Governors State University Faculty Senate
October 19, 2017, 1:00PM, Hall of Honors
Minutes

Senators in Attendance:

	A. Andrews (AL/COB)	X	L. Geller* (UL)	X	J. Shin (CAS)
X	K. Boland-Prom (AL/CHHS)	X	D. Golland* (CAS)	X	S. Spencer (CHHS)
X	M. Carrington* (CAS)	X	J. Goode (CAS)*	X	A. Tamulis (CAS)
X	S .Cervantes (COE)	X	G. Howell (COE)	X	S. Wadhwa (CHHS)
	C. Chang (COB)	X	J. Klomes (COE)	X	B. Winicki* (AL/COE)
X	A. Cipra* (COE)	X	W. Kresse* (COB)		C. White (CAS)
	N. Ermasova (CAS)	X	P. Mohanty (COB)	X	M. Zell* (CHHS)
X	E. Essex* (CHHS)	X	R. Muhammad (AL/CAS)*		
X	L. Falconnier (CHHS)	X	B. Parin (AL/CAS)		

* = Faculty Senate Executive Committee, Standing Committee Chairs
Others Present: E. Maimon, D. Bordelon, P. Bylaska, A Vendrely, C. Sexton, J. Maier, G. Ragland, L. Moody, L. Burrell

I.   Call to Order and Approval of Agenda. Golland called the meeting to order at 1:00pm. The draft agenda was approved without objection.

II.   Administration Updates
    A. Enrollment Update (Provost Bordelon)
- Census enrollment and Fast Facts data (see attachment 1).
- Snapshot of fall of 18. We have 202 applications for Fall of 2018. 20 students have been admitted. 385 potential transfer students have applied for Spring of 2018 and 177 have been accepted. The UG age is 28.6 years old and our graduate student average age is approximately 34.6 years old. The number of full-time UG students is 1879. The majority of students are now full-time.

    B. Budget impact on enrollment. (President Maimon)
- Some issues related to the budget have been eliminated.

    C. Introduction of Interim VP for Administration and Finance (Bylaska)
- the administration feels that there is a need for a new committee to address certain policy issues immediately.

- A recent audit of GSU noted a number of findings that only policy changes can address.
- GSU has been called to appearing before the State Legislative Audit Committee on November 7, at which time the university should report that the necessary policy changes have been addressed.
- Thus, action must be taken immediately to meet this deadline.
- The proposed new policy committee would include representatives of administrative staff, faculty senate and students.
- The committee would meet every two weeks and all policies will be emailed out promptly.
- Senators Tamulis, Boland-Prom, Cervantes, Carrington, Essex and Kresse posed questions to Bylaska and expressed their concerns

D. GSU Star Early Alert (Bordelon)
- We are addressing problems after 3rd week reports. Faculty response rate was 36.9%. 58 of 152 were completed. We had 32 unique faculty IDs. 37% of those completed were "kudos", 63% were "concerns."

III. Presentations and Other Senate Reports
A. TK20 Modules for Program Evaluation (Maier) – Dr. Maier presented this item (see attachment 2).
B. Student Athletes. Ms. Latoshia Burrell reported the following items related to student athletes:
- Sheet given to all faculty with athletes in their classes (see attachment 3).
- Not responsibility of faculty to fill out forms. Student athletes should have introduced themselves and should come to you with form. Coaches discuss with students after they get progress reports.
- Students without 2.0 GPA are pulled from team and scholarship.
- There are study halls for students who do not make 3.0.
C. Student Senate Report. Lester Van Moody reported the following items from Student Senate:
- The Policy 21 task force last week created three different drafts of the policy and student body will vote.
- There was a Town hall at Prairie Place Monday 10/16 to discuss options for the Honors Policy. Another town hall will be held 10/19 for transfer students.
- Activities: 1) Continue Rock the Vote, 2) College Town Halls, 3) Illinois United Student Senate Gubernatorial Forum
D. Civil Service Senate Report. Gina Ragland reported the following item from Civil Service Senate:
- CSS held elections for GSU representative to state advisory committee. Sheryl Jones-Harper was elected.

IV. Old Business
A. Approval of Previous Minutes. Tamulis Moved approval of the September minutes; Wadhwa seconded. Motion carried with 1 abstention.

      B. Faculty Wellness (Mohanty)
- Call for task force on GSU promoting and embracing diversity in faculty goals and aspirations.

