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

2013
Commission Focused Visit Report Appendices

Prepared for

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

Governors State University

Higher Learning Commission Focused Visit Report

Spring 2013

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Governors State University

Strategy 2015

Inspire hope   *Realize* dreams   *Strengthen* community

Governors State University is committed to offering an exceptional and accessible education that imbues students with the knowledge, skills, and confidence to succeed in a global society. GSU is dedicated to creating an intellectually stimulating public square, serving as an economic catalyst for the region, and being a model of diversity and responsible citizenship.

Core Values

Provide Opportunity and Access
At GSU, those traditionally underserved by higher education and residents
of our surrounding communities have access to a first-class public education.

Serve as an Economic Catalyst
At GSU, we are committed to the citizens of the State of Illinois and our region
to serve as an economic catalyst, so that our communities grow and flourish.

Prepare Stewards of our Future
At GSU, we are committed to preparing our students to thrive in the global economy
and to contribute to the ongoing stewardship of the environment.

Demonstrate Inclusiveness and Diversity
At GSU, we embrace diversity among students, staff, and faculty as well as members
of the broader community, and we encourage acceptance of wide-ranging perspectives.

Promote Quality of Life
At GSU, we value an atmosphere that fosters a capacity to enjoy life through
the fine arts and humanities, marketable skills and attitudes for employment,
supportive interpersonal relationships, and participative and informed citizenship.

"The integration of public art with the university symbolically defines what I call the University as Public Square: a place inspiring engagement with the aspirational values of our diverse cultures; a place where the city and nature meet; a place where education is a life-long process in a publicly shared environment."

President Elaine P. Maimon, Ph.D.
Installation Speech, November 2007

Institutional Goal 1

Academic Excellence:
Provide distinctive academic programs that effectively prepare students to become leaders and productive citizens in the global community.

✦ Increase the number of programs that are nationally recognized for providing a demonstrably excellent education to a diverse population.

- Promote best practices in multiple modes of course delivery.
- Incorporate international/global concepts into the appropriate curriculum areas to expand the knowledge, awareness, and experience of our students.

✦ Become the nation's model for an effective, integrative approach to undergraduate transfer between institutions of higher education.

- Create a special GSU Community College Team that works collaboratively with community college faculty and advisors to identify and implement best transfer and articulation practices.
- Strengthen our academic support for students needing assistance to succeed in their courses to improve retention and graduation rates.
- Increase to 1000 the number of students enrolled under dual admission agreements with partner community colleges.
- Create partnerships to increase freshman/ sophomore programming on campus with community college delivery.

- Articulate how we have been successful in increasing diversity and share these best practices with the higher education community.

✦ Increase campus full time equivalent (FTE) students from 4,475 (41,794 student credit hours (SCH)) in Fall 2007 to 7,000 (65,376 SCH) by Fall 2014.

- Develop and implement an enrollment management plan for the entire university.
- Develop a long term plan to increase the percentage of undergraduates.
- Develop and implement new support programs that increase student retention while sustaining successful activities and programs already in place.
- Develop and implement a comprehensive marketing and promotion plan.
- Promote interdepartmental development and cross-curriculum collaboration to develop, strengthen, and sustain emerging program areas.
- Develop and implement plans that address the needs of residential students.

✦ Enhance and maintain high quality graduate programs while exploring opportunities for new program development.

"GSU is committed to providing the highest academic quality. First generation college students – all students – deserve to be challenged by cutting edge ideas in an environment where faculty and staff are committed to student success."

President
Elaine P. Maimon, Ph.D.

High Quality Faculty and Staff:
Provide students access to a highly qualified, motivated, and diverse faculty and staff.

- ✦ Develop and implement plans and processes to hire, retain, and reward faculty and staff of exceptional quality.

- ✦ Advance faculty and staff development to provide and support:

  - Best pedagogic and professional practices;
  - Scholarly and career development;
  - Grant-related activities;
  - Rewards for professional public service; and
  - Increased use of technology.

- ✦ Reduce reliance on adjunct faculty.

- ✦ Increase the number of faculty and staff holding a terminal degree.

- ✦ Increase GSU's online course/program presence.

Inspire hope
Realize dreams
Strengthen community

"A strategic plan, however well intended and wisely crafted, would do nothing to our future by itself. The single most important ingredient to successfully move us toward our common goals is the active participation by a well-prepared, energized, and talented workforce – our faculty and staff. As such, investing in this most important asset is Job #1."

Executive Vice President
Gebeyehu Ejigu, Ph.D.

Institutional Goal 3

Continuous Process Improvement:
Develop and sustain a climate of continuous improvement that is defined by evidence-based decision-making focused on enriching the student experience.

- Assess the quality of programs and services offered by all units in the university and use the findings for continuous improvement.

- Increase and refine the assessment of student learning to enhance academic program quality and curriculum development and revision.

- Continue to seek and attain specialized accreditation for all programs where available and appropriate, or require outside review of those programs where no specialized accreditation process exists.

- Increase the use of technology by faculty and staff to deliver high quality instruction and services.

