I, at their meeting, took personal offense. They added it back into the constitution at their next meeting, so in terms of the university and its commitment to all of these various classes, I don't think that we can argue with that. I was convinced during the deliberations of the committee that there were good reasons for crafting a list could not be perceived as being either exclusive or extensive enough to be exclusive. So those were decisions that we made.

**Senator Leigh:** inaudible (please speak into microphones)

**Director McCreery:** Indeed. The recruitment and retention committee that is creating the action items is extremely large and includes students of a variety of different backgrounds, including those of race, some that have had struggles and that are currently involved in our support services and some that have had successes. We are wanting to get as many different perspectives as possible on how we can make these programs perform better and to reach the goals in *Educating Illinois*.

**Senator Mallory:** Is there, then, the same intention that there will be targeted recruiting for people with disabilities and people of differing sexual orientations?

**Director McCreery:** We would not know; there will not be targeted recruiting for those two areas, because we cannot ask.

**Senator Mallory:** I guess my point is do you have to ask to recruit.

**Director McCreery:** Do I have to ask to recruit those two populations?

**Senator Mallory:** Can't our recruitment materials reflect the needs of those populations in general without asking someone if they are gay or have a disability?

**Director McCreery:** I am not trying to be challenging, but if I am going to actively recruit that population, how do I know what that population is unless I ask.

**Senator Mallory:** I am sorry; I did not frame my question properly then. My point is, is there a commitment from the university to actively recruit populations with disabilities and people who are gay, lesbian or transgender.

**Director McCreery:** Yes, as there would be an equal commitment to any other group.

**Senator Holland:** I think a safe statement to make is that the university is committed to a culture in which it doesn't matter what you are in any sense of the word. We want everyone to be comfortable and feel like they are supported.

**Senator Mallory:** It's just that when those people see that they are not represented in this language, it might

lead to certain assumptions that they are not included.

**Senator Holland:** That is part of a very delicate balance. If you try to list everything, then by extension, those are the only people who are represented. Whereas, if you make a list with the words “such as”, then by extension, you can include anybody.

**Senator Kalter:** I do not want to agree or disagree with the listing or the not listing, but I do want to make the point that it actually does matter who you are for the educational purposes of this document. Were we to end up with a campus where there was one sexual orientation or no disabilities, that would be violating the very thing that we are attempting to achieve, which is education through a diverse population. So I just wanted to make that point, that it does matter that we do recruit to make ourselves an open campus that is accepting of the people that we are listing here. So it does, in fact, matter what you are; otherwise, we are not achieving the educational benefit that the Bakke decision essentially validated.

**Senator Van der Laan:** I wonder if Paul or Shane could maybe speak to some of these questions in reference to the ISU policies of nondiscrimination, if that addresses some of the questions that have been raised here.

**Director McCreery:** Right and I think that I need to do a better job of clarifying what the purpose of this statement actually is. We have a nondiscrimination statement which clarifies every protected class. Disability and sexual orientation are included. We would not discriminate. This statement, in and of itself, is simply used as a foundation to build a committee for retention and recruitment that can review our existing policies and improve them. This is not something that we are trying to do to alienate anybody. Our desire is exactly the opposite and we found, with some degree of work, a list of personal identifiers that we thought were appropriate and that meshed with the formal EEO Affirmative Action Statement of the University.

**Senator Fazel:** I was wondering, then, do we ask about gender identity or spiritual values.

**Director McCreery:** No, we do not.

**Senator Fazel:** So what is the difference between those and sexual orientation or disability?

**Director McCreery:** We thought that that was incredibly imperative to appeal to those groups. Gender identity and spiritual values are broad and encompassing. Please know that I am not trying to dig my heels in; I am just trying to give you the rationale of the committee and why we said what we said. We purposely chose spirituality over religion because we thought that religion may alienate certain persons. We chose gender identity because we thought that that was a great way to speak to an audience that may not have a voice otherwise. In our formal policies, where we do state sexual orientation, we list gender identity, bisexual, gay and lesbian, as being a specific class.

**Senator Holland:** One other comment that we should probably be aware of is that we do have an official university policy on diversity. This is not actually going under an official policy. We are being asked to endorse this statement with a Sense of the Senate Resolution, so we are basically saying that we agree with the intent of this document. There is a little bit of a difference there between official policy and the sense of the Senate.

**Senator Klitzing:** My concern is as much about disability as anything. In my work with people with disabilities in recreational settings, we find that they don't come because they don't know that they are welcome. Thus, that is a part of the ADA statements that are in our brochures and taglines, etc. So one way

of being welcoming always is the notion that they are included in listings. That helps them to know that they are here; I don't know the size of our population here, but I know that those who work with disability concerns are concerned about their retention. 'Do we have a strong retention rate of students with disabilities?' 'Is there ongoing support there as with any of the other groups?' Those are my concerns.

**Senator Solberg:** Is part of this that, if you listed the categories of disability and sexual orientation on here as a positive thing that you are recruiting for, people might feel compelled to disclose something that you are legally forbidden from asking and that that might cause a legal issue as well?

**Director McCreery:** Not necessarily. If an incoming student were to disclose that they were going through a gender transition and they are concerned about their housing options, we would put them in contact with University Housing, which has specific programs and housing accommodations that could assist them in being a full and active member of the university community without having to view that transition as a barrier. Or with a disability, if they send in an application and they include on it, 'I'm a paraplegic. What services does the university provide?', we route them directly to Disability Concerns so that they know what they are getting into.

