

Illinois State University

## ISU ReD: Research and eData

---

Academic Senate Minutes

Academic Senate

---

Spring 3-6-2013

### Senate Meeting, March 6, 2013

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, March 6, 2013" (2013). *Academic Senate Minutes*. 921.  
<https://ir.library.illinoisstate.edu/senateminutes/921>

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](mailto:ISUReD@ilstu.edu).

**Academic Senate Minutes**  
**Wednesday, March 6, 2013**  
**(Approved)**

***Call to Order***

Senate Chairperson Dan Holland called the meeting to order.

***Roll Call***

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

***Approval of Minutes of February 6, 2013***

**Motion XLIV-48:** By Senator Stewart, seconded by Senator Hoelscher, to approve the minutes of February 6, 2013. The motion was unanimously approved.

***Presentation: General Education Program Review (Senator Gizzi, Vice President Jonathan Rosenthal)***

***03.04.13.01 General Education Program Handout***

**Senator Gizzi:** The Academic Affairs Committee has begun the process of looking at the General Education Taskforce's report. I proposed at the last meeting an approach that we wanted to proceed with this. We wanted to bring Jonathan to the Senate to explain the structural changes to the Gen Ed Program and take questions. If you have concerns that you want the committee to look at, submit them to me by email or to Senator Stewart no later than the Monday before the next Senate meeting (March 25), so that we as a committee can consider those issues. There are time concerns. If this goes into effect for the 2014 catalog, we have to act on that. That's not saying we will—who knows what the Senate will do. I hope we will. Right now we are not looking at the entire Gen Ed Taskforce Report. We are only looking at the changes to the structure for now. Once that is done, the committee will move to other elements. We will ask Jonathan to come back and talk about those aspects of the report.

**Vice President Rosenthal:** The current Gen Ed program was approved by the Senate in 1992. I know that because I was on the Senate in 1992. I won't tell you which way I voted, but it's probably in the minutes...

After a couple years of piloting, Gen Ed was fully implemented in 1998. While there was an interim review--mostly of the inner core in 2004--the current General Education program didn't undergo a full review until Provost Everts charged the General Education Task Force in January 2011. So, after more than ten years, it was certainly time...

I'd like to take a minute to thank the 17 faculty, 2 chairs, 1 dean, 2 students and 7 staff members who served on the task force. In particular, I'd like to thank Dr. Claire Lamonica and Dr. James Palmer for their leadership during a thorough and complex process.

Provost Everts charged the task force to "undertake a review of and, where necessary, recommend revisions to Illinois State's General Education program. The intent of the review is not a wholesale redesign, but to identify specific aspects of the program that may need to be revised in light of changing circumstances since the program's inception."

The committee met over the course of three semesters and a summer both as a committee of the whole (notably on program goals and outcomes) and in six subcommittees on specific topics. The taskforce sponsored two sessions at the CTLT January 2012 symposium to solicit faculty input and also reviewed responses and suggestions sent to the GETF comment website. The co-chairs led four University-wide open forums—two in the fall of 2011, and two in the spring of 2012. As many of you will remember, they also presented a progress

update to the Academic Senate last April. I would add that as the taskforce developed concrete directions, I reached out to appropriate chairs and directors for their input.

The Task Force submitted its recommendations to Provost Everts shortly after the presentation to the Senate. With the Provost's endorsement of the recommendations, I prepared new catalog copy reflecting the proposed changes. Following the shared governance process, the Council on General Education undertook a thorough review of the proposed changes, made some constructive changes in the interest of clarity, and unanimously approved the catalog language in November 2012. The proposal then went to the University Curriculum Committee which undertook its own review and unanimously approved the curriculum changes in January.

Just to be clear on what CGE and UCC are seeking your approval for, it is the revised goals and structural changes to General Education only. The task force made other recommendations, outlined in its report, but the implementation of those changes logically follow the approval of the structure and goals.

So, what are the key changes being recommended? There are three.

1) CGE and UCC recommend adoption of a new set of goals for General Education modeled on the American Association of Colleges and Universities' Liberal Education and America's Promise (LEAP) goals. LEAP goals are widely used nationally and are consistent with current program goals. Additionally, they are accompanied by extensive assessment rubrics that have been adopted or adapted on a great many campuses across the US. These outcomes and rubrics provide a solid foundation for a revised assessment plan currently under development by the Council on General Education.

