

Approved
UIS Campus Senate Meeting
April 23, 2010

**UNIVERSITY OF ILLINOIS AT SPRINGFIELD
CAMPUS SENATE MEETING AY 2009/2010
APRIL 9, 2010
10:05 AM – 12:19 PM
PAC Conference Room “G”**

Senators Present: L. Bogle, S. Borland, K. Burton, J. Casinova, K. Eisenhart, L. Fisher, J. Gilliam, L. Giordano, J. Hall, N. Headman, P. Salela, B. Siddiquee, T. Sullivan-Stewart, H. Thompson, T. Wang, P. Wassenberg, and T. Ting presiding.

Senators Absent: D. Felix, W. Kline, J. Martin, C. Olivier, E. Smith, and M. Van Vossen.

Ex-Officio: H. Berman

Guests: T. Barnett, K. Birdsell, T. Bodenhorn, S. Chrans, J. Dooley, R. Garmil, B. Hayler, T. Helton, R. Karri, K. Kirkendall, L. Pardie, S. Powers, B. Snyder, E. Stanley, J. Treadwell, M. Whiston, M. Yoder, and K. Rutherford.

The Senate was called to order at 10:05 am.

Approval of the day’s agenda

A motion was made by Thompson to approve the agenda and was seconded by Gilliam. The motion was approved unanimously.

Approval of the minutes from the meeting of March 26, 2010

A motion to approve the minutes of March 26, 2010 was offered by Bogle and seconded by Borland. The motion to approve the minutes was approved.

Announcements

Borland announced that the Pre-Law center is offering an LSAT preparation course that starts tomorrow. She is available to provide additional details or interested parties can contact the Pre-Law center.

Gilliam announced that the Criminal Justice department is raising money for a scholarship in honor of an alumnus, Brian McMillen who was killed three years ago in the line of duty. The fundraiser will be held April 24th in the SLB gymnasium. The fundraiser will feature a Free-Throw-A-Thon.

Ting announced that on April 22nd Terry Tempest Williams will be on campus as our Earth Day keynote speaker. There will be a meet-and-greet that afternoon, and her talk will be at 7pm in the Brookens Auditorium and is titled “The Open Space of Democracy.”

Wassenberg announced that the UIS model United Nations delegation competed in New York last week in the national U.N. competition. UIS’ delegation was one of just 17 chapters to be recognized as an outstanding delegation.

Fisher announced that the UIS Music Ensemble will be performing tonight in the Sangamon Auditorium. Seating will be free and all are invited.

Hayler stated that she will match any donations made in the Free-Throw-A-Thon fundraiser for the McMillen scholarship. She is also involved in scholarship fundraising for student-athletes who have recently lost their athletic aid by virtue of their removal from the athletics team. She distributed a flyer with information about this scholarship.

Reports:

Chair – Ting

Ting offered a reminder of the deadline for faculty nominations for the Chancellor Search Advisory Committee, which is 5pm on April 19th. Salela asked if emeritus faculty were eligible to serve, and Ting stated they were not.

Ting followed-up on a previous discussion item regarding the Athletic Aid Appeals Committee. During our previous discussion of that committee Financial Assistance Director Joseph and VCSA Barnett agreed to have a faculty representative on that committee. TEP faculty member Wilson has agreed to serve as the faculty representative on that committee.

Ting stated that Wojcicki is trying to help the female basketball player who will be a senior next year to identify financial assistance that would allow her to finish her degree.

Provost – H. Berman

Provost Berman reported that the state has made a recent payment to the University of Illinois, and they now owe approximately \$400 million. Berman asked Giordano to comment on current enrollments for the summer and fall, and she stated that enrollments are up for both undergraduate and graduate populations compared to last year with respect to both headcount and credit hours.

Berman reported that the University remains under a very high level of position control in hiring. Every hiring request must be approved all the way up to the Chancellor. However, some positions are advertised and hiring is happening, which some might see as a contradiction in light of the hiring freeze. It is important that everyone understand that some of those positions are funded by grant monies we are obligated to fill those positions to do the grant work, while some are funded by auxiliary services that are not part of the revenue stream that is currently problematic. However, some hiring is indeed being paid for out of state funding, and those positions receive the high level of scrutiny described above. Those position postings are often the

product of position consolidation – the job ad you see reflects a position that is a combination of two other positions. Yet other hiring came in the form of faculty searches – we had 11 such searches approved for this year. Administration’s thinking is that we need faculty in critical areas that help to sustain the institution. He asked that everyone try to understand that some hiring will need to happen, even under a hiring freeze.