**Senator Solberg:** No, I misstated that. I meant, if I did not wish to disclose and it was listed here as something for which you are possibly recruiting, I might think that I had better disclose or I won't get in, thereby, kind of forcing me to feel that I needed to do that.

**Director McCreery:** That is not the intent.

**Senator Solberg:** I know that that is not the intent.

**Director McCreery:** We made it as broad as it is so that if we make them feel unwelcome on one criteria, we could make them feel welcome on another.

**Senator Wortham:** I would just like to note that in Goal 1 and Goal 2 of the categories listed for racial, ethnic, geographic and socioeconomic backgrounds, if you are going to be consistent with this exercise and particularization, shouldn't you add these other items, national origin, gender identity, spiritual values, age and all of the rest of them, to be consistent with the paragraphs under "The Commitment"? The goal statements don't match those items/classes mentioned in the commitment statement.

**Director McCreery:** We did not mean to be inconsistent. That was not purposeful.

**Senator Wortham:** I understand that. That's the problem with particularization of human beings; you really do need be consistent. If you are going to select these arbitrary categories, then you need to have them noted in each one of these goals. Otherwise, it might be confusing to the audience. I don't really know who the audience is, but it seems to me that you should be consistent about it.

**Director McCreery:** Ok, thank you.

The Senate expressed its thanks to Director McCreery for his presentation.

**09.08.08.02** *Sense of the Senate Resolution for the Endorsement of the Statement on Diversity in Educational Programs (Academic Senate Executive Committee)*

**Senator Borg:** You have in front of you a Sense of the Senate Resolution, which endorses the work of the



committee in creating this particular statement, which I will remind everyone will be the basis for a recruitment and retention committee to develop the action items and elaborate on these very issues and these very enumerations that we have been considering tonight. Nothing is off the table in the furtherance of this. This is not exactly the document that gets circulated; the activities of a recruitment committee are far more important than the details of some particular document. I would urge the Senate to endorse the statement on diversity by approving this Sense of the Senate Resolution, which reads, "In as much as the Statement on Diversity in Educational Programs reflects the goals and principles of Illinois State University, the Academic Senate endorses this document. Further, the Academic Senate encourages the university faculty, staff and student members to support and work diligently toward achieving these goals."

**Motion XXXX-14:** By Senator Borg, seconded by Senator Stewart, to approve the Sense of the Senate Resolution endorsing the Statement on Diversity in Educational Programs. Four senators voted against endorsement and one senator abstained. The remaining members of the Senate voted in favor of the resolution and, thus, the statement was endorsed by the Academic Senate.

***Distance Education Task Force Presentation (Darrell Kruger, Task Force Chairperson)***

**Professor Darrell Kruger, Distance Education Task Force Chairperson:** The purpose of the presentation this evening is really twofold. There will be two parts to it at least. The first part is going to look at the charge and the definition and then the second part is going to look at some data, which we have referred to as the 30,000-foot view of distance education at ISU looking at trends over the course of the last five years. This is an abbreviated version of the presentation and the entire presentation will be on the distance education website that we presently are building. We wanted to share this with the Academic Senate and other constituencies on campus to get input as we undertake the work which will run for about a year and we hope to have a report to the Provost at the end of June 2009.

You have a handout before you and I am certainly not going to read the text to you, but I will just try to briefly, because of time, highlight some of the points on each of the slides and then take whatever questions or comments that you have at the end. The first point to underscore in the definition is that, obviously, it is a broad definition and if you look specifically at the last sentence, it indicates that on a continuum, distance education includes 100% face-to-face instruction geographically distant from campus, as well as the other extreme, 100% online education.

In terms of the charge, there are really three things that are worthwhile in emphasizing. The first one is that the task force is charged with coming up with recommendations. Secondly, the work of the task force would obviously be connected with *Educating Illinois*, especially Goal 3. The third point to underscore is that documents like this just don't get written and exist for an eternity. There is a time limit to these because one would anticipate that there would be a need for updating a document of this nature.

In terms of the work of the task force, the work will be structured really around four goals and the intent is to have teams labor around each of those goals. The first goal will focus on curriculum, really engaging with the campus community to look at courses and programs that presently exist or those that could potentially be developed that lend themselves to be taught through distance education. The second goal will be concerned with issues of instruction. I think, specifically, we will focus on professional development for faculty. Obviously, on a continuum, there would be faculty who would be very, very conversant with distance education in terms of delivery mechanisms and faculty at the other end of the spectrum who won't engage in that work, so there would be a need for professional development.

The third goal focuses on infrastructure. You can see, judging by the number of bullets, that there are a

number of aspects concerning distance education that we need to think about in a deliberate fashion if we are going to do it systematically. Finally, we will look at administrative structure and, especially, funding, so the fourth goal in that work group will be to look at source issues.

In the first group of slides, we will look at numbers. In the second part, we will look at distance ed in the context of programs, that is, undergrad versus graduate. A third area we will look at is academic year versus summer. A fourth area looks at funding sources or funding streams for distance ed. Five and six look at distance ed through the lens of the colleges and departments. The final slide really looks at ISU benchmarked against Midwestern institutions and nationally.

In terms of enrollment numbers, what you see here (on the power point slide) is that, consistent with national trends, ISU, over the course of the last five years, has seen a steady increase in online enrollments. I should add that the data that you are looking at are for courses that are taught 100% online. I said at the onset that distance education on a continuum included 100% online courses, but also included other combinations thereof. That is important to underscore. This does not mean that this is the only distance education that is going on at ISU at the moment. One indicator, as a case in point, is if you look at Blackboard (online instruction-delivery and course management tool), there are about 1,500 courses on Blackboard. That includes courses that are just managed simply on Blackboard, so you could add those courses to these 100% online courses.