2) CGE and UCC recommend simplification of the current three "core" structure to a simpler two-tier model. General Education was originally approved as a set of fifteen courses (45 credit hours) spread over three levels enforced by complicated prerequisites. The four outer-core courses had an overlay of two supplemental categories of "learning in the disciplines" and "disciplinary knowledge in cultural context." From the outset, the program was never delivered according to the complex model originally envisioned. First-year students have always taken middle- and outer-core courses in their first year, usually in their first semester. Many years of data indicate that first-year students do as well in these courses as students in their second through fourth years. The revised structure simply codifies what has been actual practice and prerequisite structure for many years.

3) CGE and UCC recommend merging the middle-core "Individuals and Society" category with outer-core Social Science resulting in a reduction of total credit hours in the program from 42 to 39. The simplified two-tier model I just described reveals that General Education follows a familiar distributional structure: three foundational courses in composition, communication, and mathematics together with courses in the three traditional academic divisions: Humanities and Fine Arts (3 courses) Science, Mathematics and Technology (3 courses); and Social Sciences (4 courses). The middle core currently consists of Quantitative Reasoning, Language in the Humanities, United States Traditions, Individuals and Civic Life, and Individuals and Society. While US Traditions and Individuals and Civic Life have strong category definitions, Individuals and Society is defined more generally and is not easily distinguished from outer-core social science. The merging of the two categories creates a more balanced distribution of courses across the disciplines.

In closing, I'd reiterate that the changes proposed by the General Education Task Force have been vetted through the established shared governance process, that is, through the Council on General Education and the University Curriculum Committee, both standing external subcommittees of the Academic Senate. The unanimous endorsement of both committees speaks to the thorough work of the General Education Task Force.

Dr. Cutting and I look forward to working with the Academic Affairs Committee and the full Senate on its review and would be happy to answer any questions.

**Senator Horst:** There was a constitutional requirement. I don't know if that was from the state. We did away with that with the understanding that it was already covered in other courses.

**VP Rosenthal:** The Constitution requirement is required in a school code, but we are a four-year public institution. There is no statute that mandates that. Everyone at ISU takes the Individuals and Civic Life course and that is the course that provides the information on the Constitution.

**Senator Stewart:** You talked about a three, three and four and I think social sciences is three.

**VP Rosenthal:** It was four, but it will be three.

**Senator Gizzi:** How will the merges fit with the Illinois Articulation Initiative in terms of transfer students?

**VP Rosenthal:** IAI has a three, three and three distribution on the face of it. General Education, in its revised form, is very much parallel to IAI. That helps our transfer students as they are trying to finish up that program here.

**Senator Holland:** Can you say something about transfer students who come in with an Associate's Degree and therefore don't have to worry about General Education?

**VP Rosenthal:** We have tried to admit more students with Associate's Degrees, but increasingly the students have to finish IAI here.

**Senator Lessoff:** Are courses going to be distributed into other categories? Are they going to fall out of General Education?

**Dr. Cooper Cutting, General Education Program Taskforce:** Generally, they will go into this merged category. It is up to departments to decide if they want to change them. We have had two requests for courses to be moved into a different category. That process has always been in place.

**Senator Kalter:** Can you talk about the intellectual rationale for having the four courses in the social sciences and the intellectual impact on our students of reducing that to three?

**VP Rosenthal:** The program envisioned in 1992 was incredibly complicated and high-minded. In the original, they were thinking of that as the distributional area. So in the outer core, there were humanities, fine arts, social science and science and overlaid on those was learning in the disciplines and cultural context. Those courses were supposed to talk about those sorts of issues in the discipline and you would have to take two courses in the one and two courses in the other and I think it speaks to the kinds of complexities the founding fathers and mothers had in mind. I think that part of the heavy emphasis on social science was because they had social science in the middle core, but then to make that outer core work with four courses distribution, they had to have social science again there. It was serving a different function than it was in the middle core. There was some unnecessary complexity in that original program. It never could be delivered the way it was supposed to be.

**Senator Kalter:** One of things I am concerned about with the reduction from four to three courses is in the broader report; it says that PSY110 is 75% of the enrollments of the middle core. This implies that when we get rid of one of those courses that it will become the main place where students get their second tier social sciences. I am concerned about that imbalance. We don't want to restrict students from taking PSY 110, but there is a redistribution problem that we ought to address because one of the things about a general education program is that the cross-fertilization between students who are taking PSY 110, a history class or something in

economics... Those conversations need to have that intellectual diversity. Can we look at a restriction of enrollment or expanding enrollment in other places?

