

Academic Senate Minutes
Wednesday, November 8, 2006
(Approved)

-
Call to Order

Senator Crothers called the meeting to order at 7:00 p.m.

Roll Call

Senator Borg called the roll and declared a quorum.

Attendance & Motions

Approval of Minutes of October 11, 2006

Motion XXXVIII-18: By Senator Anders, seconded by Senator McGuire, to approve the Senate Minutes of October 11, 2006. The minutes were unanimously approved

Presentation: Information Technology Strategic Plan-Public Beta 2007-2010

Mark Walbert, Associate Vice President of Technology: Approximately 12 or 13 years ago, the university started its first Information Technology Strategic Plan. Under *Educating Illinois*, they asked that we update that strategic plan, as well as have a strategic planning process that comes out of this so that we can update our IT strategies every year or so. About a year and half ago, which was about a year after the Campus Technology Policy and Planning Council (CTPPC) was created, we started to take a look at an IT strategic plan for the campus. The CTPPC is a new body; it replaced what was formerly known as ECAT (Executive Committee on Academic Technology). Its scope and membership were broadened, so it made it a lot easier for information to flow across campus on IT-related matters.

This council had not ever done an IT plan before, so we looked at how IT planning is done. We spent some time looking at how other universities in our peer group did IT planning and we begin to look back at IT history on campus. One of the appendices in the plan is a history of IT governance, leadership and planning for the last 20 years. We decided what our overarching goals are. We asked around and came up with the document we call the "Public Beta" version of the IT Plan. It includes our five goals and the approximately 41 action items that fall from those goals. We have been doing a walkabout of this Public Beta; each member of the Council has its own Constituent Advisory Committee. I have met with a number of individuals on campus to get their input. Now, I am coming to the Senate to get feedback from you. I have talked with the Student Body President about trying to meet with the Student Government Association so that we can more directly hear from them. We have a website that has a copy of the Public Beta document and a web form for people to provide feedback.

The sort of major questions that we would like to get information on is 'what is not in here that we have missed and what is in here that has no business being in an IT strategic plan?' It has been a long time since the university took a look at this from a campus-wide perspective and I think that is partly why the list of action items is as long as it is. But, more importantly, this document helps to set the stage, particularly with the actions under goal 2, to come back and revisit where IT is and where it is going roughly on an annual basis.

After we get all of the feedback from the campus, we will edit the document in accordance with the things that we have heard from the campus and then send the revised document to the President's Cabinet perhaps in December. At the very latest, I would like to have the IT Strategic Plan rolled out in mid February.

Senator Crothers: Do you have a realistic assessment of what implementing this plan fully would cost?

Dr. Walbert: We are talking millions of dollars. What the council is doing now is looking at the actions and planning some for the future and others to implement as soon as possible. Wherever we can, we have come up with an estimate for the cost, both up front and on an annual basis. Our goal now is to list the actions in order of priority. Our current discussion is about security. We are also very interested in classroom technology and wireless. Those three areas would cost roughly around \$5 million if we were to do the kind of job we would like to do at the onset.

Senator Crothers: What do we now spend our spam filters, which are unreliable, each year?

Dr. Walbert: Right now, we have two separate appliances from two companies for filtering. Typically, we use the spam that comes on block lists. The reason that we don't do keyword filtering is because we tried that once and faculty members were really unhappy when non-spam e-mail messages were deleted. To take the next step, if we were to buy "Spam Assassin", it would cost the campus \$30,000. ISU, like a lot of other universities, is in the unfortunate position in which we would like our end users to filter some of this using their e-mail client, which is why we have been encouraging "Thunderbird" or "Outlook" or one of the more modern clients, which do a better job than Eudora at filtering spam.

Senator Crothers: Is there a process that you can outline by which we are going to decide as a university what we are not going to do?

Dr. Walbert: Yes, one of the roles of the Campus Technology Policy and Planning Council is taking a look at both services that are currently offered on campus and those that we would like to offer on campus. We have a basic outline, which I will share with you when it is fully developed, to basically come up with a way to prioritize, both from the value to the campus and the expense of that particular project.