By program level, once again, consistent with national trends, we have seen a steady increase, but obviously there is more engagement with online courses and enrollments when we look at undergraduate education versus graduate. Another important consideration when considering distance education presently at ISU and looking at enrollments is to compare the academic year versus summer in terms of enrollments. Summer is shown in green here and I think the most obvious trend is that there has been an increase in online distance education enrollments in summer, especially in 2008. 2008 was the first year that it eclipsed those in the academic year.

In terms of revenue and funding, what this graphic shows is by year the total amount of money that was spent on online education at ISU. In green, we have general revenue funding and, in blue, we have other forms of funding. It could be flex funding; it could be from grants. So if you look at 2008 as a case in point, obviously a little more than half of the online courses that were taught were funded with other sources of revenue, that is, non-GR money. Once again, 2008 is the first year in which this occurred.

We thought it would be worthwhile to take a snapshot of online enrollments by college. Once again, I should just preface this by saying that as you are looking at these graphics by college, remember this is 100% online, so representation of individual colleges may be higher if you consider other forms of distance education, which would include hybrid courses. Generally, I think you see a steady increase. The next slide shows the percentage of online enrollments by college of all enrollments in individual colleges. For example, if you look at Mennonite College of Nursing in 2004, about 15% of all enrollments came from online courses.

Finally, this graph shows the individual department participation over time in distance education. Let me make just two points as you view this graph. The first is that each block, if you will, represents a department. Secondly, to be represented as a department that engages in distance education, you have to teach at least one online course. Of course, above the line, as we move from 2004 to 2008, if you get an increase in the blocks that are shaded versus the blocks that are not shaded below the line, that would indicate increasing participation by departments by college.

The final slide benchmarks ISU with Midwestern institutions and national institutions, or, I should say, all institutions. It is worthwhile emphasizing that these data come from the Sloan Consortium, so they included about 5,000 institutions. Once again, definitions are important, because Sloan, for the purposes of their data, define online education as anywhere from 80% to 100% online, whereas the ISU data, as I have said, is basically 100% online. So even though ISU may seem to be lagging compared to the Midwest and nationally, if you enlarge that definition, then ISU would probably be better represented than what is evident here.

**Senator Bagnuolo:** With this task force, will there be a focus to make sure that the 100% face-to-face learning curriculums are equivalent to the 100% online learning curriculums? Will there be comparisons as to what students are asked to do in one version versus the other?

**Professor Kruger:** What do you mean by 'equivalent'?

**Senator Bagnuolo:** For example, I know someone who is taking an online course and her friend is taking the face-to-face version. They feel that what they are asked to do is not at the same level. They are not getting the same quality or opportunity to succeed. So I am curious about how much of this task force's efforts will be to make sure that if a course is offered both ways, it will have an equivalent curriculum.

**Professor Kruger:** Distance education has been looked at previously at ISU and I think one of the reports that I looked at was a 2000 report, I believe, where that particular issue was discussed. Basically, with the curriculum review process at all levels, from the departmental all the way up to the university level, if an existing course is basically going to be taught as an online course, then there is a curricular review process that provides the oversight, which you elude to. Of course, should a new course be proposed altogether, then that would be subject to that review process. So I think you are driving at something which is important, which is quality, of course, and quality is, from national surveys, clearly important to chief academic officers and especially to faculty. One of the most obvious barriers to the growth of distance education comes from faculty. Faculty are very, very skeptical, and rightly so, concerning the quality of courses that are delivered online.

**Senator Carnahan:** Do you have information regarding the drop rate for these classes?

**Professor Kruger:** I don't have any particular data for ISU; we could probably get that. Once again looking through the prism of the national view and what is reported by chief academic officers, students grossly underestimate the amount of time and effort that it would take to be successful in online or hybrid courses. So conventional wisdom has it that the attrition rates tend to be higher.

**Senator Ellerton:** Has the task force examined, or will be examining, some of the existing models and approaches that are in place and that have been in place for a number of years both nationally and internationally for distance education?

**Professor Kruger:** Yes, certainly the charge speaks to that. The task force will look at, both internally and externally, models of distance education so that we can learn from other institutions and also find where we fit within the larger picture based on the mission of ISU.

**Senator Holland:** I think that we will hear a lot more about this as the year goes on as we actually start the work of the committees. Perhaps you can come back in the spring.

**Professor Kruger:** Certainly. We are presently in the planning process to develop focus groups for both

students and faculty, so you will have an opportunity to participate in those focus groups as well.

The Senate expressed its thanks to Professor Kruger for his presentation.

### *Chairperson's Remarks*

**Senator Holland:** I would like to remind everybody that in about 40 days, there will be the most important election in recent memory. ISU has had an outstanding history of participation in the last couple of elections. Let's make sure that we keep that up. Aside from that, I have been given a memo about the Parent Association Board's grant applications for bringing in just about anything. The grants are for up to \$5,000. They can be for bringing in speakers or for a special project that you would like to do. If you want more information about that, you may send an e-mail to me ([dlholla@lstu.edu](mailto:dlholla@lstu.edu)).

**Senator Fazel:** Would the information about these opportunities be e-mailed to the whole campus community?

**Senator Holland:** It was just distributed to deans and directors. I have a hard copy of it and I would be more than happy to pass it on.

