

Spring 1-20-2010

Senate Meeting, January 20, 2010

Academic Senate
Illinois State University

Follow this and additional works at: <https://ir.library.illinoisstate.edu/senateminutes>



Part of the [Higher Education Administration Commons](#)

Recommended Citation

Senate, Academic, "Senate Meeting, January 20, 2010" (2010). *Academic Senate Minutes*. 854.
<https://ir.library.illinoisstate.edu/senateminutes/854>

This Article is brought to you for free and open access by the Academic Senate at ISU ReD: Research and eData. It has been accepted for inclusion in Academic Senate Minutes by an authorized administrator of ISU ReD: Research and eData. For more information, please contact ISURed@ilstu.edu.

Academic Senate Meeting Minutes
Wednesday, January 20, 2010
(Approved)

Call to Order

Senate Chairperson Dan Holland called the meeting to order.

Administrator's Remarks

President Bowman made his presentation to the Senate via a conference call.

President Bowman: Dan Layzell and I have had a conference call with Governor Quinn's budget director just after the first of the year. Given all of the challenges the state is facing, it was a fairly positive meeting. He assured us that there were no plans to cut higher education appropriations this year. He promised that additional General Revenue dollars will be distributed soon. In fact, that has happened and I will tell you about that in just a minute. He also indicated that our share of the stimulus funds would be distributed some time in February. For us, that will be about \$4.7 million. You may have seen media reports around January 5th. The University of Illinois System announced a furlough program—four days for most employees and ten days for senior leadership positions. We continue to tell the campus and the media that we have no immediate or long-term plans to institute furloughs or layoffs. The U of I situation is very different than ours. Their fixed costs are different. Their furlough program will save \$17 million out of a General Revenue Budget that is almost \$800 million. That is for an institution that spends \$11 million a day. So the savings are relatively modest and really, with most furlough programs, unless the lengths of the furloughs are very long, the savings tend to be modest.

Our cash flow situation has definitely improved. With the start of the spring semester, we are obviously receiving tuition payments. The state today released \$13.2 million to us, bringing our year-to-date total to just over \$25 million, not including MAP dollars. Dan and his staff have done a marvelous job managing our cash flow this fiscal year. I will leave the details to him, but the strategies that they have been using have been working extremely well and I am confident that we will be able to keep moving forward through the rest of the fiscal year.

I have had lots of questions about raises and I guess what I am hearing as time goes on that more and more people are pessimistic. My position on raises has not changed. I remain committed and hopeful that we will be able to do some sort of a raise program this year, but until our cash position improves and until the state reimburses a larger percentage of the money we are owed, we can't move forward. As we look ahead, the state's financial position continues to erode. Last June 30th, Illinois had a backlog of \$3 billion in unpaid bills and the projection is that by this coming June 30th, that backlog will grow to \$6 billion and, in addition, in early June, by June 10th, the state has to repay \$2.5 billion in short-term borrowing. The payment that we received today from the state actually came from funds that were left over after the most recent round of borrowing that allowed the state to cover its pension obligations. They had about \$620 million left and that is the source of the funds that we received today.

Standard and Poor's released a statement last Friday regarding the State of Illinois and they are not real happy with the way the state is managing its finances and that inevitably means they will take another look at public universities. I think we have a meeting scheduled for January 25th. We don't think they will downgrade us, but they will probably give us a negative outlook.

As you know, we had an accident on campus on Christmas Day with the pre-cast concrete covers that are on the east side of Hovey Hall. One of those covers fell, part of it into the street and part of it toward the building. No major damage, except during excavation, there was an accident. A worker from Stark Construction was killed

when one of the columns fell into his excavator. The straps that are in place right now will secure the columns and we will replace those temporary straps with a steel material relatively soon. Once the warm weather returns, we will have to take those columns down and all of those will be replaced. We also had a student death this past Saturday. I know there have been rumors about the cause of death, but I don't think the coroner has made her report public yet. But I will say that there was nothing unusual about this terrible tragedy. The student had a pre-existing health condition that was the cause of death. There were no drugs or alcohol involved. I know that that has been a rumor on campus.

We just have tallied up the endowment returns for our portfolio and for calendar year 2009, we are up 23.3%, so we had a very good year. The portfolio is up 16% since July 1. We are not quite back to where we were two years ago, but we have made up a lot of ground.

Finally, student demand, in terms of the application pool for next fall, looks very good. It is not only a strong pool, but academically talented in terms of ACT averages and diversity.

