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Spring 5-5-2010

Senate Meeting, May 5, 2010

Academic Senate
Illinois State University

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Academic Senate Minutes
 Wednesday, May 5, 2010
 (*Approved*)

Call to Order by Student Body President/Senate Vice Chairperson

Academic Senate Vice Chairperson David Marquis called the meeting to order.

Seating of New Senate

The Senate welcomed the newly elected senators for the 2010-11 academic year.

Roll Call by Student Body President/Senate Vice Chairperson

Senator Marquis called the roll and declared a quorum.

Approval of Minutes of April 21, 2010

Motion XXXXI-95: By Senator Holland, seconded by Senator Rubashkin, to approve the Academic Senate Minutes of April 21, 2010. The minutes were unanimously approved.

Election of the Senate Chairperson

The Faculty Caucus nominated Senator Dan Holland as Chairperson of the Academic Senate. There were no additional nominations from the floor.

Motion XXXXI-96: By Senator Van der Laan, seconded by Senator Mason, to elect Senator Holland by acclamation. The motion was unanimously approved.

Election of the Senate Secretary

The Faculty Caucus nominated Senator Susan Kalter as the Secretary of the Academic Senate. There were no additional nominations from the floor.

Motion XXXXI-97: By Senator Hoelscher, seconded by Senator Dawson, to elect Senator Kalter by acclamation. The motion was unanimously approved.

Election of Faculty Members of Senate Executive Committee

The Faculty Caucus nominated Senators Martha Horst, Farzaneh Fazel, Linda Wedwick and Joe Solberg to serve as faculty representatives on the Academic Senate Executive Committee. There were no additional nominations from the floor.

Motion XXXXI-98: By Senator Schlessler, seconded by Senator Knobloch, to elect the faculty representatives as a slate. The motion was unanimously approved.

Presentation: Educating Illinois (Deb Smitley, Associate VP of Finance and Planning)

Deb Smitley, Associate Vice President of Finance and Planning: It was just about two years ago that this body endorsed Educating Illinois 2008-2014 setting forth priorities for Illinois' first public university. What you will hear tonight is just a sampling of activities that have occurred. Educating Illinois has five goals, the first of which calls for positioning students to excel in a globally competitive, culturally diverse, technological and changing environment.

Last year, our students received \$175 million in student financial assistance to help them pay their tuition, fees and other costs related to attending the university. 73% of the students attending the institution last fiscal year received some sort of financial aid, whether that be in the form of grants, scholarships, tuition waivers or loans. For the past several years, the university has set aside funds to supplement grant aid for students who receive Monetary Award Program grants. This year, the university will spend just over \$7 million for a supplemental program to assist the institution's most financially needy students and those who receive National Guard and veterans' scholarships, state programs that are entitlements for these students, but for which state appropriations are not sufficient to fully fund the program's cost.

Educating Illinois calls for coordination, support and evaluation of student services and advisement. Among the actions undertaken to date is the opening of the new Julia Visor Center, allowing for a number of programs and services

designed to assist students in their pursuit of academic excellence to be brought together in one attractive physical location. Year One, a collaborative initiative between Academic Affairs and Student Affairs, offers programs and services specifically designed for our new first-time freshmen, as well as for our new transfer students.

The university's work to enhance retention rates, particularly among minority students, is having the desired results. Retention rates this past fall were nearly 85% on average for all students, 81% for Black, Non-Hispanic students, and 78% for Hispanic students.

The Honors Program initiated a new honors project this past fall and the program continues to increase the offerings available to students. The number of courses available this past fall was nearly double that that was offered in FY05. In response to Educating Illinois' emphasis on the importance of infusing multicultural and civic engagement throughout academic programs, the university has created a new minor in Civic Engagement and Responsibility. That minor is now being offered.

Goal two calls for excellence in scholarship, teaching and learning. Competitive salaries are essential to recruiting and retaining outstanding faculty and staff. It is one of the strategies identified in Educating Illinois for promoting goal two. The average salary for professors and associate professors in spring 2009 fell below the median salary for faculty at peer institutions, while the average salary for assistant professors was at the peer group median. We are in the process of updating this analysis, so information should be available soon with more current information based on fall 2009 data for faculty salaries, as well as administrative professional and civil service staff salaries.

This year, the university completed a new strategic research plan under the leadership of Rod Custer, Bruce Burningham and Scott Sakaluk. The plan is an important outgrowth of Educating Illinois and further informs our strategies related to assisting faculty and staff as they seek external funding and work to include students in their research and scholarly activities. Other initiatives—the grant writing mentorship program and the post declination program also have played an instrumental role in advancing the university's work in securing grants over the last two years.