V.   Reports
    A. President
      1. Faculty Senate Appointments. Carrington moved appointment of the nominees (see attachment 4), noting correct spelling of Dr. Grey-Avis, seconded by Kresse. Motion carried unanimously.

      2. August 2018 Meeting Schedule. Kresse moved rescheduling August 2018 meeting dates (see attachment 4); seconded by Zell. Motion carried unanimously.

    B. Senate Committees
      1. APRC. Wadhwa reported on new review forms (see attachment 5).
      2. UCC. Parin reported on the new format for hybrid and online syllabi (see attachment 6). Clarified that online courses needed 45 contact hours per semester.
    C. University Committees
      1. General Education Council. Zell reported that this year's goals are to assess Mastering College and cohort themes.
      2. Grad Council. Falconnier reported on forms for new grad programs to standardize review process.
      3. SEI Task Force. Mohanty reported that the task force will hold two more meetings this year, in November and December.
    D. Bargaining Unit. Estep reported that UPI has filed a unfair labor practice grievance for the delayed pay.
    E. IBHE-FAC. Cortese submitted attachment 7.

VI.   New Business
    A. Slate for COE Dean's Search. Cipra moved that the current COE faculty senate caucus constitute the slate, seconded by Howell. Motion carried unanimously.

VII.   Adjournment. Golland adjourned the meeting at 3:05 pm.

FALL 2017 SEMESTER ENROLLMENTS

(Table 1)

COMPARISON OF FALL 2016 TO FALL 2017 ENROLLMENT
Prepared 9/12/17   **(FALL CENSUS)**
(Data reflects enrollments as of the 10th day into the fall semester.)

(This report contains unduplicated student headcounts.)

	Final Fall 2016 9-13-16	Final Fall 2017 9-12-17	Difference between Fall 2016 & Fall 2017	% Change in Enrollments	Final Fall 2016 Census 9-13-16
TOTAL HEADCOUNT	5,819	5,185	-634	-10.90%	5,819
UNDERGRADUATE	3,517	3,326	-191	-5.43%	3,517
Degree-seeking	3,405	3,235	-170	-4.99%	3,405
Undeclared	62	53	-9	-14.52%	62
Non-degree-seeking	50	38	-12	-24.00%	50
GRADUATE	2,302	1,859	-443	-19.24%	2,302
MASTERS	2,089	1,663	-426	-20.39%	2,089
Degree-seeking	1,930	1,533	-397	-20.57%	1,930
Non-degree-seeking	159	130	-29	-18.24%	159
DOCTORATE	213	196	-17	-7.98%	213
Degree-seeking	213	196	-17	-7.98%	213
TOTAL STUDENT FTE (IBHE)	3,888	3,554	-334	-8.59%	3,888
UNDERGRADUATE (SCH/15)	2,457	2,387	-71	-2.88%	2,457
GRADUATE	1,430	1,167	-263	-18.41%	1,430
MASTERS (SCH/12)	1,270	1,016	-255	-20.04%	1,270
DOCTORATE (SCH/12)	160	151	-9	-5.47%	160
TOTAL S.C.H.	54,024	49,803	-4,221	-7.81%	54,024
UNDERGRADUATE	36,861	35,800	-1,061	-2.88%	36,861
Degree-seeking	35,947	35,077	-870	-2.42%	35,947
Undeclared	673	513	-160	-23.77%	673
Non-degree-seeking	241	210	-31	-12.86%	241
GRADUATE	17,163	14,003	-3,160	-18.41%	17,163
MASTERS	15,244	12,189	-3,055	-20.04%	15,244
Degree-seeking	14,503	11,541	-2,962	-20.42%	14,503
Non-degree-seeking	741	648	-93	-12.55%	741
DOCTORATE	1,919	1,814	-105	-5.47%	1,919
Degree-seeking	1,919	1,814	-105	-5.47%	1,919
GENDER					
Female	3,799	3,453	-346	-9.11%	3,799
Male	2,015	1,731	-284	-14.09%	2,015
Missing Data	5	1	-4	-80.00%	5
TOTAL	5,819	5,185	-634	-10.90%	5,819
FULL-TIME / PART-TIME	5,819	5,185	-634	-10.90%	5,819
Undergrad Full-time (≥12)	1,925	1,879	-46	-2.39%	1,925
Undergrad Part-time (<12)	1,592	1,447	-145	-9.11%	1,592
Masters Full-time (≥9)	788	606	-182	-23.10%	788
Masters Part-time (<9)	1,301	1,057	-244	-18.75%	1,301
Doctorate Full-time (≥6)	152	137	-15	-9.87%	152
Doctorate Part-time (<6)	61	59	-2	-3.28%	61
RACE/ETHNICITY					
Black/African American	2,109	2,002	-107	-5.07%	2,109
American Indian / Alaskan	9	5	-4	-44.44%	9
Asian	99	108	9	9.09%	99
Hawaiian / Pacific Islander	3	3	0	.00%	3
Hispanic	596	603	7	1.17%	596
Multiracial	121	124	3	2.48%	121
MINORITY SUBTOTAL	2,937	2,845	-92	-3.13%	2,936
White	1,984	1,727	-257	-12.95%	1,984
Non-resident Alien	426	209	-217	-50.94%	426
Unknown / Unspecified	472	404	-68	-14.41%	472
TOTAL	5,819	5,185	-634	-10.90%	5,819

