

ACADEMIC SENATE MINUTES
(Approved)

August 29, 2001

Volume XXXIII, No. 1

Call to Order

Chairperson Curt White called the meeting to order at 7:00 p.m.

Roll Call

Senator Crothers called the roll and declared a quorum.

Approval of Minutes of May 2, 2001

Motion XXXIII-7: by Senator Razaki, second by Senator Nur-Awaleh, to approve the Senate minutes of May 2, 2001. The minutes were unanimously approved.

Chairperson's Remarks

Senator White: Thank you to President Boschini for his hospitality and generosity with the Senate dinner this evening. Although we arranged to have microphones present at all of our meetings, we are unable to have them tonight. We will have them at future meetings. The Provost's charge to pursue his recommendation on college reorganization has been sent by the Executive Committee to the Planning and Finance Committee. We noted that the Planning and Finance Committee is two faculty members short of what it needs for a full committee. The problem occurred because when we put together the new structure of the internal committees, we did not account for the fact that ordinarily the Senate chairperson does not sit on an internal committee and that the Faculty Liaison to the SGA would not be on another internal committee. I suggested, and the Executive Committee approved, placing the Senate Chairperson on the Planning and Finance Committee. Given Senator Crothers' involvement on the IBHE Faculty Advisory Committee and the fact that Mennonite would like a seat on the Planning and Finance Committee, we decided that Senator Fowles would take the second seat on Planning and Finance and Senator Crothers would take her place on the Administrative Affairs and Budget Committee. I have also sent a recommendation to the Rules Committee to bring forward a revision to the Blue Book (Supplement to Senate Bylaws) to make the Chairperson of the Senate a permanent member of the Planning and Finance Committee.

Last year, we discussed the inadequacies of our Faculty Ethics and Grievance and Academic Freedom handbooks. It was agreed between the Executive Committee and the President that we seek a consultant to make the necessary revisions. We enlisted the aid of Thomas Hustoles, who is a lawyer with expertise in these matters, and he has provided us with a rewrite of those documents. Sharon Stanford, Jim Reid and I will review this document to see if there are any glaring problems with it. If not, we will forward it on to the Rules Committee and it will later come before the full Senate. The Executive Committee agreed to a suggestion from Senator Dave Thomas that we have an Advisory Section of the Senate agendas. This is for items that will not move on to action.

Vice Chairperson/Student Government Association President's Remarks

Senator Kording: Student Government had a very busy summer. Of the approximately 3000 incoming freshman students, we were able to get 1,007 to come in to fill out an application for involvement in governance. We feel that this is quite an accomplishment. Last week, the Student Government had its first meeting of the fall semester. The SGA suspended the student election process and plans to rewrite the Student Elections Code. The SGA also suspended the student fee allocation process, which is the process by which

student fee dollars are appropriated among registered student organizations and programs. We felt that many reforms were needed. The SGA reauthorized a number of programs that it already oversees, including the Community Cleanup and Tailgating Program, as well as the former Party Patrol Program that we are now calling the ISU Patrol. The SGA adopted a resolution regarding the succession of the Presidency of the Student Body that has some implications for the Senate. In addition, we have a new advisor to the Student Government, Bill Campbell, Director of Student Legal Services.

Administrators' Remarks:

- ***President Vic Boschini:*** The final count of students will be on Census Day, which is September 6. Initial returns tell us that we will have a higher composite score for this year's freshman class. Please be sure to stop in at Moulton Hall to check out the one-stop shop for students, faculty and staff who have concerns about dealing with a variety of offices on campus. I invite all of you to the State of the University Address, which will be held on October 3 at 4:00 p.m. in Hayden Auditorium in Metcalf. We have a great group of new faculty this year and I invite you to join with me in making them feel at home in their new environment. One of my goals is to increase our presence in Washington, D.C. The Foundation Board has agreed to provide financing for hiring an individual to represent us there. Our main emphasis is always going to be in Springfield, because nobody is going to care more about our needs than our governor and representatives there.