- Develop and administer regular satisfaction surveys (including, but not limited to applicants, current students, alumni, employers, and other stakeholders).

- Continue to build on past successes the university has made regarding diversity, which already exceed national averages in most areas.

  - Increase community knowledge and awareness of diversity and acceptance of cultural differences.
  - Increase faculty and staff diversity.
  - Increase student diversity in a manner that is compatible with and reflective of the populations we serve.
  - Internationalize campus to better serve students and expand opportunities.

"Governors State University is committed to internationalizing our campus. We will be taking a comprehensive approach to infusing intercultural and international dimensions into teaching, learning, scholarly activities, and service functions at our university."

Provost Jane Rhoades Hudak, Ph.D.
September 2008

Institutional Goal 4

Visibility, Outreach, and Economic Catalyst:
Pursue initiatives that make GSU a preferred destination in the region, that create a vibrant public dialogue, and that increase the university's effectiveness as an economic catalyst in the region.

✦ Build regional community awareness of campus activities through effective outreach and communications programs.

- Increase community service projects that build connections to the university.
- Share expertise of the university with members of our regional community.
- Increase our external presence through media coverage and proactive engagement with journalists.
- Expand and promote university outreach.
- Establish the university as a recognized regional destination for conferences.

✦ Increase programming and promotion to include the wider community and to create a place for vibrant public dialogue.

- Increase use of campus assets such as The Center for Performing Arts, the Family Development Center, and the Nathan Manilow Sculpture Park.
- Create and expand collaborative relationships among all college's constituent groups.
- Offer non-credit programming.
- Use technology as a tool in GSU's efforts to create a virtual public square that serves our regional community.
- Ensure a safe and secure campus setting.

✦ Enrich the student experience at GSU.

- Be a model for high quality student services for adult learners.
- Develop a new student center that includes:
  - Library facilities;
  - Computing facilities;
  - Small group spaces;
  - Recreational facilities; and
  - Bookstore and other retail options.
- Develop residential life opportunities.

✦ Expand the role of GSU in the regional network supporting economic development.

- Expand the role of CenterPoint services.
- Bring together education, business, and government to develop network of support services.
- Continue to support the growth and retention of business in the region.
- Develop business relationships that support students and academic programs and involve students in solving real world problems.

"Education is the key. Great communities need great universities to be engines for economic, educational, and cultural health."

President
Elaine P. Maimon, Ph.D.
Installation Speech
November 2007

Institutional Goal 5

Social, Ethical, and Environmental Responsibility:
Build an institution that is socially, ethically, and environmentally responsible.

✦ Increase outreach into the poorest areas of our region and increase service to those who are traditionally underserved by higher education.

✦ Ensure that ethics and social justice concepts are incorporated into program curricula.

"Colleges and universities must lead by example. It is GSU's hope that our concern for the environment will lead to positive actions by our students and by citizens of the communities we serve."

President
Elaine P. Maimon, Ph.D.

✦ Create opportunities to offer institutional expertise to help solve regional problems.

✦ Provide regional leadership and serve as a model for sustainable development, minimization of global warming emissions, and maintenance and improvement of environmental quality.

✦ Develop a comprehensive, institutional action plan to achieve climate neutrality and fulfill the *American College and University Presidents Climate Commitment*.

✦ Become a model of sustainable construction and development, best land use practices, and best practices for storm water management that is consistent with the *Illinois Sustainable University Compact*.

Institutional Goal 6

Financial Growth and Sustainability:
Diversify GSU's revenue streams to ensure resources that are necessary for institutional growth and fiscal sustainability.

- Develop and implement effective infrastructure and strategies to advance a relationship-based philanthropy model, resulting in increased donations to the Foundation.

- Systematically identify objectives and activities for sustainable unit-level advancement activities.

- Establish, support, and continuously assess the university's infrastructure for increased sponsored research activities among faculty and staff members.

- Pursue new financial opportunities and sources of revenue through increased contracts, grants, extramural funding, and diversified investment strategies.

- Maintain and expand governmental relations at both the state and federal levels to enable access to and opportunities for increased funding in support of the university's mission.

- Optimize future enrollment management strategies and adjustments to student tuition and fees to ensure an appropriate, sustainable balance with GSU's ongoing commitments to accessibility, affordability, and academic quality.

"GSU students deserve a high quality education delivered in exceptional surroundings and utilizing the latest technology. We are committed to building on our strong foundation in order to grow our resources and provide a stellar educational experience."

Vice President for Institutional Advancement
Joan Vaughan

"As the policy-making body for the University, the Board of Trustees has proudly overseen the development of Strategy 2015. We are enthusiastic about the positive momentum and substantive goals incorporated in this plan."