**VP Rosenthal:** It is important for a number of departments to introduce students to the major in other social sciences and our plan is to cut back on the number of seats available in PSY 110 to kind of force a decision into other courses. That said, we can't imagine that our General Education Program is that of a pristine liberal arts college because we have many majors that require very specific general education courses.

**Senator Wilson:** I am an education major and we are exempt from the outer core social sciences, but we have to take PSY 110 for our major, but if there are people who are exempt from Individuals in Society, how is that going to work? Is everyone now going to have to take this category?

**VP Rosenthal:** No, that's part of the logic of why we are talking only about the bigger structural issues and not how the courses realign because individual departments will have to look at—knowing that students are getting three hours less in General Education—do we want to have the same category exemptions. CGE will look at the rationale for that.

**Senator Ellerton:** I had a question about timing. Departments need to plan for exactly what was commented on. Departments have plans but they don't have the timing.

**VP Rosenthal:** Most departments won't be affected by the category exemption. If the Senate approves these structural changes, in April, word will go out. There will be a checklist of things that they should think about, courses they want to add or delete, courses you want to change categories in, exemptions. That has to happen quite quickly because we have to be ready for course submission in October for the following year's fall registration. It is an ambitious timeline, but the effect on most departments will be rather small.

**Senator Wilson:** A lot of students have trouble getting their global studies requirement. Is there anyway some of the outer core social sciences classes could move to the outer core humanities section?

**VP Rosenthal:** No, but what this does provide is the opportunity to put new and different courses in.

**Senator Gizzi:** If you have specific things you would like our committee to consider on this, please send them to me or Senator Stewart by Monday before the next committee meeting.

### ***Student Body President's Remarks***

**Senator Manno:** We have a food pantry at SGA and we have been continuing our RSO competition to increase the amount of food in the pantry. We have received tons of boxes of canned goods and the RSOs are working really hard to provide food for those who need it. The competition will go until Friday and determine a winner. SGA elections will be on April 2 and 3. Last week, the Student Elections Committee held information sessions for any student that wished to be a part of the upcoming election and to place their name on the ballot. The Student Government Association created and passed a student bereavement policy to be reviewed by the Senate Executive Committee. We received it back from the Executive Committee and will hopefully bring it back to that committee and the Senate soon after that. Aaron VonQualen, Student Trustee, and I have developed a presentation that we have been going around to RSOs and other organizations to increase the overall knowledge of students about ISU and increase their pride and most importantly in an effort to have students recognize the financial needs of the institution and give back.

**Senator Crowley:** Where do we drop off food for the pantry and what date is the cut date?

**Senator Manno:** The cut date specifically for the RSO competition is Friday, but we accept donations anytime. It is located in our office in the Student Services Building, room 130.

### *Administrators' Remarks*

- **President Al Bowman**

**President Bowman:** Today was Governor Quinn's budget address to the General Assembly. He mentioned a commitment to the Monetary Award Program and he recommended that no cuts be to that program. He also indicated a commitment to funding early intervention programs for young children. He was vocal in his support for a variety of veterans' programs. He spent a lot of the speech on pension reform. He made the statement that the state should make its full pension payment every year. Another positive is that when the state has paid off the pension notes that I believe covered two years of pension payments, he recommended that billion dollar payment go toward unfunded liability. In terms of his ideas of how to fix all this, he was very general and somewhat vague. He talked about employees paying more, using any new revenue in the budget to pay down pension debt. There is an awful lot of criticism of this address by the General Assembly. In terms of what is likely to happen to higher ed, it is probably too early to know. The Governor's proposed budget shows a \$400 million reduction for education. That would be a reduction of about 4.6% for higher ed. If that were to happen to Illinois State, we would see a reduction of about \$3.5 million. I would like to compliment the admissions staff on the continued good work they have done in recruiting next year's incoming class. We have hosted the finalists for the Presidential Scholarship Awards. The average ACT for that group is about 32.

- **Provost Sheri Everts**

**Provost Everts:** When last we met, Senator Cox asked about progress towards our research center. The University Research Council drafted a University Research Center proposal in the spring of 2012. Three phases were identified: one to two years, five years and ten years and beyond. In the fall of 2012, the draft was shared with the vice presidents and we agreed to move the proposal forward and identify space. Uptown Crossing was identified as a viable location. This allows for co-location of RSP with Grants/Accounting. The projected date to launch the research center is fall 2013. Currently, the University Research Council is working to plan for the research center and is also benchmarking against peer and aspirational institutions to inform the structure of the research center. We had another great week in freshmen applications. We are getting very close to 15,000 applications. The new Director of the Center for Teaching, Learning and Technology is Dr. Claire Lamonica. The cross-chair candidate finalists were on campus last week and the week before. An announcement is forthcoming in regard to that search. The Honors Director search is also progressing. The search committee will invite finalists the week of April 16. The AVP for Enrollment Management search committee will invite finalists to campus the week of April 29. Finally, the AVP for Research and Graduate Studies search committee will invite finalists to campus the week of April 8.