I think ISU is an island of stability in a sea of uncertainty in Illinois higher education right now. Of the six state schools in Illinois with which we have the most competition, three have new presidents and administrative teams. Two have new presidents who will have only been in office for less than eight months. So I think we are at a great point where we can make significant gains. We have two new deans this year. Dr. John Freed is the new Dean of the College of Arts and Sciences and Dr. Dianne Ashby is now the Dean of the College of Education. We are beginning a search for a Director of Diversity and Affirmative Action; Dr. Doug Turco from the Panel of 10 will chair that search. We had a very historic meeting this summer. For the first time in our 144-year history, we had a joint meeting of the Normal Town Council and the ISU Board of Trustees. I think it is another good step of outreach.

- ***Provost Al Goldfarb:*** The Student Services and Referral Center opens next Thursday at 5:00 p.m. to offer a one-stop shop for the many services we provide students and faculty. If you come in at 5:00 p.m., you will see the Provost and the President working there. This morning, we had a very successful opening of the Minority Student Academic Center. The combined efforts of Student Affairs and Academic Affairs made this possible. I want to particularly thank Dr. Eric Thomas and Dr. Helen Mamarchev. We will open the Tech Zone officially in the Bone Student Center on September 20th. Again, this is a wonderful facility for providing support to students, faculty and staff in terms of technology. All of these projects were goals in the *Educating Illinois* plan. We will be doing an update on *Educating Illinois* to report on the accomplishments we have made over the past year and places where we are having difficulty. I will also report on the Academic Impact Fund this fall. I will be meeting with the faculty caucus to talk about salary incrementation and issues of promotion and tenure for the past year as well.

- ***Vice President of Student Affairs***

Senator Mamarchev: We, too, have been very busy. By the end of the week that was the official move in for the freshman and our older students, who have obligations such as the band and athletics, we had approximately 5,500 students moved in. Our supplemental housing is at an all-time high. We have approximately 200 more students living on campus than we did last year. Last year, the total number of students living off campus who purchased on-campus meal plans was approximately 500 for the whole

year. This year we are already close to 700. We have had several venue changes at the food court in Watterson. The official opening of the Tech Zone will come about soon. We have completely wired the area so that it is now a cyber lounge; you can take your laptop there and connect it to the internet. We have also added many new furnishings throughout the Student Center to make it an even more welcoming environment. We are remodeling the den study area and are converting it to Brewster's Coffee House. We are also expanding the U-Club. We changed bookstore vendors; Barnes and Nobles College Bookstore will replace the University Bookstore. They have already made some major changes to that physical space and will continue its renovation. We are going to have a "faculty and staff welcome to the bookstore" on September 12 from 12:00 p.m. to 3:00 p.m. You will have the opportunity to meet our bookstore manager and pick up a faculty-staff discount card. If you are unable to be present on that date, you can get a card at anytime. Dr. Sally Pyne of Undergraduate Studies is in the Intensive Care Unit of Bromenn Medical Center. We have been asked to direct any expressions of concern to the main telephone number of Undergraduate Studies. BroMenn has an on line status check system for all patients, and as soon as that information is available, Undergraduate Studies will have the internet address.

Vice President of Finance and Planning:

Senator Bragg: It has been a very busy and exciting summer. We had a very good appropriations year. We received just under a six percent increase in our operating budget. One of the most important pieces of that budget was 17.5 million dollars in capital budget for the Schroeder renovation project. The planning phase of that project has already started. We also received funding for the 3 + 2 + 1 salary program. The 3 + 1 + 1 program had already shown progress and we hope to have even greater progress with this program. We will submit our budget requests for the 2003 fiscal year to the Board of Trustees for approval at their October meeting and, subsequent to that, to the IBHE. Thank you for your help last year in energy and utility conservation. We budgeted 10 million dollars for utilities and we spent 9.98 million. The Board of Trustees has authorized our signing a contract with CMS, Inc., an energy producing and distributing company, to do our annual gas procurement and that is already paying dividends. A lot of activity was spent this summer following up on suggestions for the update of the Campus Master Plan. This is a new look at how the campus is physically laid out and what new facilities are needed. We will present a draft of the plan to the Planning and Finance Committee later in September and submit a draft to the Board of Trustees at their October meeting. We gave the steering committee the charge to be bold and they took us literally. It is a very exciting plan.