Berman observed that there are stresses every spring that derive from our ambitions to become the institution we wish to be. Berman noted that 15 years ago he chaired a development planning committee that developed a strategic plan for the new, third campus of the University of Illinois. One of the first products of that committee was a vision statement, which in part read “The UIS of the future will be a place where there is a lively intellectual, cultural, and social life.” He thought of this vision statement yesterday as he attended a variety of events on campus that fit with that vision. He began his day by attending the Qualitative Research Symposium, a regional research conference organized by Summers from the Human Services Program, with great help from Thompson from Human Development Counseling, Brecklin from Criminal Justice, Isler from Sociology/Anthropology, Shen from Psychology, and Manthei from Sociology/Anthropology. At lunchtime he attended a lecture on the history of higher education that was sponsored by APAC and CSAC with leadership from the academic professionals who had been administrative fellows, with McCurdy-Smith serving as the driving force. This event speaks to the desire of our AP and CS staff to build up their knowledge and skills to do their jobs well. In the afternoon there was a History student-sponsored reception for Burlingame who received the Lincoln Prize from Gettysburg College and D. McGregor who is retiring. That was led by Dalquist, a History GA with great help from Cornell. Then last night he attended a world-class concert by the Academy of St. Martin in the Field. In sum, his experiences of yesterday led him to feel that UIS has achieved the vision he described earlier.

Student Government – M. Van Vossen (absent – reported by J. Casinova)

Casinova provided an update on the plans for the Rally Day for Higher Education being planned for April 21st. The IBHE, IEA, and the ICCB will all be participants. Because the larger, new participants have their own lobbyists they sought to expand this into a two-day event, with the second day of the rally being on April 22nd. The first day coincides with the UIS Day on the Capital is generally considered to be a University of Illinois day. The 22nd will tentatively be a combination of community colleges and private institutions. He stated that he would be providing information on the Rally to the senate website this evening.

Ting stated that she was contacted by Student Senator Felix, who could not be here today. He informed her that he wished to have a full presentation on the Student Union Referendum at the next Senate meeting. Hall asked when the vote was to take place, but Casinova was unsure when SGA would vote. Casinova added that the student vote would take place in conjunction with their annual election process for SGA positions in April. Ting added that there were to be open forums about the Union proposal, but she had not been notified where or when they might be held. Hayler stated that she has seen flyers about the forums and noted that three quarters of the sessions are on-campus and in residential halls, yet three quarters of our headcount are off-campus students. She asked if there were plans to broaden the discussion to other constituencies, and Ting stated that she would follow-up with SGA President VanVossen on that point.

SEC Liaison to IAC Update - L. Fisher

Fisher stated that she was appointed by the SEC to serve as a liaison to the IAC, and at each Senate meeting she will provide an update on the progress of that committee. She will be meeting with the IAC this coming Monday. One of the agenda items is to solicit advice from the IAC to the SEC regarding the recommendations from the Athletics Report. She asked that anyone with suggestions about priorities and strategies for following up on the recommendations from the athletics investigation report is welcome to contact her. Ting expressed the SEC's appreciation for Fisher's agreement to serve as liaison to the IAC.

Yoder asked if the committee assignments for next year had been completed, and Fisher stated that the Committee on Committees hopes to have a final slate ready for Senate approval at the next meeting.

Committee on the Library Report - R. Karri

Chair Karri is not currently present, so Ting stated that we would review his report when he arrives.

FAR Report - M. Yoder

Yoder stated that his report is being offered in his Faculty Athletic Representative role in maintaining balance between athletics and academics and ensuring institutional control. The first section of his report detailed the distribution of athletes and non-athletes across majors and found that they were fairly evenly distributed. There did not appear to be significant clustering of athletes in specific majors, though there are some clusters of departments that had an over-representation of athletes and some with an under-representation. He contacted the chairs of those departments to get their input regarding the disparities. The chairs of those departments overall were either not concerned by the data or wished to have more information before deciding if that would be a cause for concern. Yoder stated that he would be administering a survey at the summer orientation sessions for athletes that would assess the decision making process in choosing a major, and during certification meetings he routinely tracks current major. He stated that he would note changes in major over time and follow up with those students.