Senator Riegle: My question is about the mission. The first sentence of the mission focuses on empowering faculty and students in the pursuit of excellence in teaching and learning, research and creative activities, and public service, as well as facilitating the efficient administration of the university. Has there been any discussion about adding the opposite? That is, in addition to "efficiency" of administration, include "excellence" of administration and in addition to "excellence" in teaching, research and creative activities, include "efficiency" in those areas.

Dr. Walbert: Sure, if the wording does not imply that we are looking for excellence and efficiency in all those areas, we can make that change.

Senator Horvath: Under Goal 5, you talk about creating an infrastructure to support secure websites. Some colleges and departments have created intranets in their attempt to do this sort of thing. Is there an attempt to coordinate all of these intranets?

Dr. Walbert: No. Do we need to? Yes.

Senator Van der Laan: Do you have any ideas about where the money would come from to fund these items?

Dr. Walbert: One of the things that we were charged with was creating a budget philosophy about how we

could earmark different pots of money, how we could come up with funding for it. Our current approach right now is to take the top priorities and present them to the President's Cabinet and say, 'this is what we as a council would like to start off with' and we would seek the funding that way.

Senator Van der Laan: Would there be any external sources?

Dr. Walbert: I would love to have the staff to routinely pursue external grants, but I don't. Otherwise, there are only three sources, from the State, students and donors. One of the things I am personally going to start is an IT advisory committee made up of alumni who are in IT fields that would be able to give good advice from their perspectives. That relationship building would be one step along the way to try to find other resources.

Senator Mallory: It sounds like you are moving towards a centralized system in your comment to Senator Horvath in reference to the individual intranets. What is the advantage of a centralized system over decentralized?

Dr. Walbert: I am not trying to have a central IT. The word that I would like to use is layering. There are many times when we can coordinate activities finding a more efficient way to do the service that they are expecting to get from the intranets. In the document, it states that we need to be looking for quality discounts or for chances for combining technology such that we get economies of scale and scope or economies of learning.

Chairperson's Remarks

Senator Crothers: I am formally notifying the Senate, as the rules require in the Administrator Selection Policy, that the Dean of the College of Business has announced her retirement and thus a search will now commence for a new Dean for COB. I believe the intention is to have a new dean on board in the summer of 2007. The Academic Senate has no formal responsibilities for selecting the nominees; that is done by the college coordinating team. Additionally, during the Faculty Caucus, I will ask if anyone who will be continuing on the Senate next year is interested in serving on the *Educating Illinois* Steering Committee to maintain Senate continuity on that committee.

Student Body President's Remarks

Senator Richards: Two weeks ago, a planning session for a forum for the new student recreation building was held. Students were able to suggest ideas to the architects and received a lot of feedback. Next Tuesday, SGA will be hosting a Campus Dining Forum at 6:00 p.m. in the Old Main Room. Mr. Adams, Vice President for Student Affairs, and the dining staff will be presenting their plan. Then the students will have a chance to ask questions. On Wednesday, at 6:00 p.m., we will be holding an event with Redbirds 4 Relief. It is a benefit for the Middle East through Oxfam International. It will benefit Lebanon, Gaza and Israel. There is a suggested donation of \$3.00. There will be dance groups, bands and other performances, as well as presentations from people who have been directly involved in that. I would like to encourage the faculty to please speak with your colleagues and get in your textbook orders as soon as you can.

Senator Crothers: I wanted to advise the Executive Committee that you will be receiving a copy of the Campus Dining Plan and we will discuss the topic at the next Executive Committee meeting.

Administrators' Remarks

President Al Bowman – Absent

· ***Provost John Presley***

Provost Presley: We now have a half season of freshmen applications for next fall. I can report to you that the number of total applications received is up 3%. It was up 12-13% last year, so it continues to grow. In the New Freshmen Academic Profile, every indicator is up. However, that is rather an artifactual thing at this point because we have changed the procedures a bit so that we are waiting to accept people with 21 ACTs and below. We are holding them in the under consideration group; that group is up 21%. Our group of students we have not admitted at all is up 23%. Throughout the year, when we begin admitting those students, none of the usual academic profile comparisons are really going to work.