Committee Reports

- ***Academic Affairs Committee: No report.***
- ***Administrative Affairs and Budget Committee: No report.***
- ***Faculty Affairs Committee: No report.***
- ***Planning and Finance Committee: No report.***
- ***Rules Committee: No report.***

IBHE-FAC Report

Senator Crothers: We had two Illinois Board of Higher Education Faculty Advisory Committee meetings since the last Senate meeting. The first was at Northern Illinois University. The community colleges put forth a proposal to increase their membership on this committee by 50 percent. The twelve public universities in Illinois have one representative each. Until this year, the community colleges had eight representatives. They decided that this was under representation on their part. Several individuals wanted to talk with their home institutions before voting on the proposal. The second FAC meeting of the summer was in June at Augustana in Rock Island. The first part of the meeting was about Project MERLOT. This is a project that the State of

Illinois is involved in, in which faculty and other experts would assess on line components of courses for use by faculty. They would provide reviews and faculty members could insert online modules relevant to a course. There might also be a mechanism to review course effectiveness. The State would pay for our access and then we would have the ability to search the web for specific modules. We then addressed the issue of giving community colleges additional seats on the FAC. We did change the representation and there will now be twelve community college representatives. The incoming chairman of FAC is Kenneth Anderson of the University of Illinois. The next meeting will be at Malcolm X Community College in Chicago.

Senator Crothers' entire report can be found on the Senate web site at: . Click "Committee Sites" and go to the IBHE section on that page.

Distance Education Presentation: Richard Stivers, Galen Crow

Senator White: We have received a proposal on distance education from the Provost on which we will be asked to comment. We, therefore, have invited Dr. Richard Stivers and Dr. Galen Crow here to talk about this issue.

Dr. Crow: Distance education is the formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. With that definition, the extension courses offered by ISU are not considered distance education courses because the instructor and the student are in the same place. The issue we have with that is that although such a courses may not be defined as a distance course, that student is remote and has all of the same issues of other distance education students, for example, access to the library, access to computer resources. Distance education may be synchronous or asynchronous.

According to the National Center for Educational statistics of 1998, approximately 78% of the four-year public universities engaged in distance education, 62% of the two-year publics and 19% of the privates. The projection for 2001 is 90% of the four-year, 82% of the two-year and 41% of the privates. The expectation for enrollment in distance education is an increase from under 500,000 to 4.5 million students. The percentage of students that will have engaged in distance education in 2000 was about 15%, but by 2005, roughly 75% of students will take a distance education course. At ISU in 1999, we had 23 courses that were entirely distance and, in 2000, we had 42. Enrollment in distance education at ISU grew by 58% in that same time period from 473 to 747 and the credit hours increased from 1305 to 2353.

It is unclear what constitutes a distance education student. In many cases, we have offered distance courses so that we can make education more accessible to people more remote from the university. In reality, the students on campus find these courses so convenient that they tend to fill up those classes quickly.

Education and nursing are pursuing several projects now where there will be some significant distance education offerings very soon. There is a project called Alternate Route for Administrative Certification in the College of Education that is in development. This is a means for producing superintendents of schools quickly and completely on line. The University High School is involved in the Virtual High School in Illinois. The nursing college is working on an RN and BSN in nursing that will be mostly distance. We also have a series of science and education sequences that are being launched.