The second section of his report addressed high school data on our incoming student athletes, and he described some of the statistical procedures he used in establishing appropriate comparisons between student athletes and non-athlete students. Overall, he reported that the student athletes arrive at UIS similar to if not slightly more prepared than their non-athlete counterparts. This analysis was done to address an NCAA requirement that student athletes not be admitted to a university with different characteristics than non-athletes, which has never been an issue at UIS.

The third section of the report addressed retention. He described the measure of Academic Success Rate, which is used by all Division II schools. It assesses the graduation of all students over a 6-year period, and includes both scholarship student-athletes and non-scholarship student athletes. This measure specifically removes those students who transfer away from the institution

while they were still in good standing. The UIS ASR is 70% for all students in the cohort who began their first year of college in the Fall of 2003. That ASR is right at the national average of Division II schools. Compared to other schools in the GLVC, we are in the bottom third. The GLVC is historically amongst the strongest academic conferences, and it will be stiff competition to get an institution into the top half or top third of the conference. He would like to see UIS at least at the middle of the conference and there are reasons to think that is possible. One way to accomplish that is by adding sports that historically have better ASRs, and changes in coaching may also help. Another way to look at student athlete retention is to compare student-athletes to non-athletes. He did separate analyses for transfer and non-transfer students, but for the 2003 year there were only seven incoming freshmen student athletes and four of them graduated (57%). That puts them about 10% below the overall average, but with such a small sample size that number is not stable and should not be of concern. For transfer student athletes, the ASR was 68.6%, which was nearly the same as for the general student body. An important distinction is that the student athlete data is based on students who began college anywhere in 2003 and transferred in to UIS, whereas the general student body data is based on students who transferred into UIS in 2003 but could have started elsewhere previously. This is thus not a real apples to apples comparison, but this is the best kind of data we have.

Yoder also offered some additional information to consider in the discussion about the practice of scholarship non-renewal for student athletes. There is a Coalition on Intercollegiate Athletics comprised of 57 Division I institutions (of which UIUC is a member) that has issued the following opinion: "Athletics scholarships should be awarded on a year-to-year basis with the presumption that they should be renewed up to four times for a total of five years or until graduation, whichever comes first, for students who are in good academic standing, conform to campus codes for student behavior, conform to the athletic department's standards of conduct, and adhere to team rules." Hall asked if scholarship renewal data is reported to the NCAA, and Yoder stated that he did not think it was. Hall asked if Yoder wished to consider doing so in future FAR reports and he stated that he would be open to doing so.

Ting stated that one of the elements of the athletic aid appeals process is that the students in question must be willing to go back on the team if the appeal is upheld, as the financial aid is contingent on team participation. If a student is not willing to return to the team, the appeal would be denied. She described the appeals process that involves speaking with all parties involved and ensures that there have not been any violations of institutional or NCAA rules.

Fisher added that Yoder's comments were welcome, and noted that his comments appeared to have less to do with the financial aid appeals processes and had more to do with avoiding the need to engage in an appeals process. The IAC will need to discuss this.

Hayler offered a factual correction – Joseph told her that he does not actually speak with the individuals as part of the FA appeals, but rather reviews written documents. Ting stated that she understood that they speak to individuals involved when necessary, and written accounts are provided by all parties.

In hope to clarify any confusion, Ting later read a passage from an email by G. Joseph describing the appeals process. It reads: "The Athletic Aid Appeals Committee is charged with

rendering a decision as the merit of the appeal based on the written documentation provided by the student athlete and the coach. The Committee members very carefully and diligently review the documentation to ensure that the coach and athletic department have followed all established policies and procedures, NCAA, Athletic Department, Institutional, or team, when reducing or canceling the athletic aid. If any of these procedures were not adhered too, we will rule in favor of the student. If policies and procedures were followed then we get into discussion on the information provided by the student athlete and the coach. We look into the coach's requirements and expectations of the student athlete, the coaches assessment of the ability of the athlete to compete at the level expected and contrast that to the student athlete's assessment of their abilities and contributions to the team. We will seek clarification from the parties concerned if needed but will only render a decision once all questions and clarifications have been answered. It is a subjective decision but one that is not taken lightly but with due diligence and care in all instances."