GOVERNORS STATE UNIVERSITY
FAST FACTS - FALL 2017
Office of Institutional Research and Effectiveness

STUDENT FTE ENROLLMENT 3,554		*STUDENT CREDIT HOURS 49,803*	
Undergraduate	**2,387**	**Undergraduate**	**35,800**
Graduate	**1,167**	**Graduate**	**14,003**
Masters (1,016)		*Masters (12,189)*	
Doctorate (151)		*Doctorate (1,814)*	

TOTAL STUDENT HEADCOUNT 5,185			
DEGREE SEEKING	**5,017**	*NON-DEGREE SEEKING*	**168**
Undergraduate	3,288	Undergraduate	38
Graduate	1,729	Graduate	130
Masters (1,533)			
Doctorate (196)			

COLLEGE ENROLLMENT HEADCOUNT			
College of Arts and Sciences	2,022 (39.0%)	College of Health & Human Services	1,318 (25.4%)
College of Business	756 (14.6%)	Non-Degree Seeking and Undeclared	178 (3.4%)
College of Education	911 (17.6%)		

RACE/ETHNICITY			*ENROLLMENT STATUS*	
White	1,727	(33%)	*Full-time*	**2,622**
Black or African American	2,002	(39%)	Undergraduate	1,879
Hispanic	603	(12%)	Graduate	606
Asian	108	(2%)	Doctorate	137
American Indian/Alaskan Native	5	(0%)		
Hawaiian or Pacific Islander	3	(0%)	*Part-time*	**2,563**
Two or More Races	124	(2%)	Undergraduate	1,447
Nonresident Alien	209	(4%)	Graduate	1,057
Race /Ethnicity Unknown	404	(8%)	Doctorate	59

GENDER			*AVERAGE AGE OF STUDENTS*	
Male	1,731	(33.4%)	Undergraduate	28.9
Female	3,453	(66.6%)	Graduate	34.6
Unreported	1			

AVERAGE CREDIT HOURS		*DEGREES AWARDED (Fall 2016 - Summer 2017)*	
Undergraduate	10.8	Undergraduate	861
Graduate	7.5	Masters	719
		Doctorate	64

PROPOSED SENATE APPOINTMENTS

- APRC (1 At-large vacancy expires 2019): **Kulugammana Ranmohotti**
- UPC (COB vacancy expires 2018): **Ting Wang**
- Retention to Graduation Action Group (2 at-large vacancies expire 2019): **Nicole Warmington-Granston, Erin Gray-Avis**

AUGUST 2018 PROPOSED MEETING SCHEDULE

The Standing Rules require the EC meeting to be held on the first Thursday—or the second Thursday when off-contract. In August 2018, both the first and second Thursdays will be off-contract.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 *Off-Contract*	**2** *Off-Contract*	**3** *Off-Contract*	**4** *Off-Contract*
5 *Off-Contract*	**6** *Off-Contract*	**7** *Off-Contract*	**8** *Off-Contract*	**9** *Off-Contract*	**10** *Off-Contract*	**11** *Off-Contract*
12 *Off-Contract*	**13** *Smart Start Begins*	**14**	**15**	**16** [Senate] EC	**17**	**18**
19	**20**	**21**	**22**	**23** Retreat	**24**	**25**
26	**27** *Fall Term Begins*	**28**	**29**	**30** Senate	**31**	