Another strategy to promote excellence in scholarship, learning and teaching calls for the use of onsite, online and other innovative delivery methods of instruction. The task force on distance education appointed by the Provost shortly after the endorsement of Educating Illinois has completed its work and there are now a series of recommendations for moving the university forward.

Goal three calls for enhancing student, faculty, staff and community pride in an allegiance to the university. Among the five strategies for advancing this goal is one that calls for diverse offerings in cultural, social, recreational and intercollegiate opportunities for the university and local communities.

Goal four calls upon the institution to be accountable and fiscally responsible. Among the actions undertaken to date to advance this goal include the annual academic review process where academic programs are reviewed through a constructive process designed to identify program strengths and areas that might need attention. The I-People project is the university's initiative to implement a new human resource information and payroll system.

This fall, university space in uptown crossing will become available where we have partnered with a private developer. Additionally, we are working on partnerships with energy service companies to help us implement some energy conservation improvements that will be self-sustaining over a period of years and we are working on securing new student housing through a public-private partnership.

We have made good progress in advancing goal five which calls for a healthy, safe and environmentally-sustainable campus. Renovation of Stevenson Hall was completed this past spring and work in Turner is slated to finish this summer. The new Student Fitness Center and McCormick Hall will open next January and work is finished on the east-campus residence halls and a new south chiller plant. We have an appropriation secured for a new Fine Arts complex and are hopeful that in the near future the funds for that project will be released.

The university has a new sustainability policy this year and it has been recognized nationally by the *Princeton Review Guide to Green Campuses* as one of the top 286 institutions for its efforts in environmental sustainability and was also

recognized as one of the Tree Campus USAs.

Senator Marquis: What progress have we made in increasing the number of online courses and what is the long-term plan for increasing courses?

Provost Everts: We may wish to do an entire section on the feedback from the Distance Ed Strategic Taskforce. One of the items that I would mention is that each department and school has the opportunity this summer through CTLT to pursue additional options for online learning, given again that we want to be sure that the opportunities for increasing online learning are as close to the classroom as possible and the experts on that would be the faculty. We can certainly give you additional updates at a later date, but that is one of the things that is happening this summer in response to the taskforce.

Senator Ellerton: Have you had the opportunity to look at some of the programs that have been used for inducting new students, particularly of Hispanic origin, to the campus?

Deb Smitley, Associate Vice President of Finance and Planning: The university's EMAS unit is responsible for the programs and I am sure Dr. Jon Rosenthal has looked, as part of his effort to enhance those programs, at other actions that might be taken. That's a conversation that I have not had with Dr. Rosenthal in terms of other future enhancements that they may be thinking about.

Presentation: Accreditation Issues (Jan Murphy, Associate Provost)

Associate Provost Jan Murphy: I have been the liaison for our regional accreditor, the North Central Association, for about nine years. The North Central Association is a very reasonable accreditor. In the last half year or so, the Department of Education has really taken those regionals and put them under a lot of scrutiny and the North Central Association seems to have come under more scrutiny than the others probably because it is a more reasonable accreditor. When I say reasonable, it is probably because the North Central has always given universities, particularly publics and privates, the consideration to do their business. As long as we are performing our jobs and maintaining the quality, they tend to let us do our job without a lot of micromanagement.

I was speaking to our NCA liaison in February about a change request that we were considering. She started giving me a heads up on some changes coming down the road. I went to the annual meeting in April and while I don't normally come to the Senate with a lot of details about accreditation or changes, there are enough policy changes down the road that I think we are going to have to involve curriculum committees, probably the Academic Affairs Committee, and I just think it's worth giving you a heads up before I start to give your chairs a heads up over the summer. I didn't want you to start hearing a little bit about this over the summer and think that we were making this up or try to hit this while everybody was gone.

I want to give you one sort of background piece of information that I will keep referring to to help set the stage. We have, as an institution, a statement of affiliation. It's what we are accredited by the regional accreditor to do. Our statement of affiliation says things, for example, like we are accredited to offer bachelor's degrees, master's degrees and doctoral degrees. We have established a solid enough reputation and we have an infrastructure in the graduate school so that I don't, for example, have to go to the NCA and ask for their permission when the university develops a new Ph.D. program. We are accredited to offer those programs. We offer post-baccalaureate certificates. In the past, we did not need new approval for those, but that is one of the policy changes. In terms of off-campus programs, we offer off-campus programs in the State of Illinois. We are not accredited to offer off-campus programs outside the State of Illinois. We could do that; we would just need to ask their permission to do so. We would go through a change request because we are asking for a change in our affiliation. International programs—we are accredited to offer five courses in Taiwan. That's it. We could ask for permission to offer other overseas programs, but again, we are asking for a change request and that is what we would go to the North Central for. We also go to the IBHE, but that is a whole other process.