Roll Call

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

Approval of Minutes of November 18, 2009 and December 9, 2009

Motion XXXXI-55: By Senator Stewart, seconded by Senator Rubashkin, to approve the Academic Senate Minutes of November 18 and December 9, 2009. The motion was unanimously approved.

Urban Teacher Preparation Grant (Robert Lee)

Professor Robert Lee: As I reflect back to 2004 when the idea for this partnership first started, some people were reluctant to believe that together we could assist democratic change so powerfully and promote social justice and renewed civic engagement across organizations, bureaucracies and distance. Chicago is 140 miles away. I have prepared for you a look back and a vision forward.

When I first started at ISU in 2004, this is what I learned: the longstanding history of collaboration across colleges to prepare teachers would be vital to the Pipeline's work. That hasn't changed. Even those not directly tied to teacher education, it's my understanding that we are working toward the strategic plan, *Educating Illinois*. I also learned that Jesse Jackson, Jr. helped secure funding for the Pipeline concept. The concept was that ISU, the largest preparer of teachers in the state, and Chicago Public Schools, the largest employer of teachers in the state, had no formal connection or pipeline. I also learned that Dianne Ashby, then our Dean of the College of Education, was in conversation with CPS (Chicago Public Schools) about ways we could better partner each other. While there was some faculty interest in teacher preparation here on our campus, these were independent silos of activity. Nothing was connected in Chicago or here on campus.

In October of 2004, Dr. Ashby told me about this new partnership model that was in development and that she would be looking to me for some leadership. Several communities were being identified by LISC, which is the Local Initiative Support Corporation in Chicago, Chicago Public Schools, as well as State Farm. Each of those communities was expressing interest in partnering with us. After site visits and meetings, one stood out from the rest—Little Village and their community development organization. Located on the southwest side of Chicago, Little Village is comprised of about 83% Latinos and about 17% African Americans.

According to the last census, about 91,000 live in Little Village. In the City of Chicago, Little Village has the highest concentration of public schools in any one community.

Little Village and their community development corporation represented a strong, active, community-based organization, whose collaborative grassroots efforts helped to revitalize its community. With 16 elementary schools and three high schools, these schools weren't necessarily the best schools, but they also were not the most challenged ones either. They would present us with the realities that our students needed to see and experience.

Very few of our graduates were going to Chicago. Our research started to show that our graduates were returning home to teach. Using that rationale, we developed TEACH, Teacher Education and Access to College for High Schools. Working with Enrollment Management and Dr. Jonathan Rosenthal's team, we created Chrysalis and have since operated for three years and started to fine tune that process along the way, gathering data and feedback from students, faculty and mentors. To date, ISU remains the only public institution in the state without some sort of formal bridge, gateway or transitional program. Our students from the first cohort returned this past summer as juniors and decided to become mentors for our incoming group. Many Chrysalis students also volunteered to return to their home high schools during ISU breaks to talk to their peers about our university. They have become our best recruitment tools. This year, because of a lack of funding, Chrysalis may need to be cut. Just to be clear, we did include Chrysalis in our initial proposals that I will talk about a little later, but our program officer decided to cut Chrysalis because not all students become teachers. We have our students in Arts and Sciences, in the College of Business, in Fine Arts and in the College of Education.

Not all of our students are on track for our year-long experience and some opt for the traditional semester long experiences, particularly those in our secondary education programs. When we started, again in 2005, we had four schools that were our partners. This year we are operating with 13 schools, nine of which are high schools.

Others think our model works too. The American Association of Colleges of Teacher Education awarded us with a best practice award. Our community partners started to recognize our work as well. Our first high school partner, Infinity Math, Science and Technology, a brand new high school in Little Village, dedicated their computer lab to us on Cinco de Mayo in 2008.

The students that I mentioned in our program started with us as pioneers. Many had never heard of Little Village. They came with fear, trepidation, uncertainty, anxiety, and why not. It was the great unknown. Realizing that our ISU faculty are on the frontline right here in Normal, we needed our faculty to learn about and experience our work so that they in turn could speak knowledgeably about Chicago and Little Village and start to discuss the content of their courses juxtaposed to the context of Little Village.

Through our first Department of Ed grant, the Teacher Quality Enhancement Grant that we ended up calling the Partner Project, \$2.8 million from 2005 to 2009 helped birth the course development grant. Faculty were immersed in Little Village and each year the program was designed around their needs and the courses that they were redesigning. We wanted our faculty to meet our partners, see our schools, meet the students and overcome uncertainties and challenge their own biases about what CPS was and start to explore options that might be great for their students to see. Access to our partners also meant connections to their research and professional development for our teachers.