On October 25th, Dixie Mills indicated to her colleagues and to her councils of advisors from the community that she intended to retire as dean of the College of Business. The departments in the College of Business rue that decision quite a bit; she has been a very successful dean. Replacing her will be difficult for many reasons. I have already spoken to the Coordinating Council in the College of Business and they are in the process of electing four tenure-track faculty and they have notified, I believe, the non-tenure track faculty that they need to elect one member. I have been in contact with the Administrative Professional Council, the Civil Service Council and the Student Government Association about their choosing people to represent those constituencies. I have chosen Chuck McGuire as the Administrative Secretary for the search committee and I have chosen as the Chair, from the Panel of 10, Nancy Lind of Politics and Government. I have not begun to think about a current or former department chair from that college or faculty at large for that group, but they are going to need to meet relatively quickly.

We are already drafting advertisements and job descriptions. We have been advised by an external employment consultant that these kinds of searches pretty much have to be over by late April or you might as well not be doing them. We probably will be placing the ad in the December 5th issue of the *Chronicle* if we can, so this committee has got to be largely put together by the 27th of this month.

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

Senator Adams: I want to comment on the Dining Plan. I would like to compliment Student Body President Richards and also Student Trustee Brett Schnepfer, as well as ARH President Tom Potts, for their cooperation in sifting through the plan and finding where it needed to be revised. They made sure that we addressed the issues that had been brought to the table last spring. They are also working very hard to attract a number of students and others to the open forum next Tuesday. There is scheduled to be a news article in the *Vidette* in Friday's edition and an ad is being placed by SGA in the Friday, Monday and Tuesday editions.

We certainly have to address the issues that many students have at that open forum and, if it is necessary to have another one, we will do so, but we hope to get that plan approved by the President some time in the latter part of this or the early part of next year. I have received reports from two committees representing the Bone Student Center and Campus Dining Services, which are both units within Student Affairs. The intention was to address issues resulting from complaints from both on and off-campus customers using the Bone Student Center dining venues and the catering services available here. Some of those issues include hours of operation, the use of retail space, catering operations, customer service and financial charging practices. I received both committee reports yesterday. I plan to work with various entities to review the recommendations made by the committees and make the necessary changes.

Senator Borg: When and where is the open forum on Tuesday?

Senator Adams: It is at 6:00 p.m. in the Old Main Room.

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

Senator Bragg: I, too, would like to add my thanks, as Student Body President Richards indicated, to students, faculty and staff who participated in the planning sessions for the Kinesiology and Student Fitness Center. They were intense sessions and lots of great ideas came out. I know it was successful because a rough tally of all of the ideas and suggestions for the building indicates it would cost about \$100 million to build it. The architects and the builders are now in the difficult process of deciding how to winnow that back down, how to gain some synergies among all of the different ideas and will be back on campus shortly to share those with you.

Committee Reports

· ***Academic Affairs Committee Chairperson***

Senator Borg: The committee has met twice since the last Senate meeting. Two weeks ago, we heard a presentation about plus and minus grading possibilities for the university. We are continuing our investigation of that and will seek advice and recommendations from portions of the campus. We received a letter given to us by the Executive Committee from Senator Kalter having to do with various issues of diversity and how it is promoted and dealt with on campus. We are working on figuring out our part of those issues.

· ***Administrative Affairs and Budget Committee Chairperson***

Senator Kalter: We have just finished up our round of meetings about the budget. Two weeks ago, we met with the Provost who gave a report on the Academic Impact Fund. Tonight we met with Barb Blake about the internal budget. We are also involved in ongoing tasks for the Presidential Commentary, as well as the Academic Calendar. Apparently, we have, at this point, 58 commentary responses. Two weeks from now, we will be meeting with Vice President Adams to ask questions about the status of the psychiatrist hire and other issues about Student Health Services and Counseling Services.

· ***Faculty Affairs Committee Chairperson***

Senator Preston: The committee has met twice since the last Senate meeting and we have focused on, as a priority issue, the child care/family care issue. We have come to some basic conclusions about this and are preparing a memo to forward to the Executive Committee. After the Executive Committee's review, we will ask the Senate to endorse the concepts therein. You should be seeing that, unless there are major changes, at the next Senate meeting.