In my opinion, making high quality education accessible is the right thing to do. I believe distance education at this stage is a necessary component of a modern university. I believe that it is our responsibility to push the envelop on new technology and new delivery methods. Every single force on the campus will be electronically mediated in some way, whether through providing a syllabus or access to grades. This is not a threat in any sense to the ordinary student life on campus. Residential campuses will remain popular for years

to come. There is a new market of students who cannot otherwise access education and this market will continue to grow.

Senator Corelli: Are there any statistics on how well students do in these classes?

Dr. Crow: There is a great deal of conflicting data in research. It is not for every learner, every teacher or every university.

Dr. Stivers: What is needed is a critical perspective on distance learning. I think this perspective is not forthcoming because as a society there is a kind of irrational faith in technology. There are several issues of distance learning that we have not talked about. One is faculty unemployment. We have already reached the point where nearly 50% of the faculty nationwide are temporary or part time. Some places will be using this as a way to increase that number. I would suggest that distance learning should not be used unless it can be shown that it is a superior form of teaching. Secondly, there is the issue of economic feasibility. Some economists think that there is quite a worldwide drawback from technology. I do not think that every university will be able to make money at this. The third issue is intellectual property rights, which is a complex issue that sometimes pits faculty against administration.

My main point is about the effectiveness of distance learning and its larger impact upon the student. Distance learning is perfect for the dissemination and acquisition of knowledge. But I argue that it is not sufficient to acquire higher-level skills and wisdom and to be educated in the fuller sense of the term. I am drawing up on a recent article by Hubert Dreyfus, a philosopher at the University of California-Berkley. In this article called "How Far is Distance Education from Learning?", Dreyfus identifies six levels of skills and then adds an area called practical wisdom. The six levels are novice, advanced beginner, competence, proficiency, expert and master. He indicates that distance learning does not allow students to move past level three, competence. The reason for this is that to acquire these higher-level skills, students must make an emotional and moral commitment that arises from face-to-face learning. Obviously, not all students are going to make that emotional and moral commitment, but we do not want to deny them the opportunity. Second, he indicated that the higher-level skills and wisdom are not so much a matter of learning rules but a matter of tacit and practical knowledge. We acquire a fair amount of this knowledge through apprenticeship and that requires personal, face-to-face contact.

Senator Reid: I have much more faith in the written word. I use my computer a lot in my classes. I agree that there may be problems with distance education, but we just do not know because no one has done any serious empirical research.

Dr. Crow: It is a relatively new phenomenon. Conferences are forming and research is beginning.

Senator Kellam: Professor Crow stated that residential students want these courses. I personally would not take them. I would not want to go through a class without instruction from a teacher one-on-one. I think it is also questionable whether distance courses match up to traditional courses.

Senator Crothers: Teaching these courses can be extraordinarily time consuming. These courses are either more expensive than traditional courses or they have to be served by graduate students and temporary faculty.

Senator McNaught: I took my first distance-learning course over the summer. If I had not done so, the time constraints of attending class would have prevented me from keeping my job. However, I do not see many people getting past the competency level.

Senator Corelli: Just because there is an increase in enrollment, this does not mean that students learned what they were intended to learn. In addition, what we have here tonight would not exist if we were primarily a distance learning institution.

Senator Brown: What are we doing to regulate test taking and assignment completion to make sure that the person enrolled in the course is doing the work?

Dr. Crow: The question of authentication is a big issue in distance education. But what are we doing to authenticate traditional courses? In the State of Illinois, under the guidance of the Illinois Virtual Campus, you can have tests proctored with identification at community colleges. However, it is inconvenient to do that.

Senator Albrecht: How aggressive is ISU right now at expanding distance education?

Dr. Crow: We are in an infancy stage. This semester we may have twelve to fourteen internet courses, which is probably sixth or seventh among the four-year universities. The State is not pursuing this very aggressively now either.