### *Student Body President's Remarks*

**Senator Mason:** Since the last time we met, our senators have had five constituent-contact events. A few weeks ago, our on-campus senators went to the residence halls to talk to students about the new meal plan and the problems that they have had with that. We will take that feedback to Campus Dining Services. Our graduate senators had a meet-and-greet for graduate students today that I hear went pretty well. Our underrepresented senators had an event where RSOs (Registered Student Organizations) could come and make posters that promoted themselves and those posters went up in the concourse at last Saturday's football game. They got to meet the RSOs that they represent and the RSOs also got to advertise for themselves. The off-campus senators went to the rec center several weeks ago to talk to students about sustainability. Also, today, our off-campus senators teamed up with the Redbird Renters Union and talked to students about signing leases and about the off-campus housing database coming up. SGA will be participating in Homecoming again, as well as the float building and office decorating contests, and will be ringing the bell at the Homecoming game.

One of the things we ran (our platforms) on in April was to increase school spirit and student involvement in Fine Arts events. So, this year, similar to our "Packing the Places" for student athletic events, we are going to be "Packing the House". For the *Dracula* theatre production that is coming up, we have purchased 250 tickets that we are going to be handing out to students on Tuesday, October 28, for one of their shows.

One week from tomorrow, Thursday, October 2<sup>nd</sup>, the 11<sup>th</sup> Congressional District Debate will be held, so the three candidates running for the House of Representatives in our district, Democratic Candidate Debbie Halvorson, Republican Candidate Marty Ozinga, and Green Party Candidate Jason Wallace, will all be here from 6:30 p.m. to 8:00 p.m. in the Brown Ballroom. We have been working on that with the "Trust Me, I'm a Voter" campaign and other RSOs on campus. There will be about 1,000 seats available, so if you are interested, seating is on a first-come, first-serve basis. This is a historic election year and our district is one of the top ten congressional districts being watched right now. The debate ends at 8:00 p.m. and right after that debate, they will have the televised Vice Presidential Debate projected onto a screen for the audience to view.

### *Administrators' Remarks*

· ***President Al Bowman – Absent***

· ***Provost Sheri Everts***

**Provost Everts:** I would like to remind you of the Innovative Partnerships for Student Learning Conference hosted by ISU, Illinois Wesleyan and Heartland Community College, which begins tomorrow at the Doubletree Hotel and Conference Center and runs through Saturday, September 27th. The conference offers many wonderful speakers, but I will mention just a couple of them: Tony Chambers, Associate Vice Provost at the University of Toronto and an ISU alum, Cecelia Lopez, Vice President of Academic Affairs at Harold Washington College, and Gwen Dungy, Executive Director of NASPA. Her perhaps most noteworthy work has been with the Center for Higher Education Transformation in South Africa and her work in creating strategic relationships with Mexico and China. I hope to see many of you there tomorrow and wish to publicly thank all of the individuals who worked so hard to see this conference come together.

**Senator Wilkinson:** I haven't heard the number of the ACT of the incoming freshman class yet. Is that available?

**Provost Everts:** It is 23.9.

· ***Vice President of Student Affairs Steve Adams***

**Vice President Adams:** I begin tonight on a sad note. It is never pleasant to report the death of a student, but, unfortunately, a young man by the name of Jason Nash died on September 15<sup>th</sup>, so I am very saddened to report that. His death was reported to his instructors at Illinois State. His family was here. He lived off campus and his death occurred off campus. He was a junior in Marketing from Palatine, Illinois. His funeral was held on Saturday and Illinois State was represented by a member of the Dean of Students Office and a member of the Vice President's Office. This young man did a tour of duty with the United States Navy in Iraq and his brother is still currently enrolled at the university.

Student Body President Ted Mason mentioned off-campus housing and other related issues. Many of you will recall that last spring, there were issues related to some on-campus housing situations relative to space for upper class students. If I recall correctly, the language that was used in posters and letters to the Editor of the *Vidette* accused the University Housing Services Office of "evicting" the juniors, seniors and graduate students from the residence halls. Actually, it was not quite that serious. They were not evicted. They just did not get first choice and that was because the number of spaces that were available in the residence halls for 2008 and 2009 dropped to an all-time low in the last two or three decades because of the renovation plan that is taking place. There were about 6,100 spaces that were available for the fall of 2008. I am happy to report that with even with Dunn-Barton and Walker being demolished at the current time and Manchester Hall offline, next fall when Manchester comes back online, we will have east campus completed and we will have a total of 6,800 spaces that will be available.

I think the primary issue last year was the fact that this information was not communicated in a timely fashion to the students who were impacted by this decision. It was sometime in January or early February, and, consequently, it made it very difficult for students to get leases off campus. I am happy to report tonight that I met with our Housing Director, Maureen Blair, today and she handed me a stack of different types of communications that are being sent out around campus so that students will know the number of spaces that will be available in the residence halls in the fall of 2009. There are table tents, a portal message to all students, an e-mail blast to all students and posters of varying sizes.

Hopefully, we learned our lesson last year and the communication channels will be open this year. Last year, when we were short on spaces, it was unfortunate that we had to turn students away. This year, we hope that that situation does not turn around and that we will be begging for students to live in the residence halls. This is a product of the long-range housing and dining plan and this is year six. It is right on schedule and we have made it through the toughest year, which was this year. We will now look toward fall of 2009 with another 700 spaces made available as Manchester comes back online.

**Senator Bagnuolo:** My comment is not about that issue, but I don't know if you would mind making a comment on what Campus Dining hosted last night for the people that care about sustainability issues across the campus.

**Vice President Adams:** I did not attend that; I was at a sustainability dinner last night that was hosted by Enid Cardinal, Director of Sustainability, so I can't comment on what was said last evening. I was not at the dining forum.