I think that it is often assumed that the pipeline work is all about the College of Education, but this pie chart

helps to demonstrate and showcase that it is not so. Overwhelmingly, we have been working across campus. Of course, as our faculty interest grew, so did the excitement of our students. This year, we are on track for 800 students visiting our Little Village schools. By this time, we started to have a few of our own ISU alumni teaching in our schools, so we made those dedicated connections deliberate as well.

In 2006, we thought that we really need to go beyond just what happens in the school and really become inclusive of the community. This also started because there was a vision to build a community-based university facility in Chicago. There would be housing for students, classroom space for the university, short-term housing for faculty visiting and doing research or professional development, offices for the pipeline and shared space for the community. The State Farm foundation grant of a little over \$800,000, which we ended up calling the Neighbors Project, helped us launch the housing component.

Chicago Public Schools and their teacher housing research center helped us furnish the apartments and eventually took over the rental subsidy offered to our students that State Farm started. To date, our community organization, Enlace, manages the property and helps our students acculturate through seminars and other culturally relevant training. Students living together create a community within a community, which is an added level of support for a very rigorous program.

We also wanted our faculty to live exactly where our students do, even in a short time, experiencing what our students would if they came through our pipeline. That same community within a community is established from faculty across campus that may or may not know each other before the trip, live communally during the immersion experience with opportunities to share and reflect after the programming and when they return back to the campus.

While our students are excited are about living in Chicago in the community, we, too, wanted to be there. While we are ever grateful to ISU Foundation for allowing us to use their facility on Michigan Avenue when we first got started, we really wanted to be in Little Village. How could we talk about the importance of being in the community for students, while we were not? So in 2007, we moved. Over the past three years, our office has been situated in the heart of Little Village and Chicago Public Schools, understanding the importance of this, has since paid our rent there. We open our space to community groups which need a place to meet. Small classes are also held there, as well as tutoring sessions that our students run with local children and adults.

We have learned a lot with our redesigned courses and the work that we have done. We have learned about our students' interest in urban teaching. We have learned about their urban education perception, how they develop multi-cultural attitudes, as well as how they develop their sense of efficacy. Students who participate in redesigned courses, we've learned, and visit Chicago, their intent to teach in an urban school increases significantly and now we are starting to track this data longitudinally since we have so many courses on the books that have been redesigned. So naturally we want to start sharing what we have been learning. Approximately 30% of this year's CTLT presenters at this last conference in January were touched by the pipeline work. These are conferences that are regional, national and global.

We have a lot of external grants that continue to support our work. Since the federal earmark, the Chicago Teacher Education Pipeline has generated over \$20 million. We have federal, state, city, foundation and community-based organizations that all support this work. There is a list of all of the grants in the packet of information provided.

This is an organizational chart; it is also in your Teacher Plus packet. All colleges are partners deliberately,

even though the RP only required the College of Ed and College of Arts and Sciences to be included. This is a campus-wide initiative. ISU centers are partners as well. Is it a coincidence that CPS high-need areas are in the same area that we have centers? High-need special ed? We've got SEAT. High-need math, science and technology? We've got CMAST. High-need elementary education with literacy and reading? We have got the Borg Center for Reading and Literacy. High-need bilingual education? We've got a department for that as well. Also included are our CBOs, our community-based organizations.

We'll continue working in Little Village, but we are also going to expand to two new community partners in Chicago over the next five years. Of note is one community-based organization that I want to point out and that is UNITE. UNITE was an RSO that we helped start here on our campus. It stands for Urban Needs in Teacher Education. Two former presidents of UNITE and a couple of former members have transformed UNITE into their own community-based organization with a 501C3 and they are based in Chicago and teaching in Chicago Public Schools. We also have the Urban Teacher Preparation Steering Committee, a voluntary group here on campus comprised of faculty members with a community of interest around enhancing teacher preparation for urban schools. Through this grant, we will be redesigning 50 new courses to be added to the existing 36, all to be tagged urban teacher preparation. We hope that an Urban Education Minor will come from that.

The continuum of the Teacher Plus Project is this: CPS student turns into ISU student, turns into CPS teacher and hopefully becomes an ISU mentor to our next generation of teachers. This expansion means more professional development in Chicago Public Schools, particularly their identified areas of response to intervention, universal design for learning and tying student achievement data to teacher performance. More school partnerships means clinicals, professional development schools and we are already in conversation with CMAST about the possibility of a secondary PBS in Chicago, There will be induction and mentoring and finally a commitment from Chicago Public Schools that all of our students will have a job. Teachers that go through the cycle can also opt for National Board Certification after three years or principalship, and that is the plus aspect, principal leadership for urban schools, and we have that right here in EAF.