Senator Lindblom: For those of you who are interested in more information about the use of computers in teaching, the English Department will host a national conference of computers and writing next fall. One of the major topics will be distance education. In the teaching of writing, interactivity is particularly important. It all depends on how the computer is used.

Senator Kurtz: I am speaking as someone who was actually involved with the development of an online course. We estimated that jointly my colleague and I put in over 400 hours worth of time just in developing the course. My colleague estimated that she is spending 50 hours a week in order to deliver the course. The grant did not even begin to cover the costs of the time we put into that enterprise. I think that because distance education is in such infancy, universities are getting many of these courses virtually for nothing. However, once universities really pay for these courses in terms of what they really cost, the costs are going to skyrocket and at that point, only the wealthiest institutions and businesses are going to be able to afford such courses. That has the potential to radically change the shape of higher education.

Senator Coliz: I have taught a variety of distance education courses to graduate students. I personally liked it and thought it was beneficial and that my students did better in the distance ed version. There are many ways of structuring distance ed courses. Some of them work very well and some of them do not.

Senator Armstrong: We do have an aspect of training and I think that distance education would work effectively for that. However, at the other end, we have apprenticeship, which would only be possible with traditional courses; I think this is the highest form of real education.

Senator Howard: I would like to see this issue studied to get empirical evidence. I think we need to be prudent. We need to look at which characteristics signal to us that those with such characteristics would be most likely to succeed. I think ultimately we have to think about employers. If we deliver an inferior product to an employer, an employer is not going to come here to recruit and if employers do not come here to recruit, we are not going to have students.

Senator Fowles: I agree it is not all or none. Not all courses need to be distance education. Yes, it is costly,

but the schools that are successful with this hire instructional technologists to do the design and the costs are covered by the increased enrollment.

Senator Winchip: I want to thank Dr. Crow for providing support to faculty this summer in training on teaching distance education. Every session that we had focused on how to use technology to enhance teaching.

Senator Corelli: There are certain students that would benefit greatly from this, such as students with disabilities and graduate students. Is there a possibility of just extending the classes in specialized situations?

Dr. Crow: It is difficult to identify target and niche audiences. It is also difficult to launch a distance education course and then try to prohibit others from getting in to it.

The Senate will once again visit the topic of distance education when the Provost's proposal comes before the Senate.

Admissions/Enrollment Presentation: Steve Adams

Dr. Adams: It appears that our total enrollment will exceed 21,000, probably 21,050, which is the highest total for campus enrollment since 1992. We will present the actual figures on Census Day, Tuesday, September 4. The undergraduate and graduate enrollment have both increased. There also has been an increase of about 6% in the show rate, the percentage of admitted students who actually enroll. Even though we are down by about 10% in the number of freshman applications and we admitted 900 fewer freshmen, more freshmen enrolled this year than last, so the show rate increasing from 37% to 43% of new freshman has made a major difference in the number of students we have enrolled. Our transfer enrollment is up by 150. We have admitted mostly transfer students with 2.5 averages and above. I think that leads to the increase in quality of the transfer class. Minority student enrollment is a problem not only at Illinois State, but nationwide. There was an increase of only 10 in the African-American freshman enrollment and of about 30 Hispanics. But there was a 24% drop in the number of African-American freshman applications for the fall of 2001 and a like decline in the number of Hispanic applications. I anticipate that we will continue to decline in total African-American enrollment. This trend has taken place over the last four years and is something that we need address. One of the quality indicators for this year's freshman class is that the average composite ACT score of new freshman has increased to 22.9. Also, if you look at every increment, the 24 score, the 25 score, all the way up to 35, with the exception of 29, we showed an increase in the number of students enrolled with those scores. The show rate for students offered merit-based scholarships increased, specifically with the Minority Academic Scholarship Program.