**Senator Klitzing:** I don't know if I am complementing you or Provost Everts, so excuse me if I am out of turn here. I have been watching the home page for ISU for awhile and the reason that I am connecting it with you is because students have contacted me. Keeping on my hat as an advocate for the rights of folks with disability concerns and as an instructor of a class that teaches about that, my students were thrilled to see that the images on the ISU home page this past week included a person with a disability. I have to admit that as long as I have been watching, I have not seen any. So kudos to whomever began to give those welcoming statements to folks with disabilities on our campus or guests of our campus.

**Vice President Adams:** I wholeheartedly agree with you Senator Klitzing. (I am not sure who was responsible for that.)

**Senator Abdalla:** Last semester, we talked about the "triples" in Watterson being converted to quads. Is that still standing in Watterson?

**Vice President Adams:** The question is about the number of students being placed into various rooms formerly assigned to three students that then became quads or having four students assigned to them. We are continually evaluating each year how the rooms can be configured to provide the most comfort for students in the residence halls. The number of spaces that I referred to was the number of spaces that will be created by Manchester coming back online in the fall of 2009. I can tell you that, as we speak, the housing staff is making every effort possible to alleviate any of those situations in which students were placed in rooms that were not designed for that many students.

· ***Vice President of Finance and Planning Steve Bragg***

**Vice President Bragg:** The last time we met, I assured you that Illinois State University's finances were insulated from some of the events associated with the adverse effects of the subprime loan financing set of issues, especially as they are related to Freddie Mac and Fannie Mae. Since then, it has gotten a lot worse. The U.S. Congress is debating right now an unprecedented \$700 billion bailout package for banks and financial institutions. I want to assure you that Illinois State University's finances are still in good shape.

We maintain about a \$100 million in investments on an average daily basis right about now. It is always high in the fall because tuition and fee revenues come in. We have a couple of bond issues that were issued during the last year or so. Those proceeds are sitting in investment accounts. All of those investments are in U.S.

government backed securities or treasuries. We hold no commercial paper; we hold no bonds from the corporate sector or other kinds of equities. We have very safe and secure investments, unless the U.S. government goes under and that is highly unlikely.

The biggest threat is the threat that we all face and that is the impact on the economy, the state's economy and tax revenue that might come and, therefore, our appropriations, and then the larger economy and unemployment. Frankly, we are becoming more dependent on tuition at Illinois State University and, therefore, the ability of families and students to pay that tuition. So we are watching the debate in Washington very closely.

We opened bids for the parking deck expansion on the southwest part of campus and, somewhat to our surprise, those bids came in low. They came in 10% below our estimate. This is right on the heels of the Student Fitness, Kinesiology and Recreation Center coming in about 20% higher. There are a couple of reasons for this that we have been able to discern so far. There is not as much structural steel in a parking ramp as in the fitness building that we will put up and steel was one of the major causes for those increased bids. Also, the low bid was from the same contractor that will be doing the fitness center, River City Construction, so they have already gotten some of their costs covered in terms of having equipment, supervisors and personnel here on campus. Therefore, they were able to give us a very good bid on that and we very much appreciate that.

I have some even better news for faculty and staff. Check your pay advice on the ICampus Portal. Your retroactive pay should be in your September paycheck.

I have a couple of follow up items on the Stevenson-Turner Project. I want to correct a couple of the impressions that I gave last time. I was asked about furniture and whiteboards and I gave the impression that that was on backorder and that that would be delivered. I want to correct that and I do apologize for any misconceptions I might have given. There are some whiteboards and some small pieces of furniture that are yet to be delivered for the project, but I want to make sure that everyone understands that we are not replacing office furniture for faculty and staff in that building as part of that project. The budget for that item, developed by the committee that was working on this, was about \$2.4 million, which more than doubled the relocation budget and they made the decision to not spend that money. So, I do apologize if I gave the wrong impression at the last meeting.

Then there was a question about costs and who is bearing the cost. I think, Senator Ellerton, you asked that question. The budget for the relocation project is about \$1.9 million and those costs are being met entirely through reallocation mostly from units in Academic Affairs, the Provost's Office and the individual colleges. To date, the actual move itself, the packing of boxes, the moving of furniture into Williams and moving it back from Williams, ran about \$100,000.

**Senator Ellerton:** Thank you for that clarification, but perhaps a more immediate concern is the noise level in Stevenson, which was extreme. In particular, yesterday, it was nearly impossible to conduct a class. In the particular class where I was, I have, certainly, one student with a disability, who was badly affected by the noise, and another who suffers extreme migraines. We almost had to move the whole class to another building. I acknowledge that all of that is being looked at and that there are negotiations underway to find a solution, because this was hammer drilling immediately below the classrooms.

There are negotiations underway to work out some resolution, but I thought, given the opportunity, that it was important to mention that here, just to keep it on record that there needs to be constant monitoring of that and

perhaps greater communication and examination of what can be done to alleviate that. Given that those classrooms are used from 8:00 a.m. in the morning until 9:00 p.m. at night, it is very difficult to do something out of hours, but I did want to put that on the table today.

**Vice President Bragg:** I appreciate that and I will follow up tomorrow with our Facilities Planning folks and move coordinators and find out the status of those negotiations and if there is anything that we can do. You are absolutely right; those are, at times, intolerable conditions and we will do everything we can to ameliorate it.

**Senator Klitzing:** I have a question about the new tennis courts. Are they available for student and general use now?

**Vice President Bragg:** I don't know the answer to that. Do any of my colleagues know?

**Vice President Adams:** The tennis courts are being used by Athletics, but as far as campus rec scheduling them for any kind of recreation courses, I don't know that, but I can certainly check on that and let the Senate know.