**Senator Fazel:** How many students do we accept?

**Provost Everts:** We aim for a freshman class of 3,200 and we accomplish that through a formula associated with MELT. Where we are right now in regard to admits is about 9,000. Admissions does a wonderful job of balancing a great many formulas. Given the high ACT, this is a group that can go anywhere.

- **Vice President of Student Affairs Larry Dietz**

**Vice President Dietz:** We have been spending a great deal of time redesigning the Student Affairs' website. That was released today. We are at [www.studentaffairs.illinoisstate.edu](http://www.studentaffairs.illinoisstate.edu). It showcases the 12 departments in the division. It lists our mission and values, committees and councils, professional development activities, safety and emergency systems, etc. We invite you to take a look at it. I would like to bring attention to a group of 238 Illinois State students who will be doing nearly 8,000 hours of community service over spring break. They are going to Greenville, South Carolina, Selma, Alabama, Argyle, Texas, Burningham, Alabama and Memphis, Tennessee to provide services free of charge to help survivors of sexual abuse, to restore a group home, to help with the Freedom Foundation and to work in a camp for disabled children, to be involved with junior achievement and to help restore the Mississippi River.

• ***Vice President of Finance and Planning Dan Layzell***

**Vice President Layzell:** The online survey for the long-range financial plan was closed the last day of February. We had very good participation—just over 1,200 individuals participated in the survey. We are now in the process of culling through the results to see what themes and suggestions might be there. The president mentioned what the governor included in his address. On the substantive side, we continue to monitor several pieces of legislation that have been introduced. There is an interest among some members of the legislature in regard to employee tuition waivers at public universities and minimizing or eliminating them. There are a number of bills with regard to that that we continue to follow. It's very early in the legislative process, so we have not seen if any are going to get traction, but we will register our opposition against such. In terms of state payments, the state has begun making payments on their FY13 appropriation. They have been making about 5% per month. With regard to facilities, Hancock renovation continues on track and is scheduled for completion August 2013. The front door of Hovey Hall is now open. The first floor renovation of Hovey, which is where financial aid will be located, we have received bids and are beginning to open the bids that were received on that project and work will begin later in March or April. Finally, Tammy Carlson, who had been serving as the Acting Assistant Vice President for HR for the past year, was named as the permanent assistant VP as of March 1.

**Senator Kalter:** I received an email from one of the people I represent regarding parking and transportation and availability of faculty slots in faculty-staff lots as opposed to parking structures. This person was concerned about the diminishing number of places for faculty to park. Apparently, one of the lots by Atkins-Colby has been converted so that it is now partly commuter, but that has resulted in faculty coming to campus and hunting and pecking and having to park very far away from classrooms and offices. Can we find some way to address that without being forced into a parking structure at a higher cost?

**Vice President Layzell:** I will look into it and have information for you at the next Senate meeting.

**Senator Dawson:** I do have some statistics regarding vacancy rates in the lots. I want to make sure they are up to date. I will talk to Julie North about the current counts.

**Senator Wilson:** Students have come to me with the same concern. They have a lot of trouble finding commuter lots, so I would ask that you don't take that away from the students, but maybe find additional parking for faculty and staff.

***Committee Reports:***

***Academic Affairs Committee:***

**Senator Gizzi:** We looked at the proposed bylaws changes for the Council on General Education. We spent the majority of our time with Jonathan Rosenthal and Cooper Cutting talking about the structural changes to General Education.

***Administrative Affairs and Budget Committee:***

**Senator Kalter:** We finalized the recommendations regarding the Academic Impact Fund. I hope to get it to the Senate by the next meeting.

***Faculty Affairs Committee:***

**Senator Horst:** We will be forwarding to the Executive Committee the Grading Practice Policy as well as the Academic Freedom Policy. We have tabled our work on the financial exigency document in hopes that the board will address this topic in the near future. We finished our work on the Monday/Wednesday/Friday survey and we hope to work with the Provost further on that.

***Planning and Finance Committee:***

**Senator Rich:** The committee did not meet tonight, but met two weeks ago and approved the Institutional Priorities Report for your consideration.