· ***Planning and Finance Committee Chairperson***

Senator Parette: The Planning and Finance Committee has met twice since the last Senate meeting. At the previous meeting, we had a conversation with President Bowman who talked about a vision for the university and dealt with some long-term planning issues. At tonight's meeting, we focused on threats to good financial planning with Vice President Bragg. Our focus for our next meeting will be to look at how we can ask tougher questions about ourselves and demand better data for long-term planning.

· ***Rules Committee Chairperson***

Senator Holland: The committee has met twice since the last meeting and we are continuing work on the Faculty Responsibility to Students document, which we sent out for comment to the chairs, since they are the ones who will be enforcing it. Today, we went over those changes and we will be sending it out to the Senate for comment. Additionally, we are looking at the Blue Book to make changes. If anyone has something they want to change in the Blue Book, please let us know.

Illinois Board of Higher Education Faculty Advisory Council Report

Professor Curt White, IBHE-FAC Representative: The Faculty Advisory Council to the Board of Higher Education last met at SIU-E. The principle activity that we spent the day on was discussing and voting on an advisory paper, a statement from the Council to the Board, regarding teacher preparation. As you should be aware, teacher preparation and teacher quality have been the focus of considerable national attention and discussion. Within our body, this particular topic was sort of self-generated by people on the body who were interested in the topic. The principle authors were three people very involved in teacher preparation: Tim Sherman from NEIU, who is the director of the English Education Program there; a person at SIU-E who is involved in Foreign Language Education; and Marie Donovan from DePaul, who is actually in the College of Education there and has considerable experience as an advocate for education at both the national and state levels. I hope you have had a chance to take a look at this document. Unfortunately, what I was able to send you was not our final draft. There are going to be some minor revisions to it before we send it to the Board, but I will be reporting it to the Board at the December 5th meeting in Chicago. The document was passed unanimously with one abstention.

I would like to talk briefly about what the document calls for. It basically makes an argument that we are currently, both nationally and in the State of Illinois, in a kind of vicious cycle in which inadequate teacher preparation leads to inadequate student preparation for doing college work. There is a kind of downward spiral in that process and the report claims that the best way to address problems with teacher quality and teacher preparation is at the university level. To that end, the report has four recommendations, all of which are quite certain to be controversial. I should also say that part of the impetus for this statement came from Board staff itself and from members of the legislature. The Board sees it as a priority for its own activities.

One of the recommendations is that education majors be required to be majors in a field, the completion of a liberal arts major, in addition to any education degree requirements. This would essentially turn an education degree into at least a five-year program. There was considerable emphasis put on the fact that this is already the case in many states. The feeling of the Council and the drafters of this document was that the actual acquiring of teaching skills should be done in what is the equivalent of a 5th year masters degree program or clinical and certificate program.

The second, and certain to be controversial, recommendation is that high-quality teacher candidates should be able to show a high-quality GPA and that the cumulative grade point average for certification of people in education should be 3.0 or higher. The cumulative GPA for these students' liberal arts and sciences majors must also be 3.0 or higher.

Our intention is to pursue discussion with Board staff about high-quality teacher preparation in the State and it is also our intention to talk with business leaders and state legislators about ways of achieving these goals.

Senator Campbell: I am curious about if the impetus for this look at the quality of teachers is the result of the poor showing that students are demonstrating with the "No Child Left Behind".

Prof. White: I think with the legislators, it certainly is. Also, there is a lot of anecdotal information that goes to legislators from their districts. There are particular universities that have teacher preparation programs that have become notorious in the state for having very marginal capacities for producing high-quality teachers. Another thing that the document notes is that many of those less-qualified teachers end up going to the poorest school districts, which is certainly of no benefit to the students there, who already have a difficult

time both in graduating from high school and being prepared for college work.