**Senator Klitzing:** Are the shuttle buses beginning to go out to the intramural fields and tennis courts area?

**Vice President Bragg:** No, not yet; we are in negotiations with the Bloomington-Normal Transportation District to expand our routes out to the Gregory Street properties, but we have not completed those negotiations yet.

**Senator Klitzing:** Is there a date for that?

**Vice President Bragg:** Whenever we can get the price down to a level that we can afford.

**Senator Mason:** The other day, I heard the first student complaint about Stevenson in regards to what the workers are doing. They complained about workers voices traveling up, maybe through the pipes, to the classrooms. They can hear the workers yelling to each other, workers tossing things back and forth as students walk in, cussing to each other. I don't know if you can talk to the people about that, too.

**Vice President Bragg:** Absolutely. We frequently have meetings with the contractors and the workers and talk to them about appropriate behaviors, so I will meet with Dick Runner tomorrow and we will get a meeting scheduled with the contractors and tell them to behave.

**Senator Ellerton:** At the risk of speaking again and getting a bad reputation for talking about Stevenson all of the time, I should have also updated a few comments on the heating in the building. I mentioned last time that the temperature was extremely low. It has stayed low for most of the time, but at the end of last week, it became so hot that it was 85 degrees in my office instead of the 60 degrees it had been previously. Yesterday, certainly, it seemed to be much more normal, but, again, I would just urge that there is close monitoring of that because it affects students.

**Vice President Bragg:** We do know the cause of that. It has to do with the reheaters in the air conditioning system. We actually super cool air, much cooler than you feel it when it comes out of air conditioning, and then reheat it. It all has to do with taking moisture out of the air. When you moved back into Stevenson, the reheaters were not yet functional, hadn't come up to performance levels yet, so the air was coming out too



cold. As it got cool, we turned the air conditioning off and then it got too warm. Now we are turning them back on again, so, we will get there. Don't apologize; this is where you live; this is where you conduct your work. It is very important and we take it very seriously.

**Senator Winzer:** Someone mentioned the bus routes. Just in passing, I did receive a complaint from a graduate student living in Shelbourne Apartments. He said that he would send me with further information about the change in the bus routes close to the Shelbourne Apartments. I am not sure of exactly what the details are because I have not looked into what changes the bus routes have taken.

**Vice President Bragg:** If you would forward that e-mail to me, I would be very interested in it. I have heard that the Bloomington-Normal Transportation District altered some routes and affected not only that area, but some other off-campus apartment areas. We have heard that from some of our students, so if you would share that with me, that would be very helpful.

### ***Committee Reports:***

#### ***Academic Affairs Committee Chairperson***

**Senator Stewart:** Even though we have many things to cover this year, the one thing that the committee started looking at was dress codes in courses and programs. Tim Longfellow from Marketing came over and enlightened us about their policy. It was a very interesting discussion and I am sure that our committee will have several discussions yet on the issue before we bring anything to the Senate. We will keep you informed.

#### ***Administrative Affairs and Budget Committee***

**Senator Kalter:** We met both this evening and on September 10<sup>th</sup>. I will tell you about this evening first. We had our annual meeting with Facilities Planning and Facilities Services to talk about the capital budget request. We approved that plan and will put it through the Senate Executive Committee to come back to the Senate next time. Also, Dick Runner will be here to make a presentation to the Senate. On the 10<sup>th</sup>, we were cleaning up a lot of issues that came in last year towards the end of the year. Several of the things that we discussed are actually on our agenda later on this evening, so I will only mention them briefly: the Academic Calendar that was approved by last year's Administrative Affairs and Budget Committee, a change to the Academic Calendar that is an Information Item tonight, and two policies about the responsibilities, appointment, compensation and evaluation of chairpersons and deans.

Two other things were discussed. We discussed and then tabled a proposal to change the Alcoholic Beverages Policy for the student residence halls in order to contact Maureen Blair for a little further information about exceptions for staff living in the residence halls. Additionally, we also had reported to us that the Department of Biology has become a school. Apparently, we need take no action on that, so we all wondered why it gets reported to us, but it does.

**Senator Holland:** We used to approve it (a department's request for designation as a school). I think that we do actually approve that.

**Senator Borg:** Yes, I think so, because we had a significant discussion about the communication in regards that.

**Associate Provost Murphy:** No, it is merely reported.

**Senator Holland:** I remember a significant debate about that at an earlier Senate meeting.

**Senator Kalter:** Perhaps it can go to the Rules Committee (for clarification).

· *Faculty Affairs Committee*

**Senator Borg:** The committee did meet on September 10<sup>th</sup> and also this evening to try to figure out our agenda for this year. I was very pleased when the President announced in the State of the University Address that one of our tasks has been taken off of our plate and that there will be a childcare center for faculty and staff, which will be developed sometime in the near future I assume. We are continuing to monitor the project of refunding library acquisition budgets. I have had only informal reports from the Dean of University Libraries at this point. This evening, we received the report from the University Ombudsperson about the general tenor and level of activities last year. We are beginning our discussion on what sort of assessment or evaluation is appropriate for that particular function. We had an interesting discussion about whether the university needs to be thinking in the future about additional people to serve in that capacity.

· *Planning and Finance Committee*

**Senator Fazel:** We discussed issues and opportunities related to distance education and distance learning and expanding offerings of summer courses, as well as the possibility of offering courses during the winter break. Once we are done with our discussion and once we have recommendations about these programs, we will forward those to the Academic Affairs Committee for their consideration.

