

10-18-2012

AY 12-13 Meeting 2012-10-18

Faculty Senate

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**Faculty Senate Meeting
Minutes**

**October 18, 2012
1:00-3:00 PM
Room D1496**

Senators in Attendance:

X	E. Alozie (AL/CAS)	X	O. Ijose (CBPA)	X	B. Parin (AL/CAS)*
X	K. Boland-Prom (CHHS)	X	R. James (CHHS)	X	V. Person (COE)
X	Y. Brown (CAS)	X	E. Johnson (CAS)		A. Tamulis (CAS)*
X	D. Cortese (CAS)*	X	V. Jones (CAS)	X	F. Tian (CBPA)*
	E. Essex (CHHS)*		M. Kasik (COE)	X	C. Tymkow (CHHS)
X	S. Gandy (AL/COE)*		J. Klomes (COE)*	X	R. Washington (CHHS)*
X	L. Geller (UL)*	X	C. Luo (CBPA)	X	B. Wilson (CAS)
X	D. Hechenberger (AL/COE)	X	R. Muhammad (AL/CAS)*	X	B. Winicki (COE)*

* = Faculty Senate Executive Committee

Guests: A. Latham

1. Quorum established at 1:05 p.m.; call to order at 1:07 p.m. by Faculty Senate President Muhammad
2. Agenda, with addition of report from R. James on the Faculty Development Center, approved by consensus.

3. *Administrative Report, Associate Provost Latham:*

Associate Provost Latham stated that Provost Allison is unable to attend due to another meeting. She had been unable to meet with Provost Allison in advance, so she does not have full information on the items for which updates have been requested (Status of Winterim (Dec-Jan) courses; E-Portfolio; First-Year Admissions).

Dr. Latham reported that a group, including faculty members, is narrowing the options for e-portfolio software. She noted that the Division Criteria work group, consisting mostly of UPC members, is being led by David Diers and is working on standardization of some aspects of criteria across the university. A follow-up question regarding the relationship of this group's work to that of the DPCs' work was responded to by R. Muhammad and B. Winicki, both of whom are members of both.

Dr. Latham next reported that an RFP for new SEIs is being drafted. She stated that Provost Allison has formed a task force on student fees. Its charge is to research best practices, what is done at comparable universities, whether the existing course fees are appropriate, and whether differential tuition or course fees are appropriate. The task force is expected to complete its work in January and will report to President Maimon. Its current members are Dean Hill (chair), Karen Kissell, Jeff Slovak, Aurelio Valente, and Betsy Joseph; additional faculty members will be named by Dr. Latham. Finally, Dr. Latham stated that the Excellence Committee will be formed soon with nominations from UPI, the Faculty Senate, and administration; she noted that the process for obtaining nominations is not specified in the UPI contract.

4. *Discussion: First-Year Admission Criteria*

Faculty Senate President Muhammad led the discussion of the draft first-year admission criteria. She stated that input from the Faculty Senate is needed before the document is put in policy language. A senator asked about the author of the second page of the document, and another senator asked about which ACT scores were required. A discussion of criteria for civic engagement, service learning, and extra-curricular activities occurred. The discussion resulted in revisions on the document that clarified the importance of responsible citizenship in relation to the GSU Mission. In addition, employers/mentors were added to the list of those from whom letters of recommendation could be obtained; addition of * (strongly recommended) to the social studies course requirement. The discussion continued, focusing on the need for a larger forum to obtain feedback from faculty, the possibility of applications from GED and home-schooled students, and the use of ACT scores and GPA to reach the appropriate student population for the planned cohort programs. (See attached revised draft). Senate President Muhammad asked that questions, comments, suggestions be sent to her. A motion to temporarily approve the revised document was made by D. Cortese and was seconded by F. Tien; the motion passed by unanimous voice vote.

5. Approval of September Faculty Senate meeting minutes: Tymkow moved approval with one edit; Cortese seconded; approved by unanimous voice vote.

6. *Faculty Reports:*

- Educational Policy Committee: Winicki reported that EPC has approved a change in Policy 16 Graduate Studies Policy and is working on a policy regarding research honesty in consultation with OSPR.
- IBHE Faculty Advisory Committee: No report received.
- University Curriculum Committee: Parin reported that UCC is continuing its reviews of syllabi. She stated that the Provost's Office has developed a means for tracking submissions to UCC. Faculty Senate President Muhammad requested that the information be sent to program coordinators, as well as to administrators.
- Academic Program Review Committee: Gandy reported that APRC has approved a minor in sociology and a minor in anthropology. RNUIs for a BA in Economics and a BS in Economics have been reviewed and sent back for revisions. Gandy noted that APRC is short two members.
- Graduate Studies Council: Tymkow reported that the Graduate Studies Council Bylaws had been revised to include a student member with a one-year term. She stated that a subcommittee on capstone projects has been formed; the subcommittee will work on standardization of sign-off sheet and alignment of the process with Policy 16. Tymkow reported that there is continuing discussion regarding procedures for submitting new graduate program proposals for review (whether proposals should go to Graduate Studies Council for preliminary review prior to review by APRC and UCC).

7. *Faculty Scholarship and Development Center:*

Raven James updated the Faculty Senate on events sponsored by the FSDC. Brown-bag lunches include one on the curriculum plan for lower-division students to be held on November 7. The FSDC is working on a mentorship program for new faculty. James reported that Kerri Morris is the current Faculty in Residence, and she is working on writing across the curriculum.

(Associate Provost Latham left the meeting at 2:25 p.m.)

8. *Executive Committee:*

Faculty Senate President Muhammad reported that Sandra Gandy had been elected in the At Large senate position. She noted that the process of vote counting was made more difficult because some signatures were illegible, so Unit A membership couldn't be verified. Muhammad said some committees still have openings; she referred the senators to the newly posted roster.