Having said that, here are some of the things that are coming down the road. We don't have anything in writing yet, so 4,500 people go to a meeting in April and walk away with nothing in writing. We are supposed to get everything in writing in May, but I did not want to wait until the campus was gone. One of the things that has changed and that we have dealt with is our off-campus programs. In the past, we have had blanket approval by the NCA to offer off-campus

programs anywhere in the State of Illinois. That is now a change and all universities have to ask permission for every single new off-campus program. We have to actually ask for permission by mailing address. So if we move a class across the street from where we have offered it before, we have to ask permission from the NCA three months before we move a course. The Department of Ed—that is a real stickler for them for whatever reason.

Just as an FYI, we have 12 off-campus programs in the State of Illinois. All but one are in the College of Ed. All but one are graduate programs. An off-campus program is 50% or more of a degree program somewhere out of the boundaries of our main campus. We have got that all figured out, but one new piece of that is that we are now required to have is a teach-out plan. So if we have a grant, for example, that pays for an off-campus program and some of the students are not going through that program very quickly and the grant is done, for every single student in that program, we have to have a teach-out plan and we have to figure out how they are going to finish that degree and we have to offer them a way to do that. If it's a face-to-face program, we have to offer it for them face-to-face, even if it means paying another university to offer them that degree. So that is something that we have to think through...can everybody get done and can you help them get done? It doesn't matter whose fault it is that they didn't move through the program.

Another one is certificate programs. We don't have undergraduate certificates; some of the publics in Illinois do, but we don't. IBHE defines an undergraduate certificate as something you take without having a major. So universities that have undergraduate certificate programs tend to have students that are really not degree-seeking students, who might just come and get an 18-hour certificate in radiology, but they are never going to be a degree student. We have just never had those at ISU, but we do have post-baccalaureate and post-master's degree certificates. What is really odd is that we have to have permission now for every single post-baccalaureate or post-master's certificate, even though we could get a new Ph.D. program and not ask the NCA for that. The reason is that there are a lot of new for-profits and they tend to start with a lot of certificates. A lot of the time, they are starting with certificates in areas that they don't have faculty in. It would be like if we decided to have a post-baccalaureate certificate in radiology. We don't have radiology faculty. We don't have degree programs in that, so to start a new certificate in that is really starting up a new area of study for us and we would be hiring faculty. We don't tend to function that way on campus, but for-profits do. This is the Department of Ed's way of trying to get their hands around the growth in that industry and the lack of quality sometimes in that industry. So that is a huge change for us to have to ask permission for something we have done for years. That's an easy one, though. We can get our hands around that.

There are two of these that are really hard and these are where we are going to really have to think about curriculum committees, perhaps the Academic Affairs Committee, University Curriculum Committee on top of department curriculum committees. One is distance ed. In the past, the NCA has defined a distance ed program as having 100% of the course as distance ed. That is a pretty easy definition to get your hands around. We have two. We have an RN to BSN in our College of Nursing that is 100% online and we have a Health Information Management Program we just initiated in the College of Science and Technology and in the Department of Health Sciences. 100% online. We are just not a campus with a lot of distance ed programs. The NCA has redefined distance ed to meet the U.S. Department of Ed's definition and the new definition is any program that provides 50% or more of course content through distance ed means. They include online, one-way or two-way broadcasting, Blackboard...anything that delivers instruction to students who are separated from the instructor even for a class period. So any program that provides more than 50% of the content of the program online through a combination of full online distance ed courses, hybrid courses that are face-to-face and online, that's now considered to be a distance ed course.

Senator Holland: This is for the entire program? If you had a program where you had six classes, three of them were 100% online and three of them were on campus or could you take one of those three that is 100% online and make one class and then you are 49% and then you don't have to approve it?

Associate Provost Murphy: We'll just pretend that we have a degree program that is six credits and three are online and three on campus, but those three on campus have Blackboard and podcasting...the faculty member does not always meet with the class face-to-face, that's an online degree program and we have to have NCA approval for it. That's a huge change because distance ed is a pedagogical mechanism, a tool, that we use more and more. Our students like that as a pedagogy as part of our regular classes. The NCA is defining hybrid courses as...trying to figure out like a true hybrid course, let's say a predominance of the instruction takes place through non-face-to-face, but they are also going to, we think and we are going to know later this month we hope...we think that they are going to say if you call it face-

to-face, you still have to tell us some percentage of face-to-face versus use of distance ed technology.