Basically, on the part of the Council, it's a very grass roots approach. As Chair of the Council, I look to members of the Council to identify for me the areas where they want to do some work. Marie Donovan and Tim Sherman were particularly eager for the Council to tackle this problem because they know that it is on the Board's plate and they know that the legislature is interested in it. I think that, as we speak, colleges of education around the state are already starting to think about how they are going to 'pull the wagons together' on this one. I personally hope that it does become a major topic of discussion in the state; whether anything actually is done with it or not, I think it would be healthy for us to talk about it.

Senator Riegler: Have you discussed this with colleges of education in the state, specifically our College of Education?

Prof. White: Let me explain something about this Council. This Council is an advisory body, not a representative body. We attempt to give the Board an independent voice on issues that the Board is thinking about. If the Council felt that it did not have adequate resources among its own membership to tackle an issue, I think that it would be much more eager to broadly poll colleges of education. The Board is under no illusion that colleges of education are not going to be heard on this issue. What the Board is interested in from the Council is the opinion of a group of faculty members from around the state, both publics, privates and community colleges, that is somehow out of the political fray. My feeling, as Chair of the Council, was that to direct people to make sure they had consulted their colleges of education on what they think was immediately to bring local politics and local pressures on members of the Council. So, it is not as if colleges of education are not going to be heard from.

Senator Parette: My initial impression was that absent from any of the language was the fine work that is being done here at Illinois State University. The College of Education is consistently held up as one of the preeminent institutions of teacher training in the country. I just have concerns that the document, as it stands, seems to be an indictment of all institutions of higher learning in the way that they are preparing teachers.

Senator Ellerton: Was there any representation of faculty from major content areas? You have talked about adequate representation across a range of institutions from the point of view of education, but part of teacher preparation involves preparation towards majors.

Prof. White: Everyone on the Council would have been a representative of a major area. We are all faculty on this body.

Senator Ellerton: My question is about representation of faculty who work specifically on major content areas that are specific for teacher preparation.

Prof. White: I tried to establish in the beginning is that the major authors were directors of their university's English Education and Foreign Language Education Programs and, also, that the third was specifically in the College of Education and has been an advocate for education both nationally and in the state. I was confident that the people actually composing the document had considerable expertise in the area that they were addressing.

Senator Wilkinson: I have a more general question about the Illinois Board of Higher Education and that is, 'is their influence and authority declining as the State pays a constantly decreasing proportion of the university's budget and would they have the authority now to launch the equivalent of the PQP initiative from

ten years ago?'

Prof. White: I don't think so. Really, the Board is looking to create alliances because its own authority has been very much marginalized in the Blagojevich administration. The new director, Judy Erwin, is actually someone who I have come to appreciate. She is a career politician to begin with and she has a pragmatic frame of mind, but she really cares about the job that she is doing and she would like to find ways in which the Board could have an impact. I don't think it is going to have much of an impact in dollars, given the way that the state budget is being run now by basically three people. But I think that she does believe that it can have an impact in terms of proposals that it works toward the legislature. To that end, she is much more interested than past directors have been in working with groups like the Faculty Advisory Council to formulate issues and opinions that will be persuasive and that are constructive and important for the legislature.

Senator Winter: I am trying to understand the first recommendation in that Council's report. For example, if we had a biology education major, they would take their major area biology and still have their education requirements. Is the Council's recommendation that they would then have a third major area in liberal arts?

Prof. White: No. Right now, those who are in education degree channels have a qualified and substantially different curriculum from somebody who is simply in a major. So an English Education Major has a substantially different curriculum than a regular English Major. Part of that is because there are a lot of requirements both from the State and the College of Education for courses that they have to take that are basically teacher-preparation courses. Part of the argument is that you cannot prepare a student adequately in an area and with teaching practice and theory in four years. What the document basically proposes is that the students who are going to go into the public schools to teach spend four years in a content area first and essentially a fifth year in acquiring skills through internships, teaching practicums and actual courses in teaching that will prepare them as a teacher. Of course, our proposal does not recommend any specific arrangement in the timing of when the internships, etc. occur.

Senator Van der Laan: Doesn't that requirement of a major in a particular field apply specifically to the elementary ed path for future teachers, since secondary ed people usually have a major in a particular discipline?