Update on the Proposed Geographic Diversity Program - T. Barnett & H. Berman

Berman began by reminding the senators about their past discussions of attempting to establish a program that would make UIS attractive to students from outside of Illinois. There have been discussions with University Administration about this, and while the issue is not completely settled they have moved forward with the present small program.

Barnett stated that we have begun an effort to increase geographic diversity in our recruitment, and this program has begun to target transfer students at community colleges in the St. Louis area, and next fall will begin to target freshmen. The purpose of the program is to make us more competitive with surrounding institutions. The academic requirements for those who would receive these grants would be higher than for non-recipients. Hall asked about the geographic areas under consideration, and Barnett stated that right now it is just the St. Louis area. The decision to target transfer students only was based on timing, as it was too late to get into the high schools to recruit for the upcoming year. Berman stated that, while the current effort is directed at the St. Louis area, the ultimate direction of the overall program is still under discussion.

Headman asked if this program would apply just to new students from out-of-state, or if it would apply to current out-of-state students. Barnett stated that there was one current student for whom this grant was given, and there are a total of just 18 out of state students. Headman asked if much revenue would be lost to those current students, and Berman stated that because of the small number of current out-of-state students that would be unlikely.

Borland asked about the eligibility requirements, and if there were a minimum GPA for those who completed an Associate's Degree. The language states that other transfer students with at least 30 hours were required to have a minimum GPA of 2.5. Barnett stated that those with degrees would need the usual minimum GPA of 2.0.

Hayler asked process for these awards, and if they would be automatically applied to every eligible student who applies. Giordano stated that it would be automatic.

Fisher asked about the total enrollment targets for this program, and Barnett stated that they would be looking to have 75 or so students over a 4-year period. He stated that for next year they would be happy if they could get two or three students. Eisenhart expressed enthusiasm for this program.

Textbook Rental Program - T. Barnett, S. Chrans, and B. Snyder

Ting stated that this program was brought to the SEC by VCSA Barnett and Chrans, and is now before the Senate because they are seeking our input. Ting noted that this program is different than the rental program that was discussed several years ago, which had to do with a proposed statewide rental program, and it is being put forward by Follett.

Chrans introduced Bruce Snyder, a regional director for Follett, who attended today's meeting to describe the proposed program. He stated that this is a nationwide effort, and Follett already has 365 stores that have signed on. With regard to the rationale for this effort, Snyder noted that the industry has changed dramatically over the last 10-12 years. The emergence of e-commerce within the textbook sales market has changed much of the way business is done. Surveys of students have shown that 61% of them believed that the biggest concern is the price of tuition and course materials, which has influenced buying behavior and has brought about legislative attention, as seen in the Higher Education Opportunity Act of 2008. States are also addressing the cost of course materials, for example by waiving sales taxes on textbook sales. In addition, the competition in his market is far greater than ever. Students can now shop their used books anywhere they want, if they decide not to sell it back to the bookstore. More companies are entering into book sales and rentals, resulting in such a landscape change that his company feels it is essential to "get into this game" and meet the needs of students.

There are two models of rental available under this program. This is not a traditional fee program as they have at EIU or SIU-E. Under the Follett program students would have the option to purchase a book, purchase an e-book, or rent the book. The titles that would be eligible fall under two categories. The first is a national title list that Follett has assembled based on their high demand and lowest risk to Follett with regard to completion of rental cycles. That list includes over 6,200 books, and about 17% of the texts used at UIS were on that list this year. He noted that the number of texts on the national list will grow. If a faculty member wishes to participate in the rental program with a text that is not on the list, they may do so if they commit to using the text for four semesters. The pricing is done on a percentage of the new book price, with the purchase of a new book being 100%, purchasing a used book would cost 75% of the new book price, an e-book version would cost 60-75% of the new text price, and a rental would cost 45% of the new book purchase price.

To participate in this program students must be 18, have a driver's license, must provide a phone number and email address, and a credit card or branded debit card for use as collateral against the failure to return the book on time and in good condition. Students have the opportunity to convert a rental into a purchase, if they wish. Normal refund policies also apply to those who drop classes.