We are struggling a bit with these definitions. My hope is that they gave us a little bit of the worse-case scenario in the meeting and that when we see the guidelines we are going to say that's not so bad. We can do this. So if a program becomes a 50% or 51% program, now we have to classify it as online. If it's a program that is a quality program, if it's a program that students are pleased with, if we are assessing the program and find that it is meeting the student learning objectives, I am not assuming that that is a bad thing. That's one thing I want to be very careful about. This is not a condemnation of online or distance ed or hybrid courses. We are just going to have to define them differently and we want to utilize our curriculum committees. I think one real important piece here will be to think through how to make sure that as we start to figure out which of our courses are hybrid, which of them are more online versus more face-to-face. That isn't somebody from our office coming in and trying to make that list and check those boxes off with the department chair. We do think, though, that they are going to ask universities in the registration directory to identify courses as either face-to-face or it is this percentage online or a hybrid or however they define that. We think that we are now going to have to identify them in the registration directory so that students have the opportunity to know what they are registering for, which is probably a good thing. In the end, it is an opportunity for us to get our hands a little bit around what our courses are and which ones are using a lot of distance ed and which courses are not using a lot of distance ed.

Senator Liechty: What about service learning work where it's done off campus? It's part of the course, but it's off campus.

Associate Provost Murphy: That is not considered to be off-campus; it is not considered to be distance ed. It's an off-campus course, but it is not an off-campus program. The Higher Learning Commission does not worry if we have one or two off-campus courses in a program. If a program is 50% or more off-campus, that then is an off-campus program. I do always have to tell the Higher Learning Commission when I do my annual update how many off-campus courses we have, but we know what those courses are.

The other thing I would tell you is to start to think about distance ed technology, distance ed pedagogy, hybrid courses, how we are coding them. The other issue that is out there with distance ed is verification of student i.d.s. It's how do we know that a student taking an online course is really the student taking the course. Then you hear, 'well I've got a class of 300. How do I know the student taking the exam is really the student registered for the course?' The U.S. Department of Ed doesn't care, but they do care if the student taking the online course is the student registered for the course. Right now it is still ok to use an i.d. and a password. Then you say, 'they can give their i.d. and password to somebody', but that is ok. It should be done before every exam. It should be done every time a student logs into the system. Services that use background questions, fingerprints, eye scanning—those are being challenged because of privacy issues. That is kind of a good thing because they are extraordinarily expensive and we would pass the expense along to students in fees the way a lot of the for-profits do, so it is good that those are being challenged and we are not required to use those. What they are possibly moving toward is requiring proctored exams for every distance ed course. That's expensive—having students to go to some location. That's everything with distance ed. We will see how that plays out. Again, we will make sure we are involving the right committees on that.

A couple of other things—contractual relationships. Those are agreements with a third party to provide some portion of an educational program. We don't do that, but you can't imagine how many of the publics in this state do. I am always shocked by that. It's sort of like saying we are going to offer a child development degree, but we are going to pay this child care to offer those classes. We don't do that, but where that is going to come into play for us is that the U.S. Department of Ed, and so now the Higher Learning Commission, does not consider any institution outside of the United States to be accredited because one of our own regional accreditors didn't accredit them. Oxford, Cambridge, it doesn't matter. It is going to impact some of our study abroad programs where we are going to have to have permission ahead of time for a study abroad program. If it is us sending a faculty over with our students, that doesn't matter. But if a student goes over and they have to take a certain number of credit hours from another institution and we transfer those hours back, we are going to start to have prior approval, even we think on a student-by-student basis, which is fairly frightening for us. Again, we will see how that plays out. What the U.S. Department of Ed will no longer allow is for more than 50% of any credits to come from those institutions, so a student make never take more than 50%. I don't know that we have very many instances of those.

The last thing I would say is here is the other one that makes me a little nervous is the measure of a credit hour. What is the standard for one credit hour at our institution? Do we use the Carnegie unit, which is the standard that most high schools and most colleges use for what a credit hour is worth? How many times does that three-credit-hour course meet—50 minutes three times a week, 70 minutes two times a week? About how much work is a student expected to complete? Can we verify that our classes meet this standard unit workload? There are a couple of ways that the Higher Learning Commission will look at this. They are going to want evidence that faculty are meeting with their classes, either face-to-face or distance ed, for the required amount of time. Think about that. This is a path that we have not walked down at this institution. The flip side of that is are we consistent in the number of credits we award for the amount of time a class meets. What I really think we start to get a little nervous about is professional practice. We have some professional practices that last a semester that students get six and some where they get one credit or three credits. That's the kind of thing that we would have to come to terms with and have some consistency on. We have to be able to provide evidence that we monitor that and that we watch those kinds of things.