Key:
[Meeting Date as per Standing Rules]
Proposed Meeting Date

GOVERNORS STATE

UNIVERSITY

GOVERNORS STATE UNIVERSITY CYCLICAL PROGRAM REVIEW

The IBHE program review report is to be submitted to the Academic Program Review Committee (APRC) and to the Provost Office by February 1st. Programs should email the report to aprc@govst.edu and to provostcurrchanges@govst.edu. As these reviews are summarized and submitted to the Governors State University Board of Trustees, the Illinois Board of Higher Educations, and ultimately our State Legislators, submission of the document requires approval via signature of the Program Coordinator, Chairperson, and Dean of the College. The signature page is posted as a word document in the Faculty Senate portal. Electronic signatures or email approvals will be accepted as approval.

The enrollment data required for analysis will be generated by the Office of Institutional Research and sent to each program up for review via email by December 1st. The last Cyclical Program Review conducted on your program will be emailed to you to use as a reference point when completing your current review.

Direct all questions to the Provost's *Office of Academic Affairs*, 708/235-3958, or to csexton@govst.edu.

Governors State
U N I V E R S I T Y

GOVERNORS STATE UNIVERSITY CYCLICAL PROGRAM REVIEW

Enrollment and Costs Data for Program Under Review

	AY11/12	AY12/13	AY13/14	AY14/15	AY15/16	AY 16/17	6 year Avg.
Number of Enrolled Majors (Fall)							
Fall SCH							
Applicants							
Admissions							
Degrees awarded							
Average age							
GSU Costs							
Statewide avg. costs							

Please use the data provided above to complete the next page. We ask that you include a narrative about this data and include any other pieces of information that may be helpful.

Governors State
U N I V E R S I T Y

Variables	Data	
1. Provide a summary of the feedback from the last cyclical review regarding changes that have occurred since then. Include program outcomes and projected enrollment		
2. Have there been any year-to-year curriculum changes during this review period? (3 years for new programs and 4- 5 years for cyclical reviews) YES/NO	If yes, please describe and provide an overview:	
3. Is this program accredited through an external body? YES/NO	If yes, please provide an overview of accreditation standards. If no, is there a report from an external review available? If yes, please include the review. If no, please provide some report on either the reason for this or other modes of review the program undergoes.	
4. What co-curricular engagement activities is part of this program? (Guest speakers, community work, internships or other field experience, student clubs, student scholarship and creative activities)		
5. Faculty Scholarship and Creative Activities (presentations, publications, research, grants, articles, etc. This includes faculty in the program.)		
6. Program service hours 3 year average	Previous	Fall
7. Student retention 3 year average	Previous	Fall
8. Ratio FTF: Majors 3 year average	Previous	Fall
9. Faculty and staff # Unit A _____ # Unit B_____ # Adjuncts_____ # Dean_____ # program Chairs _____ (includes lecturers) # secretary_____ # program advisors _____ # Other staff		
10. Career Employment Trends (what is the market for this program? Employability?		
11. Percentage of students who found jobs after graduating?		

GOVERNORS STATE UNIVERSITY
College/Division
Department/Discipline

COURSE TITLE:

COURSE NUMBER:

CREDIT HOURS:

UNIT A PROGRAM FACULTY SPONSOR:

TERM(S) OFFERED:

CATALOG DESCRIPTION:

PREREQUISITES:

RESTRICTIONS:

Rationale

- Designed to answer the question – why should I take this course? How does it fit in with the program curriculum?

GE Area if Applicable

- Enter if applicable or remove this heading. *Note: General Education courses must display the area they fulfill.*

INTENDED AUDIENCE:

PROGRAM OUTCOMES: (Not Required)

EXPECTED STUDENT LEARNING OUTCOMES:
Upon successful completion of this course, students should be able to:

INSTRUCTIONAL MODALITY(IES):

- Explain delivery of the online course. Is it 100% online or is it a hybrid of face-to-face (f2f) and online? For example; learning goals, flipped learning, the affordances of each modality, workload/logistics, and other opportunities for interaction, be explicit in the delivery of interactivities.

- For a 100% ONLINE Course:

    o What percentage of online time will be for with synchronous activities?

    o What percentage of online time will be for with asynchronous activities?

- For a HYBRID Course:

    o What percentage of the course will be f2f?

    o What percentage of the course will be online? Identify the percentage of synchronous and asynchronous delivery.