· *Rules Committee*

**Senator Solberg:** The committee discussed two issues this evening. One was the revised Bylaws for the Council for Teacher Education, which were last revised in 2003. We went through those, basically, change by change and voted to approve them, so that will be coming to the Senate in the near future. We also discussed the hiatus status of the Performing Arts Series Board. It is currently on hiatus for a couple of different reasons. We have been charged to look into that situation. We are going to be seeking more information as we continue to take a look at that and I will be trying to figure out who I need to get that information from. Would that be you, Senator Adams, or your office?

**Vice President Adams:** Actually, it would be the Dean of Students Office, but you can send it to me and I will discuss it with them.

**Senator Solberg:** Thank you, so we will be looking into that more. I would also like to mention that I had a long discussion with Larry Alferink the other day. He was kind enough to talk to me to help me to get me up to speed as Chair of the Rules Committee. That was most helpful, so I wanted to mention that as well.

*Advisory Item:*

**11.03.07.01 Academic Calendar for 2012-13 (Approved by 2007-08 Administrative Affairs and Budget Committee; Did not come before Senate as Advisory Item in 2007-08)**

**Senator Kalter:** I am not sure whether I should defer to the Chair of the 2007-08 Administrative Affairs and Budget Committee, but I understand that the Academic Calendar is merely an Advisory Item for the Senate, so we are announcing to you that last year's committee approved the 2012-13 Academic Calendar.

*Information Items:*

**09.19.08.01 Academic Calendar: May Interim Sessions Proposed for 2008-2013 Academic Years (Administrative Affairs and Budget Committee)**

**Senator Kalter:** As I mentioned in my comments, we met two weeks ago about the Academic Calendar, in

part, and we had as our guest Mardell Wilson, Assistant Provost and Director of Summer Sessions, as well as Associate Provost Jan Murphy, one of our ex-officios, helping us with this. As you can read in the memorandum from Mardell Wilson to Senator Holland, we tested a May Interim Session as a component of summer session this past summer, the summer of 2008, and, by all reports, faculty and students enjoyed it and would come back to it. This is a session that, essentially, begins the week after finals week in the spring semester and then runs for an intensive three-week, five-days-a-week session of classes. I believe that students can only take one class during May Interim Session.

We discussed a couple of issues. One of them was that although the session generally ends around the end of May or early June, grades are not due until August. Apparently, there is both a computer situation that right now currently is preventing us from moving that date up and also other considerations, like making sure that GPAs are only calculated once every semester, in other words, no more than three times per year, so that you wouldn't have your GPA changing in the middle of May while you are in the middle of summer session classes. Am I reporting that accurately?

**Jonathan Rosenthal, EMAS:** Yes.

**Senator Kalter:** I should also mention that the committee approved this change to the calendar and is bringing it as an Information Item. I prefer not to move things into action until the two weeks have gone by, but we can discuss it.

There were no questions from the Senate concerning the proposed May Interim Sessions. The item will return to the Senate Agenda as an Action Item on October 8, 2008.

**09.11.08.01** *Academic Dean Responsibilities Policy-Revised (Policy on Review Cycle; Administrative Affairs and Budget Committee)*

**09.11.08.02** *Academic Department Chairperson/School Director Responsibilities Policy-Revised (Policy on Review Cycle; Administrative Affairs and Budget Committee)*

**Senator Kalter:** I will speak about the dean policy and the chairperson policy together, because the changes to both are almost the same. The revisions are extremely minor, for the most part. We decided that we should say "Department Chairperson/School Director" rather than "Department/School Chairperson/Director", just for clarity of language. In the selection procedures for both the chairperson/director and the dean, we added "Interim" to the "Acting Dean" or "Acting Chair", just to make sure that everybody who is in that kind of a position is covered. Finally, the most substantial change was to the academic dean responsibilities policy. We discussed under "Selection Processes", letter C, acting and interim deans. It had been worded that acting deans shall have the same responsibilities, authority and compensation as other deans. After a little bit of discussion, we decided that the university, over the past thirty or forty years, has grown to the point wherein expecting the same compensation as deans in other colleges is probably not realistic, so we changed that to "commensurate with all other deans".

**Senator Fazel:** In the College of Business, one of our more important expectations from our dean is fundraising. I don't know if that is an issue for other colleges to the extent that it is an issue for the College of Business. If it is, perhaps we should include that in the policy as a part of the roles and responsibilities of deans. Is it important for all of the deans?

**Senator Kalter:** We can certainly take that into consideration and talk about that as a committee. I don't know how the procedure would work, but perhaps we would not bring this back next time unless we have talked about that and considered adding it.

**Senator ?:** It is indicated in the last bullet about the nature of the appointments.

**Senator Kalter:** Indeed, it says, “developing, leading and encouraging philanthropic outreach and public service efforts”.

**Senator Fazel:** That is the last item and when I read that, I interpreted it as our students going out and providing help and doing service learning and so on. If fundraising is one of the more important things we are expecting them to do, I would expect it to be higher on the list and a little more pronounced in the document.

**Senator Kalter:** We will certainly consider that suggestion.

**Senator Klitzing:** I noted that under the selection procedures of the acting chairpersons/directors, it was missing the same language about compensation that is in the dean’s language. Is there a reason for that?

**Senator Kalter:** I don’t why that is not there. But you are right; it missing in the chairperson’s policy and is in the dean’s policy.

**Senator Klitzing:** Would it be important to those who are acting as interim chairs that they are also compensated in an equal or an appropriate fashion?