Siddiquee asked about the pricing policy. He described the pricing as probably providing a 270% profit rate, which he felt was excessively high. He also stated that he felt the nonreturn penalty was excessive, and that those students should simply have to pay the full price for the textbook rather than the full purchase price plus an additional penalty.

Snyder stated that his company has analyzed the marketplace and found that their nonreturn penalties are comparable to their competitors. He stated that the rental of a text at \$45 does not cover the cost of the text, and losing that unit of inventory is costly. He added that students will receive reminders to return the text 10, 7, 3 and 1 days after the end of the semester. They are also working on technologies to send reminders via other mechanisms. Gillam stated that the language in the rental agreement we were provided does not state that students would receive those email reminders. Snyder stated that he views it as a customer service commitment to the entire rental process, and Follett is trying to keep the contract as brief and concise as possible. Gillam asked if it would be possible to add that language, and while Snyder stated that the program was not customizable he would ask about that possibility.

Hall asked how the returning process would work for online students, and Snyder stated that they would receive a pre-paid label with which to return the text. The deadline is the postmark date, in that scenario. Bogle asked if the rental process would be done online, or if they will have a person on ground to do it. Snyder stated that this is simply an additional option that is available through their usual retail outlets. Bogle followed-up by asking about the criteria for ensuring the book is in proper condition, and Snyder stated that those conditions are clearly stated in the contract and are the same that they use for textbook buyback.

Wang asked about the pricing on the rentals for online students. Snyder stated that the shipping rate for a rented book would be the same as for a purchased book. Students also have the option to order online and then pick up in the store to avoid shipping costs.

Casinova sought clarification on the requirement for a credit card, and Snyder indicated it would be needed. Casinova also asked about the timeframe for implementation of this program, and Snyder indicated that the buyback period in May is a crucial time for decision making. The buyback will help them in developing inventory in anticipation of a fall program, so it is important to know whether or not the program will go forward by that time.

Helton asked if the rental term was for just one semester, and Snyder stated it was.

Evan asked if the University would be involved in the collection of late fees, and Snyder said it would not.

Borland asked about the cost to students who decide to convert from a rental to a purchase, and Snyder stated that the cost would be 110% due to the costs incurred in inventory replacement. Borland asked if that would be the price whether or not the text was originally new or used, and Snyder stated that was the case.

Fisher stated that she is concerned about the requirement for credit cards. We have a very diverse student body and as we all know students nationwide have significant debt problems. She noted

that the email reminder is sent the day after the deadline, and asked if there would be a grace period. Snyder stated that a deadline is a deadline, and a standard grace period would not be allowed. However, in accordance with good customer service practice Follett would allow for some exceptions due to unusual circumstances, such as a death in the family. Fisher asked about the default rate amongst students in the programs they have up and running, and Snyder stated that of the seven stores that began this in Fall 2009, the nonreturn rate was about 10%, with an ultimate default rate of 3-4%.

Headman asked if Snyder had any customer satisfaction data on the program so far, and Snyder stated that he did. Follett has found that 96% of the students who rented from them stated that they were satisfied with their experience, and 97% stated that they would use the rental program again. He added that the name on the bookstore is not Follett, but UIS Bookstore, and as such they represent the institution. Consequently, it is important to note that the student survey they did find that 63% of the students in the rental program had a better opinion of the bookstore after having participated in the rental program.

Wassenberg asked about the non-list text arrangement, and about its utility for programs that offer multiple sections of the same course offered by different instructors. She wanted to know if that four-semester commitment was to be made by the specific instructor or if it would apply to four offerings of the course. Snyder stated that it did not matter to Follett who teaches the course, but rather that they can get four uses of the text for that course.

Borland asked about the four-term commitment within the context of courses offered once-per-year. Snyder stated that a four-year commitment would push up against the release of new editions, and that Follett would then work with the individual faculty members to arrive at a solution. He added that the semesters are not required to be consecutive.

Treadwell asked about the differences between e-book pricing and standard rental pricing, as she felt that e-book pricing would in the long run be cheaper. Snyder described Follett's e-book platform, but they are struggling to get publishers to cooperate in developing the widely used titles as e-books. E-book sales for Follett overall were less than 1% of their sales, and in book sales overall they account for less than 3% of sales. The e-book readers have not gotten much traction in higher education yet.