REQUIRED TEXT/LEARNING MATERIALS:

- List required course textbooks. Include detail such as full name of textbook, author, edition, ISBN, description (if desired), and where it can be purchased. If a required text is available online, indicate where to access. Please add the references in APA format.

Recommended Texts & Other Supplemental Readings

- List other readings available and how/where to access them.

- *Include a general statement such as* other readings that will be available in the course packet/Web site/BB environment. Please provide the correct information for the reading, web content, and any other resources posted in this syllabus, including all references in APA format.

Online Resources

*List any online resources such as BB, a faculty Web site, textbook Web site, or other Web resources that you expect students to access and use.

Technology Requirements (Materials and Equipment)

- Internet connection (DSL, LAN, or cable connection desirable)

- Access to BB/Web site/Other

- System Requirement for BB

    o This course requires minimum system (computer) requirements. Students are responsible for all software downloads, upgrades, updates, etc.

    o Blackboard Learn 9.1 Always run a "tune up" when using BlackBoard Any questions you might have regarding BlackBoard can be found in Student Helpdesk in the BlackBoard Login page (GSU)

    o Java Runtime Environment Java is required for Blackboard Learn 9.1. Download it from http://www.java.com/en/ Always check to make sure the latest version of Java is installed on your computer. Apple's Mac OS10.x can ensure the latest version of Java for OSX by running the *Apple Update*.

- o Acceptable Document Files The following document file types are considered acceptable for use in Blackboard and for submitting assignment work to the Blackboard system:
    - Microsoft Word: .doc, .docx, Microsoft Excel: .xls, .xlsx, Microsoft PowerPoint: .ppt, .pptx, Rich Text Format: .rtf, Adobe Acrobat: .pdf, Image form: .jpg, .jpeg, .gif, .png. (To determine the type of file you are submitting, simply right click the unopened file and select the "properties" tab)
- *List other tools, resources, and materials needed by the student for success in the course. Remove the above bullets if you do not plan to use BB or another Web-based resource.*

ACTIVITIES/ASSIGNMENTS/REQUIREMENTS:

- List the planned weekly learning activities that will account for the required credit hours of course interaction between faculty and students. This may include synchronous and asynchronous activities.

- Note: although the course may deliver content as synchronous, asynchronous, or hybrid, they must be fully functional courses to meet online delivery format.

Required Assignments

- Identify required assignments that are not part of the identified online learning activities.

EVALUATION:

Visit the **Assignments** link in BB for details about each assignment listed below. Click on **Assessments** to access quizzes and exams. (See Part 3 for more information about accessing tools and activities).

Points/Percentages	Activities
*#	*Item 1 (List all activities, tests, etc. that will determine the students' final grade)
*#	*Item 2
	Total Points Possible

Late Work Policy

Example: Be sure to pay close attention to deadlines—there will be no make up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Viewing Grades in BB (Available)

Points earned for graded activities are in the BB Grade Book. Click on the My Grades link on the left navigation to view your points.

Include a statement about the timeframe of when to look for grades. **Example:** Grades for scored activities are posted X number of days following the completion of an activity. You will see a visual indication of new grades posted on your BB home page under the link to this course. Grades posted on any other platform will be transferred to BB by the instructor. BB is the official gradebook for the course.

Grading Scale

Letter Grade	Percentage/Points
A	
B	
C	
D	
F	

TOPICAL OUTLINE/COURSE CONTENT WITH DETAILS

Note about calendar/schedule. While it is important to indicate the schedule for your course, there are many places where you may implement your activities such as Open Source Materials, and Social Learning. You may include a topic outline/schedule (like the examples shown above) in your syllabus, make a separate link to a schedule document in your BB course, or use the BB calendar tool. Regardless of which you choose, be consistent, and keep your calendar up-to-date to help students follow along, reduce confusion, and emphasize time on task.

Week	Topic	Readings	Activities	Due Date
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

Course Policies
Student Identify Verification:
Per policy of The Higher Learning Commission by enrolling in this online course your identity will be verified. Verification may include one of all of the following:
1. Use of a secure login and pass code;
2. Proctored examinations where student id card will be used to verify identity;
3. Use of a monitoring technology to verify identity

(NOTE – HLC Statement on **Institutional Practices: "**In verifying the identify of students who participate in class or coursework, the institution may make use of a variety of methods at the option of the institution, including but not limited to: (1) secure login and pass code; (2) proctored examinations; and (3) new or other technologies and practices that are effective in verifying the identity of students. Such methods must have reasonable and appropriate safeguards to protect student privacy. Institutions must notify students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity such as separate fees charged by proctoring services, etc.")