Prof. White: No, they don't. It is very different. I know this only because I know my own department, but English Education Majors have a different curriculum than regular English Majors.

Senator Van der Laan: Yes, but was not it the case that elementary ed majors did not necessarily have to a major in a discipline.

Prof. White: Right.

Senator Van der Laan: So, would this apply to them?

Prof. White: Yes.

Senator Crothers: Senator Parette is going to invite the Dean of the College of Education to the table just for some comments. Please remember that Dr. White is not the author of this document.

Dean Curtis: One of the highest honors I have as Dean of the College of Education here at ISU is serving as

the Chair of the Council for Teacher Education. That is about a 20-plus person body of folks across five colleges on this campus who sit and talk every two weeks about teacher education at ISU and what it means and what is the finest education that can be provided for teachers for the state. We have a very longstanding record of doing that work very well. I am here to reinforce some of the comments of our College of Education senators in that we would clearly like to have the opportunity to share some of the conversations that are held with that body on a regular basis talking about what is quality teacher education. I would like to suggest to the IBHE-FAC that a better service to the State might be to encourage the development of appropriate and useful data systems in this state to truly assess the effectiveness of teachers and the work that they do.

Prof. White: If I can insert something, that has been topic number one for the Board this year and I don't know if they are going to have the resources to actually do that, but shortages of reliable data for the Board is a problem in many areas. I will say that this problem in data is in part the creation of the universities because the universities, even when the Board has requested it, have refused to share vital kinds of information or statistical data in any number of different areas. That is largely because they feel to share that information is to allow their competitors access to it and to know their situation in a way that would be to them a competitive disadvantage. Also, it is partly a data infrastructure problem for the Board insofar as they don't know how really to gather all of this information.

Dean Curtis: For the last five years, ISU has participated with the deans of the other public higher ed institutions in contributing all of our data to the Teacher Data Warehouse, which is a project at the University of Illinois that was originally funded by a HEECA grant. It contains data on all of completers in our programs and all of the other public higher eds, which prepare 60% of the teachers in this state every year. We have been running follow-up surveys of our graduates for the last two years based upon the data in that system. The problem with that is it doesn't speak to the data systems at the ISBE that contain the data on students. So, I would suggest we really get serious about taking a look at teacher education effectiveness through data systems.

Prof. White: If this thing moves forward in the near future, it is going to move forward with or without data. If it moves forward it is going to be because it has become something politically alive. Historically, the Board of Higher Education and the Board of Education have been two separate empires that don't speak to each other or don't feel that they need to do so. So, this is sort of creating a context in which, in some ways, the Board of Higher Education and many legislators are trying to get the Board of Education's attention on this issue.

Senator Crothers: I am going to suggest that the detail of this conversation can be better handled in e-mails and private meetings than shared with the entire Senate. I do sincerely hope that the two of you talk about this, but this level of detail is not appropriate for the Senate. We do, in fact, appreciate your input, Dean Curtis.

Information Item:

10.13.06.01 General Student Policy (Academic Affairs Committee)

Senator Crothers: We have a proposed policy on a 75-hour limit for General Students before us.

Senator Borg: You have in front of you a recommendation for approval of a General Student Policy. As I phrased in the letter, the policy is contained in the catalog copy. The other sheets talk about the implementation and monitoring of the policy and there is some further background material. This was brought to the Academic Affairs Committee largely through the efforts of the Interim Assistant Vice

President for Enrollment Management and Academic Services, Jonathan Rosenthal, who is here this evening.

Senator Cox: I see that this policy includes transfer credit. Have you taken a look at high school partnership programs with local colleges where high schools offer courses for college credit? So, if a student came in as freshmen with 30 hours of college credit, they would only have three semesters to find a major. When a student comes in with no college credit out of high school, he or she would have five semesters to find a major. So, I was wondering if they could have some kind of extension or exception.