Faculty Senate President Muhammad led a discussion of the Board of Trustees retreat; she noted that only some items from the consultant's report were presented to the BoT. She stated that the Senate needs to establish task forces on by-law revision and other recommendations. Faculty Senate Vice President Cortese noted that the task force on by-law revision should include former senators. Muhammad stated she will send out a call for volunteers to participate. The goal would be to have a draft revision to present to

the Faculty Senate by February 2013. After a brief discussion, the Senate decided to establish a task force on standing rules for Senate meetings first, with the work of the task force on by-law revision to begin as soon as possible.

Faculty Senate President Muhammad reported that Cortese has agreed to work with Karen Stuenkel on the GSU Portal/Expand Senate Website.

9. *Bargaining Unit Updates*: Faculty Senate President reported that she had received no communication from UPI.
10. The Faculty Senate approved sending a \$200 donation to the BIG Baseball Academy in memory of Senator Essex's son.
11. Adjournment: 2:57 p.m.

Next Meeting: November 20, 2012

Respectfully submitted,

Barbara Winicki
Faculty Senate Secretary

Attached: First-Year Admissions Criteria

DRAFT
First Year Admissions Criteria
(Faculty Senate, 10/18/12)

In FALL 2014 the very first first-year class will enter Governors State University. This initial first-year class will be small, a maximum of 270 students. GSU seeks to create a lower division class that reflects the diversity of Chicago land as well as the State of Illinois. Preference will be given to State of Illinois students, and in the beginning years of first-year admission a very high percentage of students will come from Illinois or Indiana. GSU has a good neighbor agreement with Indiana; in that agreement, Indiana residents pay the same tuition as Illinois residents.

Students who are accepted will be fully prepared in the basic high school curriculum required by the State of Illinois. GSU also strongly urges high school students considering admission to GSU to undertake additional academic coursework in high school that will prepare them to succeed at the university level. Additional courses beyond the minimum will be considered in ranking applicants.

<u>Minimum Required Coursework</u>		<u>Recommended Coursework</u>	
English	4 years	English	4 years
Math	3 years	Math*	4 years
Social Sciences	2 years	Social Sciences *	3 years
Lab Sciences	2 years	Lab Sciences	3 years
One Foreign Language	2 years	One Foreign Language*	3-4 years
Or		Or	
Fine Arts	2 years	Fine Arts	2-3 years
Elective Academic Units	2 years	Elective Academic Units	2 years
		<i>*Strongly Encouraged</i>	
Total	15		18-20

We anticipate that the average incoming first-year GSU student will have the following profile:

- average high school grade point 3.2 or higher;
- Standardized test scores: ACT scores: 18-27
- more than the minimum required academic coursework, typically completing 18-20 academic courses during high school;
- meaningful experience as a responsible citizen, including civic engagement and/or community service;
- meaningful extra-curricular experiences; and
- motivation to participate in summer academic experiences that precede the first year.

GSU is considering the following requirements for first-year admissions:

- High School GPA: 2.75 on a 4.00 scale
- A 300-500 word letter of application explaining the student's interest in GSU and motivation to attend a four year university. Students will be requested to describe their interest in and past commitment to civic engagement and community service.

- Letters of Recommendation from: Teachers, Coaches, Guidance Counselors, and/or Community Leaders, Employers/Mentors
 - Community Service and/or civic engagement
 - Extra-curricular activities
-

Rationales and/or Explanations for Admission criteria listed above:

- High School GPA is the most prominent factor. Research has demonstrated that regardless of the high school attended, the GPA is a better predictor of college success than ACT or SAT exams. “Grades are a measure of whether students have mastered the material in their classes, and they indicate to colleges a different kind of college readiness—whether students have demonstrated the work effort and the study skills needed to meet the demands of a college environment” (Roderick et al, 2006). “At the margin, high school GPA is a stronger predictor of first-year GPA than any individual SAT score” (Cornwell, Mustard, Parys, 2008).
- A 300-500 word letter of application (or essay) explaining the student’s interest in GSU and motivation to attend a four year university is also required. Students will be requested to describe their interest in and past commitment to civic engagement. “The National Association for College Admission Counseling’s 2011 *State of College Admission* report found that while grades, strength of curriculum and admission test scores are the top factors in the college admission decision, a majority of colleges and universities **believe the essay to be of considerable or moderate importance** in determining which academically qualified students they would choose.” The powerful, well-written essay is an excellent indicator of a student’s readiness for the requirements of an academic career.
- Standardized test scores: The ACT scores of incoming freshmen at Illinois universities range from a low 14-16 (Special Gateway Entrance Program) at Eastern Illinois to 25-32 at University of Illinois Urbana/Champaign. State-wide incoming SAT scores range from 790 at Chicago State to 990 at Western Illinois University. It is important to note that these incoming scores (ACT or SAT) may be used to help place students in the appropriate-level courses (whether standard or remedial).
- Extra-curricular activities: music, sports, academic clubs. “These activities offer opportunities for students to learn the values of teamwork, individual and group responsibility, physical strength and endurance, competition, diversity, and a sense of culture and community. Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education.” Recent research suggests that participation in extracurricular activities may increase students' sense of engagement or attachment to their school, and thereby decrease the likelihood of school failure and dropping out (Lamborn et al, 1992; Finn, 1993).
- Community Service and/or civic engagement: “In general, the findings indicate that civically-engaged high school students tend to make greater academic progress and are more likely to graduate from college than their peers several years” (Davila and Mora, 2007). This provides evidence of responsible citizenship aligned with GSU’s mission.