Senator Kalter: I just want to clarify for stuff that we can take back to our department. Very early on, you said that for out of state and overseas, we tend to have a process that we can go through, but it seems as though there may be several instances where we are trying to do distance ed and overseas or contractual and out of state or what have you. So you are basically telling us is that when there are two or three things, it's not that simple.

Associate Provost Murphy: No, not at all. Almost any of those things...things that in the past were kind of small changes for us that might have been a staff approval at the NCA, most of these things now are having to be considered substantive changes. So even one of those separate is a substantive change—combined, they are still a substantive change. Just a phone call to me is usually the way to start.

Senator Kalter: One of the reasons you are getting curriculum committees involved is because we are responsible for maintaining the quality and to make sure that we are meeting those hour standards and that kind of thing?

Associate Provost Murphy: Here's kind of the process I see happening. Sometime in May, I should get in writing from the NCA what the policy changes are going to be, particularly in the area of distance ed and if they do the credit hour. What I don't think is going to be productive on this campus is for me to send out a memo to all the chairs and say, 'here's what it is. I am going to go and look at all of your classes and I am going to categorize it and that's it. Your faculty can never change it and this is what they are stuck with.' Or I'm going to go in and I'm just going to tell you, 'you have four classes that I think don't have the right credit hours on them. You have got to change it.' I think a more productive thing for me to do and we are hoping we have a year to do this, because this will take a lot of time. I would like to start this summer and just talk to each of the chairs individually because this is going to be a ton of work for chairs. Some chairs, if you don't have study abroad, I don't think I should spend half an hour of a chair's time in a university chairs council meeting talking about study abroad. But I would like to meet with the chairs and walk them through this. I will by then have the guidelines and what we really have to do and really think through the processes.

I think the processes are going to have to involve, over the course of the upcoming year, department curriculum committees—I think it's department curriculum committees. I think faculty meetings at times. I think there are things that as we start to go through it, we are going to have go through it and categorize courses and decide are they face to face, what approximate percentage are distance ed. I think that those are faculty decisions because once we categorize those, you are kind of locking them in a little bit. That is not to infringe on anyone's pedagogy. I think you are locking them in a little bit and so that's not my decision, it is a faculty decision. So that's why I think there's a committee role here.

Senator Ellerton: You mentioned that if you moved a course to a different address, there would need to be approval for it. But in the situation where you have the most sections of the course taught here, no change, but one section taught off-campus, but by an ISU instructor who travels, does that need approval?

Associate Provost Murphy: Yes. If it's 50% or more of a program taught off campus; we know what those 12 programs are because I work with the chairs so closely. We have an MS in math that is taught in Peoria. That's probably what you are thinking about. We are going to visit that this summer because we are going to have a compliance site visit

from the NCA. We are going to meet with those students this summer. That's kind of insane. That's a U.S. Department of Ed regulation. They want to know exactly what mailing address those courses are being offered in off-campus programs. What we have started to do is, if it's a school district, use the superintendent's office and just assume that they are all there. It really has to tie back into where students are getting their financial aid because all of our off-campus programs are Title 4 meaning that students are able to get financial aid for them, so those lists that I send to the Higher Learning Commission have to match exactly with the list that financial aid sends to the U.S. Department of Ed.

Senator Ellerton: What's interesting is the course that you are referring to, all of those students, the whole of their particular course will be taught off campus, but in terms of 50%, they would be less than 50% of the students who take the program. So there are more than 50% of students that complete the program are completing it here.

Associate Provost Murphy: Absolutely, and we are unusual in that; just as an FYI, all of our off-campus degree programs are exactly the same as our on-campus programs and they are taught by our own faculty. Very different from a lot of universities, including our competitors here in the state, where they may decide that they are going to offer a program in the quad cities and they hire a bunch of people up in the quad cities to teach those classes. We don't do that; those are our programs and those are not second-rate programs. Those are our programs and our faculty and our students.

Senator Tomasino: I have a question about distance learning. A lot of teachers are not up to date on their technology, so how do you think you will get enough teachers to do this?

Associate Provost Murphy: Tell me what you mean about get enough teachers.

Senator Tomasino: A lot of teachers are not up to date with the technology in their classroom. Do you think that they would be willing to go out and actually teach an online class far away from here? How would you go about getting teachers for that?