Helton noted that the freshman composition course uses one text for two consecutive semesters, and with this program they would need to rent the book twice. Snyder stated that would be the case in the fall, but there will be efforts to customize programs to allow for some kind of discounted rate for those situations.

Salela asked about the minimum institutional contractual obligation to this program. Snyder stated that there were three basic points that would need to be agreed to. An acceptance letter would need to say that the normal pricing and contract does not apply to rentals, a provision at termination of the contract having to do with inventory, and the commission payments involved in the rental program. Salela asked timeframe for the contract, and Snyder stated that these terms would apply for the life of the contract. Salela asked if the institution could pull out in two years

if they feel it is not working, and Snyder stated they could do so. However, he would have difficulty envisioning that scenario and would want to work with the institution to resolve issues.

Ting thanked Snyder for his availability and answers to the Senate's questions. She stated that we cannot provide any recommendation at this point, as this is the first time the full Senate has considered this program and it is important for Senators to discuss this with their colleagues before making recommendations. Toward that end, this portion of the minutes will be made available to the faculty early next week. She added that the Senate will make a decision regarding endorsement for this program at our next meeting.

Committee on the Library Report - R. Karri

Karri stated that the problems cited in the Committee on the Library's report are comparable to those being experienced at all libraries in higher education. A major concern has to do with budget reductions. He added that the library received a gift of \$60,000 in 2008 that has been used for collection development, and also in 2008 received a gift of books and manuscripts, neither of which were listed in the report. Another major source of concern in the library is that turnover has been high, both by voluntary departures and by non-reappointments. This turnover has had a significant effect on morale.

Siddiquee asked about the low morale issue, and noted that in the report Karri stated that it was a product of the high turnover rate. Siddiquee asked if that was the only reason, or if salaries or benefits were also issues. Karri stated that a survey was done in conjunction with the evaluation of the Dean last year that identified some library functioning issues that were contributory. Those issues are to be addressed.

Salela added that the turnover rate at the library has been phenomenal. The library faculty has turned over completely four times in the last five years. Over half of the faculty are now visiting and temporary, which is in contrast to the 8% recommendation established in Personnel Policies. Karri added that in the future the committee would need to look into the library policy and practices, but noted that the turnover is likely to continue.

Thompson asked if formal exit interviews were conducted with departing faculty. Berman stated that Human Resources does its own exit evaluation process and in many cases Berman himself will conduct his own interviews. Salela noted that the Human Resources interview process is limited and only takes about 15 minutes, and that Berman's office has not interviewed every departing faculty member. Berman stated that is correct, and that his assessment of the reasons for departures are varied. Ting asked why Berman's exit interviews have not been done for all departing faculty, and Berman stated that he would need to go back and look at the cases to make that determination. He added that there is no mandate to conduct exit interviews outside of the process in Human Resources.

Hall noted that the library was likely to be facing an additional recision, but Treadwell stated that the recision he is referring to was actually from the last Fiscal year. This year the library was subject to the same recisions as everyone else.

Borland added that one of her students told her that perhaps the best course she took at UIS was a library research course, and as an advising faculty member she did not know such a course existed. She recommended that such courses be offered more broadly as it may also be a way to generate credits hours. Karri noted that library faculty operate as support faculty and are not expected to generate credit hours. The committee has asked about generating library credit hours. Salela stated that the course in question is a UNI 401 course, a 3-credit hr online course, and they have indeed been thinking about expanding its offerings. The library is talking with Moranski about expansion of the course and perhaps adding a library prefix so they can get credit for those credit hours. They are also examining the possibility of creating a 300-level version of that course.

Ting asked Treadwell if she would like to comment on the report as the library dean and a member of the committee. Treadwell stated that in 1999 she presented a paper at Harvard about the long-term transition to the digital library. She stated that perhaps the biggest impact of that transition would be to the people who work in libraries and to the people who use libraries. She stated that Brookens library's retention problems are likely influenced by that change as well as by retiring senior faculty. She added that low morale is not unique to the library, but is experienced by most units across campus. In speaking with her faculty she learned that some of the dissatisfaction stemmed from a lack of civility. She formed a task force on 'Living our Values,' and they recommended implementation of recommendations made by the author P.M. Forni who has written on civility.