Professionalism/Disposition (100 points) 10 points will be deducted for each late submission or evidence of uncivil discussion with members of the course.

Attend Class/online Virtual Classroom
Students are expected to attend all class sessions as listed on the course calendar.

- *Enter specific points regarding attendance policy here.

Participation
*If you monitor, track, and/or score student participation, explain how you will keep track and how often students should be accessing the course. If appropriate, mention that you will be using BB tracking tool, discussions, chat sessions, and group work, to monitor their participation in the course.

Communication

GSU email is the only form of communication used. Use the instructor's GSU email youremail@**govst.edu**. If you have not received a response within 24 hours, please resend the email with the previous email included. Begin this process by adding an automatic signature to your GSU email account. Add GUS HELPDESK link to the tutorial.

NETIQUETTE GUIDELINES
Retrieved from http://www.indiana.edu/~icy/netiquette.html

General Rules

- Make your messages easier to read by writing paragraphs short and to the point.
- TYPING IN ALL CAPS IS CONSIDERED SHOUTING ON THE INTERNET.
- Messages in all lowercase letters can be difficult to read, instead, use normal capitalization.

Group Communication

- Respect the fact that the class list is a closed discussion. Do not forward mail from your classmates to others without their permission.
- In an online forum or newsgroup, debate is welcome, but be tactful in responding to others. Remember that there is a person (or a whole class) at the receiving end of your post.

- Keep your questions and comments relevant to the focus of the discussion group. Information intended for an individual or small group of individuals should be emailed to those people directly.
- If you are responding to a message from someone else, briefly summarize the post.
- When posting a question to the discussion group, request responses directed to you personally. Post a summary or answer to your question to the group.
- If you quote a previous post (by using the reply function for example), quote only enough to make your own point.
- Include your signature at the bottom of Email messages when communicating with people who may not know you personally or broadcasting to a dynamic group of subscribers.
- Resist the temptation to "flame" others on the list. Remember these discussions are "public" and meant for constructive exchanges. Treat others on the list with civility
- Use your Sycamore Email account. Do not subscribe using a shared office account or a friend's account.

Individual Communication

- If you want to get in touch with only one person in the class, send a message to that individual's e-mail address, not to the entire discussion list.
- When replying to a message posted to a discussion group, check the address to be certain it is going to the intended location (person or group). It can be very embarrassing when one replies incorrectly and posts a personal message to the entire discussion group that was intended for an individual.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

Complete Assignments

All assignments for this course will be submitted electronically through Blackboard to maintain and keep track of student's work (BB) unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will effect student's grade.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider disenrolling from a course. Refer to the GSU Portal for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if [add condition here]. All incomplete course assignments must be completed within [add timeframe here].

Commit to Integrity

As a student in this course (and at this university), you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and integrity in your behavior in and out of the classroom.

Disability Statement:
GSU is committed to providing all students equal access to University programs and facilities. Students needing an accommodation based on disability should contact the Director of Access Services for Students with Disabilities (ASSD). Students must register with ASSD before faculty members are required to provide appropriate accommodations. For more information or to register, please contact the Director of ASSD (Room B1215 or assd@govst.edu or 708-235-3968). To ensure that learning needs are met, contact ASSD before or during the first week of classes.

Title IX Statement:
Consistent with GSU Policy 52, Anti-Discrimination and Harassment, Title IX regulations make it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories, such as race, national origin, etc... The University has a duty to prevent harassment, post policies against it, to investigate complaints, and to take prompt action to stop harassment when it occurs. Contact the Governors State University Title IX Officer, Sandra Alvarado to report any incidents at 708.534-4108 or salvarado@govst.edu. For complete Title IX information and resources, visit: http://www.govst.edu/TitleIX/.

Emergency Preparedness Statement:
In case of emergency, the University's Alert System will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the myGSU portal. In addition, students are encouraged to familiarize themselves with the Emergency Procedures posted in each classroom. Detailed information about the University's emergency management plan, information about how to update your contact information, and the Campus Safety Booklet can be found at http://www.govst.edu/emergency.