Associate Provost Murphy: The goal here is not to necessarily promote more distance learning; though, again, that was not my call. The goal here is to get a handle on what is currently going on—to just get a sense of what courses are being taught as distance ed or are being taught with a combination of face to face and some distance learning technologies versus which courses are taught in a classroom with no distance learning technology. The goal will not be to switch those courses or to try to promote more distance learning courses.

Senator Holland: Part of the Distance Ed Task Force recommendations were actually supplying education and technical support to assist faculty in going online.

Senator Schlessler: Distance education can be something as simple as turning in assignments online, correct?

Associate Provost Murphy: Yes.

Senator Schlessler: You said something about measuring credit hours—evidence that the faculty are meeting with their classes. Something that would maybe involve reporting class cancellations? How do you have evidence that you are meeting?

Associate Provost Murphy: That might be one piece of evidence if that's a road that the Higher Learning Commission asks us to go down. Again, it will depend on how they define that. How they ask us to operationalize that. How they ask us to provide that evidence. Part of it would be to say 'is there evidence that courses as meeting as often as they should?' That's a good question. I don't have an answer on how we'll do that. Again, that's one of those areas that we will really turn back over to departments to say how do we get that evidence; how do we operationalize that?

Senator Knobloch: You talked about what a credit is worth. If they decide to define a credit less than what it's worth now, how is that going to affect us as students?

Associate Provost Murphy: I can't imagine that we will. We typically use the Carnegie unit as a standard credit hour,

which is the most common way that credit hours are defined nationally. That is almost an Academic Affairs...what's the old committee that we used to have that reported to Academic Affairs...Academic Standards' issue...but that's really kind of part of how we define our bachelor's degree, but that's a good question. Wouldn't that open up a can of worms?

Senator O'Rourke: Doesn't this seem a little contrary to (inaudible) if we are going to have to count input instead of output.

Associate Provost Murphy: Absolutely. One of the reasons the NCA always has been a reasonable accreditor is because they have really looked more at assessment rather than bean counting. These are the accreditors that don't come in and pull everybody's vita to make sure they have exactly the degrees they are supposed to, and yet this is a much different way for this regional accreditor to move.

Senator O'Rourke: And this is a road that we can't avoid?

Associate Provost Murphy: Not if we want our students to get degrees that mean something and get financial aid, because that's the bottom line. I think, in their defense, the Higher Learning Commission has really pushed back a bit where they could.

Provost Everts: They are listening to the feds as well, so it really is something that is rolled down to them and they have done a very good job, as Jan has talked about, in listening to the campuses in terms of what makes sense and letting us guide our own path towards accreditation and this is something that they have done their level best to avoid. I think it is also the reason we have nothing in writing and it also goes into effect in June.

Associate Provost Murphy: It is a dramatic change for this accreditor. You are absolutely right on this. It is a much different way of thinking. Specialized accreditors are moving just the opposite way and now we see our regional accreditors we think taking a step back.

Senator Farrell: You said nothing is on paper yet. How long would it take to go into effect? Would there be a grace period of a few years?

Associate Provost Murphy: The policy change will be June 1, 2010. We know that for sure. What we don't have in writing are the specifics. We heard them; we just didn't get it in writing. What we hope is that there is sort of a grace period that allows all of universities to come up to speed. The example I would use is when they made the change on how we ask permission for off-campus programs. Remember we used to not have to ask permission because we had sort of blanket approval. It was in our affiliation that we could offer off-campus programs; then they made that change. We were given six months to come up to speed. They put an online system in place where you ask for changes and we had some time to get our hands around what we've got and ask for that. We are hoping for at least that much time and we, meaning universities as a whole, are begging for more because it will take some time.

Senator Holland: This was something that we felt was very important for people to know about before it actually occurs especially with everybody gone in another couple of days.

Presentation: Foundation Board Report (Joe Armstrong, Foundation Board Faculty Representative)

Joe Armstrong, Foundation Board Faculty Representative: As part of my job, I try to deliver a brief report to the Senate each year. I have been the faculty representative for seven years to the ISU Foundation Board. The ISU Foundation is actually not part of Illinois State University. It's a private, not-for-profit corporation, which exists solely to solicit, secure and manage private gifts and use those gifts to support the activities of Illinois State University. As such, this Foundation is run by a Board of Trustees, almost all of whom are alumni of Illinois State. We just had a change in administration and Dr. Dianne Ashby, who had been the Vice President of University Advancement and the Executive Director of the Foundation has just retired as of April 30 and we have just finished hiring Erin Minné of the University of Iowa Foundation as the new Vice President of University Advancement. She will be coming on board as of June 1. I think that we really did hire a well-qualified person and a very high quality person to take on this very important role at ISU. I am very confident that we were highly successful in this search.