Treadwell added that there are also several recent achievements that the library is proud of. She noted the faculty that have been hired recently are very strong and are coming up with exciting ideas for the future. They are involved in two major research projects, one of which is the "Anthropologists in the Library" project that has brought in an anthropologist to examine what students do in libraries. The other is called "I Need You," and involves three librarians addressing the application of social networking to libraries. The library has also completed a master plan in this last year, which is essential for planning the future of the library and its capital improvements. Also recently did a "snapshot" day in which they asked everyone coming to the library why they were coming in today via a brief survey and to provide comments about the library. They received 136 responses which were overwhelmingly great, positive comments. So, while there may be some issues that staff may have with each other, she feels they are doing a great job overall especially with respect to their patrons.

Ting thanked Treadwell and stated that she took her comments to mean that Treadwell acknowledges the morale problem and is working on it, and she agrees that morale problems are a campus-wide issue. The morale issue is one that the Senate has heard multiple times this year. She also expressed thanks for Treadwell sharing the positive comments she has received from patrons to the library.

Fisher stated that she had not realized that half of the library faculty were in visiting positions, and asked if there is a plan to transition away from that. Treadwell stated that they had not intended to have so many visiting positions, and that arrangement has been somewhat accidental. Because of financial constraints they had a hiring freeze on their positions, but when that freeze

was lifted they did not have the time to go through the entire hiring process. Consequently, they hired visiting faculty last year to keep the library staffed.

Old Business

Resolution 39-20 Establishment of a Process for Awarding Emeritus Status [2nd reading]

A motion to open discussion was offered by Casinova and seconded by Hall. Kirkendall noted that some changes to the resolution were made based on the feedback from the most recent senate meeting. There was a suggestion to change the language on lines 17 and 18 to make it parallel with the promotional language of excellence. There was also a recommendation that Emeritus be awarded to all Full Professors and only be considered for Associates Professors through this process. The Personnel Policies Committee discussed this and decided that the awarding of Emeritus status was not to be a given, and thus retained the original language.

With regard to lines 23 and 24 there was a question about awarding this status to those beyond the professorial ranks specified. The committee had discussed this previously and returned to it after the last Senate meeting, and decided that doing anything beyond what is currently written would potentially put us in violation of the Vice Presidential memo that is guiding this policy. To go beyond that the PPC would like guidance from the University Senates Conference.

Another concern that had been expressed regarding clinical instructor positions is that they do not have an opportunity for promotion in the same way that professors do. The committee spoke with Berman and he agreed it was time to have a promotion process for this category and this will come before the committee in the fall.

Kirkendall noted that there was additional language added on the floor of the Senate at the last meeting that the unit and home department would be part of the emeritus discussion, and that change is reflected in the current resolution language. Some additional specifics about rights and privileges pertaining to mailings and office supplies were left out of the document, as the Provost indicated these things would be arranged with the Deans.

Eisenhart asked who makes a Chancellor emeritus, and Kirkendall stated that the nomination would come from the home academic department and it would be ultimately awarded by the Board of Trustees for the Chancellor. Eisenhart also asked about the omission of the Provost's position in this list, and Ting noted that this was discussed at the last Senate session. Salela stated that the Provost could still be nominated by his home department, and Berman indicated that was the case. Eisenhart stated that she would discuss this omission with current University Administration officials in her role as Chair of the Senates Conference.

Fisher returned to the idea of providing a special process of awarding an honorific for those whose employment classification would make them ineligible for emeritus status. Kirkendall stated the committee did discuss that and consulted with the Provost, who agreed that some kind of honorific could be arranged. With regard to the clinical associate issue, Berman stated that this

policy would bestow emeritus status on senior individuals who have appropriate credentials, and rather than changing the policy the thinking was to create ranks for the clinical instructors that would better qualify them.

Eisenhart commented on the title of the resolution, and noted that there is indeed a process for awarding emeritus status. She offered a friendly amendment to rephrase the title of the resolution by removing the “establishment of” language, as we have indeed had a process for awarding emeritus. The motion was seconded by Casinova. The motion was approved.

Garmil asked for clarification on the clinical instructors, specifically for those who are retiring before this policy change goes into effect. Berman stated that he was not aware of anyone who is retiring that would be affected by this policy.

The resolution was approved by voice vote.