Academic Honesty Statement:
Students are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following: use and acknowledgement of the ideas and work of others, submission of work to fulfill course requirements, sharing of work with other students, and appropriate behavior during examinations. These ethical considerations are not intended to discourage people from studying together or from engaging in group projects. The University policy on academic honesty appears in the catalog appendix, which can be found on the website at http://catalog.govst.edu/content.php?catoid=1&navoid=37

References:

Governors State
U N I V E R S I T Y

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18 October 2017

Dear Faculty Senate President Golland,

As the elected representative to the IBHE FAC, the following is my brief report of our October 13, 2017 meeting at Chicago State University.

- *FYI:* There is no movement yet on SB440, which rather than being presented in the veto session, it is "sleeping" until January. SB440 is seeking to change how faculty are chosen to be seated on the IBHE after Gov. Rauner made a political appointee of a non-tenure track faculty as the Faculty Rep on the IBHE. SB 440 is modeled after the structure of the Student Advisory Council, which requests two students from the SAC (whose members are accredited) to be seated on the IBHE; the FAC is asking to be treated equitably.
- *FYI:* Relatedly, Governor Rauner has not yet moved on seating a faculty member on the IBHE Board since his attempt to put an adjunct faculty member who is supportive of Rauner's agenda on the board to opposition because the appointment did not follow the spirit of the law which implies—but is not explicitly stated—that the faculty member should be a tenured full-time faculty member vetted through the IBHE FAC.
- *ACTION:* The attached "Digital Course Materials" document informs faculty of a meeting being held on 10/27/17 10am – 2pm at RedShelf (500 N Dearborn St, Set 1200, Chicago, IL 60654) on the ways in which digital course materials can help faculty and students in the classroom. If you'd like to attend the meeting, please RSVP to Amanda Straub at astraub@publishers.org.
- The IBHE Report from Gretchen Lohman at IBHE reports the following:
  - *FYI:* The search for the Executive Director for IBHE has no status yet. Senior Staff have been meeting with political leaders in the interim.
  - *FYI:* State Senator Pat McGuire (D- 43, Joliet) and State Rep Kelly Burke (D-36, Oak Lawn) are scheduled to attend the Red Shelf event above, and IBHE FAC President Marie Donovan will be planning to pull them aside and ask about the status of the ED position, and the IBHE faculty representative.
  - *FYI:* The IBHE with working with its counterpart for the community colleges (ICCB) to clarify their shared objectives in higher education.
  - *ACTION:* IAI is looking for Panel Members. Email Melinda Aiello, the IAI Liaison at IBHE for more information.
- *FYI:* I am working on a subcommittee exploring what is in the Gen Ed requirements to each of the public institutions (12 Universities) to understand what is met for IAI (a course will transfer to any member of the Illinois Articulation Initiative (IAI)) and what are additions. We want to document the specific additions to the Gen Ed requirements so that there is a more efficient transfer process that can account for specific courses required for graduation that are outside the IAI courses.

We will be meeting next on Friday, 17 November at Illinois Valley Community College in Oglesby, IL.

Sincerely,

Daniel K. Cortese, Ph.D.

Join us for an in-depth conversation on the Role of Digital Course Materials in Improving Student Success

The Higher Education Committee of the **Association of American Publishers** and **RedShelf** invite you to participate in a **College and University Dialogue** on the role that digital course materials and technologies play in reducing higher education costs and improving student success.

During this roundtable session, AAP and member representatives will share news on both the current and future of digital and traditional education materials; benefits and barriers to developing a digital education strategy; and ways to strategically introduce new technology into the college classroom. Participants will also discuss a distribution model known as **Inclusive Access**, which incorporates curated and cutting-edge content into digital course materials that can help ensure students receive course materials by the first day of class at a substantial discount.

Publishers and education companies share a common goal with faculty, administrators and legislators in their desire to make college more affordable and increase the chance of success for students in today's campus classrooms. New technologies can help create transformative change to improve student performance and reduce college costs.

Please join us for this important and timely conversation.

❖ **When**: Friday, October 27, 2017, 10:00am to 12:00pm

❖ **Where**: RedShelf, 500 N. Dearborn St., Suite 1200, Chicago, IL 60654

❖ **Potential Participants**: Faculty, administrators and students from Illinois colleges and universities, representatives from Illinois state government, representatives from education companies

❖ **RSVP**: Amanda Straub, astraub@publishers.org

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