**Senator Borg:** I wonder whether one of the reasons for that not having been in the original document, which has been around for quite some time, is that the compensation for a chair position, and there are some 35 of them on campus, varies considerably more widely than even the compensation for deans, certainly when this was written. I wonder whether this would tie the hands of the people who are willing to take on the task of finding effective people for those positions. I don’t see the situations as being quite comparable.

**Senator Holland:** And it does say that it will be negotiated at the time of appointment based on professional accomplishments. It tends to be more oriented to what you have done as a faculty member. Just as a comment, in Executive Committee, we were trying to understand the exact difference between “acting” and “interim” and, as yet, I don’t think we know.

**Senator Kalter:** I just wanted to follow up with Senator Klitzing. We will also talk about your question when we talk about the other issues that have come up.

**Senator Fazel:** I have a question relative to the document concerning academic chairpersons. At the bottom of page 1, the last bullet reads, “promoting excellence in instruction and research at Illinois State”. Especially now that we have included “service” in our Mission Statement, don’t you think that it might be appropriate to also include “service” here?

**Senator Holland:** Well, the line above it has them assigning research, instructional and service responsibilities, so I would hope to promote excellence that they would do it also.

**Senator Kalter:** We will discuss that.

**Senator Mallory:** In terms of recruitment and retention of faculty, that role would seem to lie with chairs or deans or both, but I don’t see mentioned in the responsibilities in either policy. Where would the committee see that as falling?

**Senator Kalter:** I can't speak for the entire committee, so I would invite other people to respond, but I would say that that is the responsibility of both chairs and deans.

**Senator Mallory:** I would agree and I would encourage the committee to consider including that. The College of Nursing is a unique place; we don't have chairs, so I would like to see it specifically mentioned in the dean's role if at all possible.

**Senator Holland:** Keep in mind that both policies say that their responsibilities "include, but are not limited to...", but that is a fairly significant one and you may want to list it.

**Senator Fazel:** I am unclear about the statements concerning leaves and sabbaticals for both deans and chairs. Do I understand it correctly that they cannot go on sabbatical leave while they are holding the position?

**Senator Kalter:** In the chair's document, it is on page 3, in Section C, "Nature of Appointment." It reads, "During the course of the five-year period as chairperson/director, incumbents usually will not be recommended or approved for extended leaves or sabbaticals, except under unusual circumstances." So my understanding is that after that first five-year period...

**Senator Fazel:** But if you continue reading, it says, "those not continuing in that capacity". So does it mean that you have to resign as a chair before you go on sabbatical or can you have a sabbatical after five years?

**Senator Kalter:** As I understand it, the way in which the first sentence is phrased leaves open the possibility that a person could go on sabbatical after the five-year term.

**Senator Fazel:** If that is the case, why don't we remove, "those not continuing in their administrative position"? If they are eligible to go on leave after five years, then we should just state that.

**Senator Kalter:** My understanding of the second sentence is that if you have served five years, you deserve a sabbatical.

**Senator Fazel:** But that is not what the statement says; it says "those not continuing in their administrative capacity shall receive all possible consideration..."

**Senator Kalter:** I don't see those as mutually exclusive. There are two options: you either continue for a second five-year period, in which case you could be considered for a sabbatical; or you step down after either five years or after eight or after ten, and you receive all possible consideration.

**Senator Fazel:** Would you consider rewording that so that it would be clear in both the chair and the dean policies?

**Senator Kalter:** Yes.

**Senator Holland:** It was just pointed out to me that under chair responsibilities (in reference to Senator Mallory's question earlier), on page 2, line 4, it reads, "leading the evaluation of faculty members for retention, tenure and promotion" and line 2, "leading the processes of faculty selection."

**Senator Mallory:** Ok, I missed that.

**Senator Holland:** But that does not include your particular college, because this is in the chairperson's responsibilities, but not under the dean's. I suppose you could hold the dean responsible for chair responsibilities, too.

**Senator Kalter:** There is a similar line in the dean's policy about reviewing policies for retention at the top of the second page, but we may want to look at that to make sure that it is saying what you think it should say.

The Academic Dean Responsibilities Policy and the Academic Department Chairperson/School Director Responsibilities Policy will return to the Senate after the Administrative Affairs and Budget Committee has taken into consideration recommendations made by the Senate and has submitted those policies, revised as the committee deems appropriate, to the Executive Committee of the Senate.

***Communications: Fine Arts and Humanities Events***

**Senator Borg:** Our senator from the School of Theatre, Senator Zielinski, is not here tonight because there is an opening on Friday of *The Philadelphia Story* in the CPA Theatre. The prize-winning production of *Dracula*, which was mentioned, will open at the end of October. There are two new exhibitions in the University Galleries, one of photography and the other of graphic design.

**Senator Stewart:** The graphic designs are posters and you have got to go and see them. It really is an excellent showing.

**Senator Borg:** In addition, we are now entering our busy season for concerts and other performances. You are missing the Student Jazz Ensemble this evening, but you are welcome to come to hear me play the piano tomorrow evening in Kemp Recital Hall with our new faculty violist, Kate Lewis.

**Senator Gudding:** On October 1, in celebration of Latina/Latino Heritage Month, a really fantastic writer, Daniel Borzutzky, will be reading here. He writes fiction and poetry and he translates. He has just done some pioneering translation of a Chilean writer. You can find the specific time and place on the English Department's website.

***Adjournment***

**Motion XXXX-15:** By Senator Stewart, seconded by Senator Bagnuolo, to adjourn. The motion was unanimously approved.