***Rules Committee:***

**Senator Fazel:** We completed our discussion on revising the Code of Ethics. Also, we have developed a new policy related to the code.

***Action Items:***

***01.25.13.01 Baccalaureate Degree Document-Revised (Academic Affairs Committee)***

**Senator Stewart:** There were three changes: replacement of the nine-hour overlap rule for minors and majors in the same department. The second was that students cannot graduate until the disciplinary hold issue is resolved. The third was the deletion of language that says no more than three hours of General Education will be taken in a student's major department may also be applied to a student's major. The effect is to allow more Gen Ed hours to overlap with the major.

**Motion XLIV-49:** The revised Baccalaureate Degree Document was unanimously approved.

***01.25.13.02 Dress Codes Policy-Revised (Academic Affairs Committee)***

**Senator Stewart:** There was a friendly amendment to call it the Policy on Dress Codes so as not to confuse it with a dress code policy. There were no major changes, just punctuation and grammar.

**Motion XLIV-50:** The revised Policy on Dress Codes was unanimously approved.

***01.28.13.06 Financial Implications Form-Revised (Administrative Affairs and Budget Committee)***

**Senator Kalter:** The financial implication form is a form that goes up prior to any new program and is approved by the Provost's Office before people send things through the curricular process. We are making revisions that are about a year and a half old that have never come to the Senate to align the form with what IBHE asks for and to simplify it.

**Motion XLIV-51:** The revised financial implications form was unanimously approved.

***01.25.13.07 Religious Observances Policy - Revised (Administrative Affairs and Budget Committee)***

**Senator Kalter:** This was a relatively uncontroversial policy. It tells all of us that we have to treat various religious holiday observances properly. The only thing we added was a line directing people to whom to comment, complain should they ever run into trouble trying to get the policy enacted. That would be the Office of Equal Opportunity, Ethics and Access.

**Motion XLIV-52:** The revised Religious Observances Policy was unanimously approved.

***Information Items:***

***02.28.13.01 Priorities Report (Planning and Finance Committee)***

**Senator Rich:** Last year's document was distributed at our first meeting in September. We had information sessions throughout the fall with excellent presentations and discussion. Then we spent January and February working on this document. We received written responses from last year's report from all four vice presidents and reviewed those. There was an additional suggestion that was received from Executive Committee last week. There is a related revision that is included in the document.

In the introduction, there are some notes regarding the challenging environment that we face and the importance of stating resource allocation priorities. Item A is enhancing the educational experience for students. In section two, support for critical initiatives, you will see some discussion of scholarship opportunities, helping the transition for transfer students, expanding international and also the honors program. In three, pursuing



continuous improvement—a conversation started last year on academic advising. We have a really specific set of proposals. The most innovative would involve some of the smaller departments and possibly efficiently serving academic advising needs there. Part B is promoting operational excellence. It refers to resources at the department and school level. 2.2 under promoting operation excellence calls for reconsideration of salary compression. The main mechanism that has been used is mid-year salary increases, which it's been awhile and the prospects of going forward seem quite uncertain. So the idea is can we talk about some other venues. Section C on infrastructure concerns is mostly unchanged from last year. The section on requested action—as usual, we ask for reports from each of the four vice presidents and they tend to give us itemized reports with a great deal of detail. In addition in requested action, in the last paragraph, is added reference to the long-run financial planning and this committee's interest in the outcome of that process and actually willing to review those on behalf of the Senate.

***02.28.13.02 Freedom to Participate in Shared Governance Policy (Faculty Affairs Committee)***

**Senator Horst:** The policy addresses concerns from a recent Supreme Court case, *Garcetti v Ceballos* in 2006. It allowed the Los Angeles District Attorney's Office to discipline a deputy district attorney for having criticized his supervisor's actions. The majority of the Supreme Court expressly left open the idea that this ruling should not necessarily be applied to speech related to scholarship and teaching in public colleges and universities, but there have been some lower court decisions that have undermined that clause. At this institution, there is a long history of faculty and student participation in shared governance. The shared governance policy is really doing nothing new; however, it is putting the discussion of shared governance into the policy arena. What we tried to do in the shared governance policy was state that all employees have the right to participate in shared governance and speak on matters of university policy. It quotes the Constitution and it also discusses how this policy could apply to different campus members. The final paragraph indicates that it also applies to students.

***Adjournment***

**Motion XLIV-53:** By Senator Hoelscher to adjourn. The motion was unanimously approved.