The Foundation is where all of those scholarships come from. That's a very important thing in this day and age. We are in the fiscal year 2010 and we just ended the third quarter. The total assets of the ISU Foundation are about \$91 million in round numbers as of the third quarter. The endowments, which are the funds that we tend to think of, are about \$75 million of that \$91 million. That includes, although the report that I circulated is a little wrong—that includes \$9 million in new gifts that were received so far in this fiscal year. We have been averaging about \$10 million a year and there is a quarter left so we might actually come up to \$10 million in new gifts in this fiscal year as well.

The rest of the assets—there is a certain amount of pledges that the university hasn't gotten yet. Real estate, the Ewing Cultural Center, the Alumni Center. There is a parking lot some place, which I have never figured out where, but they have assured me there is one. Things like estates that have no value on it and things like that. So these other assets do exist. If you are interested in where all of these funds are invested, you can look that up on the Foundation web page and there is a list of all the various places that these monies are invested. We have had tough fiscal times. In fiscal year 2008, there was just a very slight loss to the total assets of the Foundation which didn't really prepare anybody for fiscal year 2009 with more than a 20% loss of total value to the assets. In the first three quarters of this fiscal year, the endowment fund has gained 21%, so it has recovered really quite nicely, but it is still a little below the level it was at. It is almost about the same with the \$91 million in total assets, but the endowment funds aren't back yet to the quite the same level in 2008.

Since the Foundation is making money again and assets are coming in, there is money to distribute to the various scholarships and endowed chairs. The funding for those in fiscal year 2011 looks like it's going to be back in the 4.5% range, which is what people have been counting on. I also put in for comparison, if you have the report. If we roll back the clock, in 1990 the assets were \$8 million and back in 1980, they were only \$1 million. So if you want to put this in some perspective, the university's Foundation and University Advancement have really been making tremendous progress. That's a wonderful thing to see. These monies are becoming more and more important as the state goes more and more broke.

A couple of things that are up, if not in money, are contributions—the number of people contributing to the Illinois State University Foundation. About 5,000 alumni contributed gifts to the university last year. That's only 3%. Illinois State has over 185,000 living alumni. Participation by faculty, staff and retirees was up 7% over the previous fiscal year and up 17% in gift value in spite of the fiscal situation. A lot of parents of ISU students give gifts and over 1,500 friends, 390 corporations and foundations also provided gifts to the Foundation. When Educating Illinois was up there and we looked at the rankings, some of the things that these ranking organizations take into account is what percent of alumni, faculty and students support the institution through gifts. The amount doesn't really matter. They are actually counting heads. How many individuals—what percent? That factors in rather strongly in some cases. Over the last few decades, ISU has lagged behind in this category compared to a number of our peer institutions, mostly because ISU was rather late to realize its importance. A lot of former teacher colleges did exactly the same thing and didn't realize the importance of courting alumni and courting students and developing a philanthropic atmosphere and culture at the university. This has been changing rapidly at ISU, but we got a late start compared in a lot of places, so this still shows up. So the progress in this area is another positive indicator for Illinois State. During the recent search for the new Vice President of University Advancement, virtually all of the candidates that we interviewed were very impressed that we had started an ISU Student Foundation and that it was very active.

Chairperson's Remarks

Senator Holland: I would like to thank everyone for your confidence in having me be chair once again. I really do enjoy this. I want to welcome Senator Marquis as Vice Chair.

Student Body President's Remarks

Senator Marquis: The Student Government Association has been collecting signatures to ratify our constitution. We have received over 5% of the student population and are working to secure another 5% before we move on to President Bowman's signature to fully ratify the constitution so we can continue to be in this room with you. We plan on having this done by the beginning of the fall semester. We will court the signatures of students at Preview.

Administrators' Remarks

- ***President Al Bowman - Absent***

- ***Provost Sheri Everts***

Provost Everts: I want to give an update on the Assistant Provost search. The Assistant Provost candidates were on campus last week and this week. The search committee named three finalists for the position. One of the three removed herself from consideration. I would like to thank all of you who attended the open forums for the candidates. A decision and an announcement of the decision will be made following the collection of feedback from the campus.