Again, this is a campus-wide initiative and we welcome your involvement. The Teacher Plus is just getting started. Enclosed in your packet on the green form is a list of members in each of the work teams starting to develop just now. We need you and your colleagues to get involved. We are also looking for students to step up in a brand new program titled STEP UP, which is the Summer Teacher Education Partnership for Urban Preparation. These students will be living and working in our community schools. They will be engaged in service learning and with their commitment to teach in Chicago Public Schools, CPS commits to hire them as well.

In closing, I would like to say that our collective work speaks to everyone and it reminds us that it is not over; rather, I hope it reinforces what we call 'making a difference' actually still exists and starts from within each one of us.

Senator Kalter: To what extent are we involved in places like Peoria, our own backyard, Bloomington-Normal, and other sort of small urban areas?

Dr. Lee: The work that is being done speaks to all of that because there are these other urban areas, so our candidates should be prepared for those areas as well. The funding that is streaming through the Teacher Plus is directed strictly for Chicago, but we have found that former grantees, as they continue their work and continue to prepare their teachers for urban areas, will do clinical work in Peoria or East St. Louis or in Decatur or areas right here.

Senator Briggs: I want to know what is on the books to support the recent grantees like me as far as funds to continue taking our students into Chicago.

Dr. Lee: You were involved in the last grant. As with all these grants, there is a notion of sustainability and we are always moving toward trying to find ways to sustain these efforts even after grant funding ends. One of the ways we try to build that in, at least in a conceptual way, is that each year, the amount of monies that would be available to faculty members to do the clinical trips were to be decreased so that there would be ways that it could be increased in other ways either through department level support or small fees to students, etc. The pipeline is continuously looking for additional funds to help support in those ways as well. I think that we will continue working together to find those dollars.

Chairperson's Remarks

Senator Holland: We are going to defer the Information Item on the Academic Impact Fund Recommendations until the next meeting to clear up a number of minor issues. I would like to welcome Senator Martha Horst, who is replacing Paul Borg, from the College of Fine Arts. Finally, I have a message here from Steve Adams. He is not able to be here tonight, but he asked me to read a remark about the student death, which took place on Sunday morning at an off-campus apartment. Cherisse Tiffany Wilson had just celebrated her 21st birthday last Thursday. The coroner's office has ruled that she died of natural causes. She was an extremely delightful young woman with many friends and organizational affiliations. She was a junior majoring in journalism, a native of Oswego, and a resident of Watterson Towers. Her funeral service will be Saturday in Oswego and all of us in the university community extend our deepest sympathy to her friends and family.

Student Body President's Remarks

The campus Master Plan forums that were held last semester provided a great deal of input, but upon the request of some students speaking to Student Trustee Bagnuolo, they expressed that they needed times and locations that were more friendly to students that may not have cars and have full schedules during the day. So with the help of Vice President Layzell, there will be another campus Master Plan forum. It will be taking place during the committee time that Student Government normally has. That will be next Wednesday, January 27, at 6:00 p.m. in the Circus Room. It is open to everyone.

Administrators' Remarks

• **President Al Bowman** (See Page 1)

• **Provost Sheri Everts**

Provost Everts: I would just add to President Bowman's comments earlier about the new freshman applications that we do indeed continue to represent an impressive class for the fall. The average GPA to date is 3.47 and the average ACT is 24.6. Also, since we last we met, Dr. Sohair Wastawy will join the ISU campus as the new dean of Milner Library. Dr. Wastawy is currently Chief Librarian of the Library of Alexandria in Alexandria, Egypt and was previously Dean of the Libraries of the Illinois Institute of Technology. She received her doctorate in Library and Information Management from Simmons College in Boston and also received a doctorate in Comparative Linguistics from Cairo University in Egypt. I want to say thank you to the ISU community for your assistance in this important search. Each and every finalist mentioned how warmly welcoming this campus was and we are also very pleased about the numbers that attended the open forum sessions during what was a very busy week.

- *Vice President of Student Affairs Steve Adams – Absent*

- *Vice President of Finance and Planning Daniel Layzell*

Vice President Layzell: Just to add to what President Bowman said about the accident in Hovey Hall, we have had several questions about the safety of the straps that are currently around the remaining columns. I just want to make sure that you all know that we have had an evaluation by a structural engineer. In fact, he was the one who made the recommendation about the straps as a short-term solution. They have been declared safe. We are moving toward a more intermediate solution toward the end of the month that will replace the straps. As President Bowman said, when the warmer weather comes, we can safely remove the remaining concrete and put up replacement material for that. That will take place within the next several months. The more intermediate solution will be before the end of the month.