Dr. Rosenthal: Yes, we have thought carefully about those sorts of situations. I think first not of that particular case, which is relatively rare, but the larger case that 50% of our graduates are transfer students. We take a great number of students with associate degrees. The catalog copy refers to an appeals process that is designed to be a little bit scary, but, in fact, the last thing we want is for this to be punitive in any way. What we see in the implementation is a developmental process where we in fact force a choice by a student. Why is that particularly important now? Well, in the year of Truth-In-Tuition, it matters more than it did in terms of financial cost to the student and the family. There are also implications for university resources being used effectively. It does not do the student a lot of good, necessarily, to take courses just to build hours outside a program towards graduation.

Finally, if I can give a little more background to this, it is also a financial aid compliance issue; federal financial aid guidelines indicate that financial aid dollars are for students in programs leading to a degree. We are kind of exceptional in that we have not had such a policy on this campus. Every other place in the state pretty much does. Western has a 45-hour cap; U of I typically has a 60-hour cap. We placed a 75-hour cap, which is very generous by the norms in thinking about the sorts of cases that you have described.

Senator Alferink: On the bottom of the implementation strategy page, there is a reference to a workable plan being developed once they have gotten to the 75-hour limit. Has the committee given thought to having a workable plan developed once a student reaches, for example, 60 hours or some earlier limit, so that it doesn't happen at the last minute?

Dr. Rosenthal: Absolutely. Dr. Noel Elkins, who is the Director of University Colleges, is here. One of the things that we were careful to think about was an implementation strategy that involved education, even pre-enrollment, stressing the need for major planning and declaring a major in a timely way to ensure timely graduation. There are various advising features built into this. There are various automated, electronic, print and portal indicators that go out at certain intervals. The last thing that anyone wants is for this plan to arrive at 75 hours with no warning. That is absolutely contrary to what we are planning.

Senator Anders: Can you give an estimate of how long the appeals process would take. My concern is that if the student is in the semester in which they will reach 75 hours, is it possible that they might have to miss a semester due to the appeals process taking place?

Dr. Rosenthal: No, we have been quite careful in thinking about that timeline. Initially, there will be a fair number of students who will fall under this. We are quite committed to turning this around in a three-week period. We are going to do that by staffing probably seven different committees to review plans. We have every intention of responding in a very timely way to students, in part, because we want no student who goes through, in a good faith effort, this process to have a schedule dropped. There is nothing we want less than that.

Senator Mwilambwe: What are some of the advising features that you are talking about? One of the things

that I find with my students is that often they don't necessarily know how to find out about the best major for them.

Dr. Rosenthal: We just finished a series of "Finding Your Major Meetings". They were quite well reviewed. We have a variety of different sorts of activities; the Major Fair during Winter Fest is another one. But I think what is most important is that day-to-day advising contact.

Another service that we just rolled out as a part of a state-wide initiative is the Course Applicability System, which allows students across the state to look at Illinois State majors and find out what the requirements are. We have plans to implement very soon, a step-by-step set of alternate majors, sort of a major family or group of majors that might specifically interest you.

Senator McGuire: I feel it is necessary to reiterate Senator Cox's question. Specifically, for high school students who come in with credit, whether it be AP courses or co-college situations, what are the plans to make sure that they don't have to pick a major sooner than others simply because they more committed to their education sooner than others?

Dr. Rosenthal: Well, they have 45 hours to decide if they come in with 30. Again, we want nothing less than to say at 75 hours, 'I'm sorry, goodbye.'

Senator Crothers: The odds are that the student you are talking about is a highly academically capable student. The question, therefore, is, 'aren't most academically talented students at ISU admitted into a major?' There can be exceptions, but it seems to me that if you are already that far ahead, you will make a decision quickly anyway.

Senator Cox: At our high school, it wasn't AP classes and it doesn't matter what grade you are in. If you took information processing, a computer class, you got college credit for it; psychology, college credit. It doesn't matter what your grades are; it's not highly academic students, it is a broad range of students. I come from a small town and small school and I know ten students just from my class that transferred over 28 credits from high school to ISU.

Senator Crothers: If someone got a C in a class that Senator Cox is just describing, does Illinois State University accept that transfer hour?