New Business

Resolution 39-21 Proposal to Create Advanced Teaching Assistantships in the English M.A. Program [1st reading]

A motion to begin discussion was offered by Fisher and seconded by Hall.

Ting noted that if this resolution and Resolution 39-22 are passed, they would be included in the 2011-2012 catalog. If students are accepted into the teaching certificate program that year, the instructional fellowship would be awarded in 2012-2013.

Ting asked about faculty staffing for the new courses in question, and she noted that when this resolution was first submitted the English department had more faculty than they have now. She asked if staffing would be sufficient given those departures. Helton acknowledged that staffing will be tight, but the department has streamlined their graduate course offerings and the courses involved in the certificate will now serve English electives.

Ting noted that the language in the graduate certificate describes the program as open to MA-seeking and non-MA seeking students, but in the addendum to the Advanced Teaching Assistantship students are required to apply for the MA program and teaching assistantship concurrently. She asked if that language was in conflict, and Pardie stated it was not. She suggested thinking about the certificate program as separate from the Advanced Teaching Assistantship. Consequently, students with a bachelor’s degree who wish to come back to obtain the certificate could do so, but they would not be eligible for the Assistantship.

Ting asked about the resources needed to offer the Assistantship, and wanted to know where the \$9000 in stipend money will come. Pardie stated that this would be a cost-neutral program. The students will be paying their own tuition in the first year, and the advanced TA position is only for the second year. Combined with the cost savings from reducing the need to pay adjuncts will make the entire program cost-neutral.

Ting asked how many such fellowships would be offered, and Helton stated that two would be available to start. Helton stated that these students would be assigned to teach freshman composition courses. There would never be more than five such TA positions, as they offer just 10 sections of composition each semester.

Eisenhart asked how many adjuncts are used right now, and Helton stated that it depends on how many courses each one teaches. In the fall they had four adjuncts and this semester they have three.

Headman asked about the qualifications and readiness to teach of adjuncts as compared to second year graduate students. Helton replied that the adjuncts they have currently have varied abilities and experiences. Some of the new adjuncts are new teachers but they have been through the English program and are thus known quantities. Overall, she stated that the adjuncts are pretty good and stated that the current resolutions are not an attempt to fix an adjunct problem. Rather, the goal is to build the skills in the graduate students we have so that we can then be confident in their skills if and when they become adjuncts, and also to give them marketable skills. Headman clarified that he was asking more about the quality of the educational experience for undergraduates. Helton stated that was hard to say, but she felt that it would probably improve. Her program would be able to mentor the Assistants and ensure that they are completely on board with the department's priorities.

Giordano stated that she is very conflicted about this program. She understands the benefits it would confer, especially for graduate students. However, when recruiting freshmen one of the things that makes UIS unique and is a great selling point to families is the fact that faculty are in the classroom, even if they are adjunct. This is the one feature that UIS has that no other state institution has. Helton stated that by not giving our graduate students what they need that we are failing them, and well-trained Teaching Assistants would not be failing the undergraduate students, but she understands the marketing issue. Giordano reiterated her concern and that is promoted heavily at Preview Days. Helton stated that there will always be a faculty name associated with each section.

Salela commented that she was very impressed by the standards and selection processes for this program, and felt that it would be helpful for the program. She was very glad to see that the students would be "in the loop." A problem that is seen by library faculty is that they rarely see adjunct faculty because they are not in the loop.

Eisenhart stated that she initially felt similarly to Giordano, but as she considered the current discussion she came to the opinion that having a really good graduate student in the classroom is better than having composition courses taught by the same adjuncts that are teaching at Lincoln Land. Hall noted that the first year is dedicated to teaching students how to teach, which he appreciated.

Headman asked about the teaching load for the Assistants, and Helton stated they would be teaching a 2/2 load. She commented that this was a fairly standard load for the field.

Resolution 39-22 Proposal to Create a Graduate Certificate in Teaching English [1st reading]

A motion to begin discussion was offered by Eisenhart and seconded by Thompson.

Salela commented on the order of the resolutions, as she thought resolution 39-22 should be approved prior to 39-21. Hall offered the opinion that the opposite was true, and there was no other discussion.

Adjournment:

A motion to adjourn was offered by Eisenhart and seconded by Hall. The motion was approved and the meeting was adjourned at 12:19 pm.