In terms of the Master Plan update, Matt mentioned that we will be having the student forum next week and we appreciate his assistance in arranging that. We have completed several meetings with various stakeholder groups, including all of the colleges, as well as the Civil Service Council. We will be meeting with the AP Council in the coming weeks. We continue to meet with any and all groups that have an interest in sharing their thoughts and feedback. We do continue to work toward development of draft recommendations later in the spring, so we will be coming back around again for another round of discussion and feedback with the campus community. I would continue to encourage you to visit our website. We do update it from time to time with information of interest to the community.

In Stevenson Hall, the third floor restrooms will be completed by February 12 and the fourth floor will be done by March 1. Thanks to all of you for your continued patience, those of you who are occupants of Stevenson.

Senator Kalter: I wanted to say thank you for the benches. The whole atmosphere of Stevenson is so much more wonderful now that we have people who are able to sit on benches instead of on the floor. My small question, if you can ask Chuck Scott about it, I always come in the south entrance on the first floor and that is the place where the most students that I have ever seen sit and there aren't any benches there. I wondered if that was because of fire hazard or if we can get benches in that particular location near the LILT facility.

Vice President Layzell: Absolutely; I'll ask Chuck about that.

Senator Cedeno: I have a question related to the accident that happened in December. Are there any plans to look at other buildings that might be old?

Vice President Layzell: Yes, we have begun that work preliminarily. The engineer will continue to work with us on that to identify where there might be high-risk areas.

Senator Holland: When would we expect Stevenson to actually be finished?

Vice President Layzell: I can't give you a date specific, but I think we are getting very near.

Committee Reports:

Academic Affairs Committee:

Senator Stewart: We discussed the progress on forming a committee on textbook costs. The students are working very diligently to put a committee together and we had some very good discussions on things that they might be doing. We also talked about developing a resolution to delete the Constitution Exam

requirement at ISU. You will probably be getting information on that at the next meeting or the meeting after that.

Administrative Affairs and Budget Committee:

Senator Kalter: The committee has been charged with helping the President with his annual evaluations of the vice presidents, so we talked about drawing up a commentary that is similar to the commentary that you got on the President. We talked about the policy on the creation of policy, and that will be coming to the Senate soon. We also began to talk about a policy on the use of surveillance equipment on campus and that will be a continued discussion.

Faculty Affairs Committee: No Report

Planning and Finance Committee:

Senator Holland: We had a very good discussion and presentation from Dean Elzy about the goings on in the library and what they believe their future needs are going to be. Hopefully, we will be including that in the institutional priorities report.

Rules Committee: No Report

Information Items:

12.17.09.01/02 Academic Impact Fund Recommendations (Administrative Affairs and Budget Committee)

Recommendations deferred until the next Senate meeting.

12.17.09.04 Honorary Degree Recipients Selection Policy (Faculty Affairs Committee)

Senator Liechty: There were some possible scenarios with the wording as it was, so we tightened it up. The only change we ended up proposing was in number 2 where it used to read, "a student elected from the Student Association Assembly". We thought that might imply that they had to be a member of that assembly. We did not take that to be the intention, so we changed "from" to "by" so that it is clear that the student could be a member of that assembly or not, but they would be elected by the assembly.

This item will come before the Senate as an Action Item at its next meeting.

Communications

Senator Stewart: The Faculty Biennial is up in the gallery in the Center for Visual Arts until January 31st. *Beggars and Choosers: Motherhood is Not a Class Privilege in America* is photography in the gallery until February 10. The gallery is open from noon until 4:00 Saturday through Sunday, 9:30 a.m. to 7:00 p.m. on Tuesday and 9:30 to 4:00 Monday through Friday. There is a junior recital, flute and piano, at Kemp Auditorium January 22 from 8 to 9 and upcoming plays *Don Juan Comes Back From War* opens February 18 and *Street Car Named Desire* also a February 18th opening.

Senator Brown: Two of students in the School of Theatre did very well at the regional Kennedy Center competitions this weekend. One of our young actresses will be going to Washington, D.C. for the national competition, Marketta Wilder. Then one of our directors, Mr. Mark Baer, was also selected by the Directors Union Guild/Stage Management group to go to Washington, D.C. to further his career and experiences with directing.

Adjournment

Motion XXXXI-56: By Senator Bagnuolo, seconded by Senator Stewart, to adjourn. The motion was unanimously approved.