Dr. Rosenthal: There are various kinds of agreements, but it is true that high school students come in with AP credit and all kinds of credit. I guess I come back to the point that at 75 hours, we want a plan in place. We want a reasonable plan for graduation. I think a student with that many hours, which is three semesters from graduation, should be thinking about such things and should have a plan.

Senator Crothers: Regardless of whether or not the students feel it's fair, their financial aid is at risk if they have not found a major by that point in time?

Dr. Rosenthal: That would be correct.

Senator Horstein: When this plan goes into effect, how does it affect students that already are at 75 hours?

Senator Borg: Technically, they are obligated under the catalog that they entered with, so there is that element in the way in which we run policy here. I am sure that the academic services area, though, would

want to work seriously with any of our students who have not decided upon a major. There is a certain element in academic policy on this campus that I think demands a certain amount of responsibility on the part of the students.

Senator Horstein: I was curious because on the back of the document, it states that there are almost 400 students on campus that will be forced to decide once this is in place.

Dr. Rosenthal: Will be forced to have a plan.

Senator Richards: There are a number of letters going out here. Are those letters going to campus mailboxes or to home billing addresses?

Dr. Rosenthal: They would go to a campus mailbox; your records and university communications would go to you as a student.

Senator Richards: With a student not updating their current campus address, there could be some issues of not receiving the letters.

Senator Borg: Isn't it the student's responsibility that we have accurate addresses?

Senator Horvath: From the point of view of departmental resources, this policy does nothing to make it more difficult for students to change majors; they just have to have a plan at 75 hours. They can of course, the very next semester, change their mind about their plan, correct?

Dr. Rosenthal: Correct.

Senator Horvath: So, have you given any thought to students who don't meet the requirements for the major they want. Are they going to camp out in some other major for awhile and become a user of that department's resources while they wait for the major that they want?

Dr. Rosenthal: Yes, that is already happening. We would try, through the advising processes, to ensure that the plan is realistic.

Senator Crothers: I think that the university is in the process of trying to develop a more systematic transfer from a major program, so there will be a little more transparency across campus.

Senator Anders: I noticed that this says that at 75 hours, students have the option to apply for the University Studies Major. What is the difference between that and a General Student and can they graduate with a University Studies Major?

Dr. Rosenthal: Yes, "General Student" is not having a major. University Studies is a flexible major that is a contract major, essentially, that is an option for students at 75 hours who cannot find a home elsewhere.

Senator Kalter: I am following up on Senator McGuire's question because I wasn't sure about your answer. Are you saying that there is not a way to distinguish between students who acquire college credit prior to actually entering any college? Is it not possible to hold those hours back so that they have the 75 hours, or two years at any college, to decide?

Senator Crothers: The AP credit is going to be General Education credit; it doesn't do you any good. You can't walk into the university and start taking junior or senior level courses without a major, because most of those courses are going to be major blocked. You have to choose a major to get into a lot of those courses and you have to be at 75 hours and have a major to get student aid. So, it doesn't do any good to hold back and give them 75 hours of 300 and 400 level courses and all of sudden trick in the Gen Ed courses. You have to get through Gen Ed before you can get to the further courses.

Senator Kalter: So, Jonathan, are you saying that once they enter with the credit, they only have 45 hours then to declare a major.

Dr. Rosenthal: To have a plan.

Motion XXXVIII-19: By Senator Borg, seconded by Senator Coleman, to move the item to action. The motion was approved with the exception of an abstention from Senator McGuire.

Motion XXXVIII-20: By Senator Borg to approve the General Student Policy for the 2007-08 catalog. The policy was approved with the exception of an abstention by Senator McGuire.

Communications:

10.06.06.01 Old Main Bell Ceremony – Request for Nominations

10.11.06/01 Herb Sanders Award for Outstanding Academic Advisement – Call for Nominations

10.24.06.01 University College General Information

11.03.06.01 Veterans Day Observance Information

CFA Events

Senator Borg: On behalf of the College of Fine Arts, I have distributed to you a sheet listing a number of the events happening between now and the end of the semester. As we speak, the initial performance of *Othello's Passion* is going on this evening. It will run until Sunday. We urge you to take a look at this, share it with other people and join us.

Adjournment