As we approach this new cycle, we look to *Educating Illinois* to guide us in recruitment as well as enrollment. We will continue to implement enrollment management strategies to keep our freshman enrollment around 3,000. We do have a new admissions policy on the table that will come to the Senate for approval. This year, we implemented a \$150.00 enrollment deposit fee for new freshman. It was due May 1 and was applied to a student's tuition, but was nonrefundable to those who did not come. It gave us a much better idea of how large our freshman class was going to be.

Senator Razaki: Why is there a drop in the number of applications?

Dr. Adams: We think that it is because we implemented a \$30.00 application fee this year. Most of the institutions at our level showed about a 10% drop in the first year of doing this.

Senator Razaki: The average ACT is 22.9. Is this a state average? What are the averages of our peer institutions in this state?

Dr. Adams: The state average is 21.6. I cannot tell you what the averages are for our peer institutions, but I can tell you that other institutions, such as Northern, are scrambling for students at this point. Southern Illinois University at Carbondale is down 30% in their freshman enrollment. If they have a 35% show rate, their freshman class will be about 1,800. Other institutions that are down are the U of I at Chicago down 5.7% and Western Illinois down 6.5%. U of I at Urbana-Champaign is up by 2% and there are a few other institutions, including Edwardsville, which are up as well.

Senator Nur-Awaleh: What are the numbers for minority freshman applications and enrollment?

Dr. Adams: We received about 1,300 applications from African Americans and approximately 700 Hispanic applications. We will enroll about 222 African American freshmen and about 100 new Hispanic students. The percentage of minority students on campus is about 9%.

Senator Howard: Do we have any idea why we can get minority students here and then they leave?

Dr. Adams: That is something that needs to be and will be addressed as a part of *Educating Illinois*.

Senator Eric Thomas: Minority students have a much higher attrition rate. Most of those students leave for academic-related reasons. It is a straightforward retention issue and we will try to address it in that fashion.

Senator White: One of the reasons it is important for us to receive this information is to get it back to departments and colleges. Please share these facts with your colleagues so that there will be a better community understanding of what is going on with admissions.

Senator Boschini: I hope we realize how lucky we are to even have Dr. Adams on campus because managing enrollment is a very difficult task. I would even say that it is more of an art than a science and I think that Dr. Adams is very good at balancing both.

Executive Session: Honorary Degree Recipient

Motion XXXIII-8: by Senator Crothers, second by Senator Borg, to move into executive session. The Senate unanimously approved the motion.

Adjournment

Motion XXXIII-10: To adjourn by Senator Razaki, second by Senator Brown. The motion was unanimously approved by standing vote.

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Faculty Caucus External Committee Elections

The Faculty Caucus elected the following faculty members to external committees of the Senate.

ACADEMIC PLANNING COMMITTEE

Jim Coliz, CAS 2001-2002

COUNCIL FOR TEACHER EDUCATION

(Confirmation as CTE Chairperson)

Dianne Ashby 2001-2003

(Confirmation of CTE Faculty Nominees)

Larry McBride, CAS 2001-2004

Paula Ressler, CAS 2001-2002

Patricia Klass, COE 2001-2002

HONORS COUNCIL

Wendy Black, COE 2001-2002

REINSTATEMENT COMMITTEE

Jean MacDonald, Milner 2001-2004

CAMPUS COMMUNICATIONS COMMITTEE

(Ratification of Election)

Jewel Gray, University College 2001-2002

(Administrative Professional Council Representative)

Christa Lawhun, Facilities Management 2001-2002

(Civil Service Representative)

STUDENT CENTER POLICY BOARD

Maureen Angell, COE 2001-2004

STUDENT CODE ENFORCEMENT AND REVIEW BOARD

Tibor Gyires, CAST 2001-2002

UNIVERSITY CURRICULUM COMMITTEE

Sharon Naylor, Milner 2001-2002

Pamela Ritch, CFA 2001-2003

Kent Walstrom, ACS 2001-2002

COUNCIL ON GENERAL EDUCATION

John Poole, CFA 2001-2004