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

Vice President Adams: This is an exciting weekend with commencement. We have six ceremonies; two on Friday and four on Saturday. The residence halls will close at 2 p.m. on Saturday. If someone has a later commitment during that day as a graduating senior, we will make arrangements for that. When the residence halls close on Saturday, because of the change in summer session, the move-in starts at noon on Sunday, so there is very little time in between to get the halls ready for summer session. You may notice this summer that there is a construction project, which begins at Watterson Towers. This will go on for 2½ years. There will be some exterior work done, a lot of interior work, new lighting, new paint, new restrooms as part of the long range housing and dining plan. This is the final phase of that 10-year plan that began in 2003 and ends in 2013. For the 15 or 16 meetings that we have had, we had an H1N1 report of people who appear at the Student Health Service with flu-like symptoms. While there were 670 cases in the fall semester of 2009, there have only been 53 for the spring of 2010.

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

Vice President Layzell: The Associate Vice President for Administrative Technology search is concluded and I am very happy to announce that our new incumbent in that position will be Andrea Ballinger, who is going to be coming here from the University of Illinois and will be starting on June 7. The feedback from the campus and the search committee was unanimous in terms of her vision and leadership abilities. I am happy to announce that this will probably be my last announcement in regard to Stevenson Hall. The final move back will be the week of May 17 into Stevenson. Turner will be done by July and we will be operational by the fall semester, so both of those projects will be successfully completed. The Student Fitness Center...we are working toward the final fit up, which will involve installation of telephone and data jacks, furniture, signage and the rest of what we will need to make it operational. This final phase will begin in June and we are very much on track for having it ready to open in January of 2010.

Senator Dawson: I did hear a rumor about the new swimming pool in the fitness center—whether or not it's certified for competition.

Vice President Layzell: No, it's a recreational pool.

Senator Marquis: I have been hearing quite a few rumors as well that it is only 4.5 feet deep.

Vice President Adams: I haven't heard that.

Senator Marquis: That's something that has been floating around.

Vice President Layzell: We will check on that and bring that back to the Senate at the first meeting in the fall.

Senator Ellerton: The open and close buttons do not work in the padded elevator. If that could be solved at the same time as the padding is removed, I'd really appreciate that.

Vice President Layzell: I will follow up on that.

Information/Action Item:

Senate Meeting Schedule for 2010-2011

Senator Holland: You will find in your packet the meeting schedule for all of next year. The first meeting of the full Senate will be September 1. There has been some discussion in the Executive Committee about trying to minimize

meetings during finals week, particularly the one in December. If we can all have our work done in advance of that, we will make an effort not to schedule official presentations during that time. If there is nothing that absolutely has to be done, we can always cancel meetings, but for now, keep it on your schedule.

Motion XXXXI-99: By Senator Horst, seconded by Senator Fazel, to approve the Senate meeting schedule for 2010-11. The motion was unanimously approved.

Advisory Item:

Academic Plan (Associate Provost Jan Murphy)

Associate Provost Murphy: Each year I bring to you as an information item the Academic Plan. The biggest portion and I think the most interesting portion is the program review summaries. Those summaries represent the bulk of the work that the Academic Planning Committee conducts during the year. We are required by our Illinois Board of Higher Education to conduct a very thorough review of each degree program every eight years. We also review IBHE approved centers. We are required to do those every eight years, but on this campus we chose to do those every four years. The deans asked for a more thorough review more often because centers tend to change more often. They are a little more flexible than our degree programs and they felt that it would be good to watch those a little more closely. The report that you have in front of you contains degree programs that initiated their self-study in the fall of 08 and then turned their reports in to the college and the Provost in the fall of 09.

The Academic Planning Committee reviewed these reports. They often ask questions of a unit. We prepare then a summary. Those summaries are really what the programs write. We edit those a bit and then add recommendations to those summaries. We meet with the chairs to review those recommendations. Sometimes we make changes based on what the chairs asks us to do. So what you have in your Academic Plan are the summaries. The full reviews tend to be 20 to 30 pages long. You have the three to four page summaries with recommendations. Those summaries go to the Board of Trustees and to the Illinois Board of Higher Education, but the IBHE staff also get those summaries in a stand alone document and they read them. The full reports for those program reviews are kept on file in our office and we use them. They are the best evidence of the quality of our degree programs that we have on file.

Communications

Senator Dawson: Through my association with the ISU Non-Tenure Track Faculty Association, I will be attending the annual National Education Association representative assembly in New Orleans in July. In addition to that, I have been elected to the Illinois Education Association Higher Education Council.

Adjournment

Motion XXXXI-100: By Senator Hoelscher, seconded by Senator Farrell, to adjourn. The motion was unanimously approved.