Chair, Board of Trustees
Lorine Samuels

Strategic Planning Steering Committee:

Karen D'Arcy (College of Arts & Sciences)
    Division Chair Science, Co-Chair

John Stoll (Provost's Office) Vice Provost, Co-Chair

Yevette Brown, (Digital Learning & Media Design)
    Assistant Professor, Digital Media

Diane Dates Casey (University Library)
    Dean/Professor, Library Science

David Curtis (College of Business & Public Administration)
    Professor, Management

Cyrus Ellis (College of Education) Assoc. Professor,
    Psych & Counseling

Rosemary Johnsen, (College of Arts & Sciences)
    Assistant Professor, English

Ning Lu, (College of Health & Human Services)
    Assoc. Professor, Health Administration

Gary Lyon, (College of Arts & Sciences) Past President,
    Faculty Senate/Assoc. Prof. Chemistry

Pete Mizera, (Information Technology Services)
    Associate Vice President, Information Technology

Eric Nicholson, (University Library) Interlibrary
    Loan Coordinator, Civil Service Senate Representative

Jeff Slovak, (Budget Office) Deputy Vice President
    for Administration & Finance

Dale Schuit, (College of Health & Human Services)
    Associate Professor, Physical Therapy

Colleen Sexton, (College of Education)
    Associate Professor, Education

Linda Buyer, (Institutional Research) Associate Director
    of Institutional Research, Senior Staff to Committee

GOVERNORS STATE UNIVERSITY

40 Years

1969 - 2009

Strategic Goals

Academic Excellence

High Quality Faculty and Staff

Continuous Process Improvement

Visibility, Outreach, and Economic Catalyst

Social, Ethical, and Environmental Responsibility

Financial Growth and Sustainability

Governors State University

Committee on Assessment of Student Learning Outcomes (CASLO)

The Committee on Assessment of Student Learning Outcomes (CASLO) was formed in fall 2010. With the Institutional Effectiveness Committee (IEC, formed in late 2011), CASLO is a successor to the Committee on Quality Improvement and Assessment (CQIA).

CASLO's mission is to ensure that GSU has a lasting, systematic approach to defining, assessing, and improving student learning outcomes at GSU for general education, bachelor's and graduate programs.

To achieve those objectives, CASLO as a whole committee or CASLO members as liaisons to other committees, task forces, or working groups, has been leading the university in the following ways:

- Conducting an inventory of learning outcomes for all majors and graduate programs
- Assuring regular assessment of learning outcomes by academic programs (majors and graduate programs)
- Leading GSU through the HLC Assessment Academy cycle; GSU's project is assessment and improvement of undergraduate student writing
- Working in conjunction with the GE Task Force to develop new General Education outcomes
- Development of systems to assure regular assessment of outcomes and improvement in student learning, spanning GE as well as programs
- Leading campus conversations on assessment of student learning

DRAFT Charge to the Institutional Effectiveness Committee

The Institutional Effectiveness Committee (IEC) is essentially the quality improvement committee for Governors State University. The primary charge of the committee is to ensure that the university as a whole engages in continuous cycles of evaluation and improvement to meet the stated goals of GSU.

More specifically, IEC is charged with the responsibility of:
(1) Developing measureable monitoring criteria and indicators of progress for each of the university's goals;
(2) Collecting and analyzing data appropriate to those criteria and indicators;
(3) Developing and utilizing appropriate reporting and monitoring devices such as a university dashboard;
(4) Regularly publicizing when goals are achieved; and
(5)Recommending actions to the President's Cabinet when overall university goals are not being achieved on a timely basis.

IEC does not duplicate the work of the Committee for Assessment of Student Learning Outcomes (CASLO), which has a specific charge to ensure that GSU academic programs have stated learning outcomes, that these outcomes are assessed and reported regularly, and that GSU engages in efforts to improve student learning outcomes. At the same time, IEC and CASLO may coordinate their efforts to jointly report on GSU as a learning community.

IEC is also expected to serve as a catalyst in stimulating quality improvement within individual units on campus. IEC will do this by offering QI workshops, newsletters, or through other means.

In the near term, IEC will assist the Provost/VPAA and the Executive Vice President in conducting the self-study for the HLC focused visit in April 2013. In the longer run, IEC will contribute to the ongoing cycle of continuous quality improvement required by HLC's new accreditation process, including contributing reports and undertaking multiyear projects to demonstrate to accreditors that GSU is an institution focused on effectiveness and quality improvement.

Memo Form

Date

To: (List of names)
From: Terry L. Allison, Provost and VP of Academic Affairs
        Gebe Ejigu, Executive Vice President
Re: Formation of an Institutional Effectiveness Committee

In order to address continuous quality improvement, GSU earlier formed a Committee on Quality Improvement and Assessment (CQIA), which was functional until the summer of 2010. At that time, following the recommendation of the exiting Chair of CQIA, then Dean Eric Martin, we decided to create two committees, one focused on the assessment of student learning outcomes and one more generally focused on institutional effectiveness and quality improvement for the whole institution.

In the fall of 2010, the Committee for the Assessment of Student Learning Outcomes (CASLO) was formed and began to participate in HLC's Assessment Academy, focusing on General Education outcomes, most notably, writing at the undergraduate level. More recently, CASLO has initiated another campus dialogue related to General Education, assessment of undergraduate student performance in verbal communication.

It is now past time to turn our attention to the other half of CQIA's work, institutional effectiveness. We would like to invite you to serve on GSU's Institutional Effectiveness Committee (IEC). The specific charge to the committee along with a draft membership list is attached. As you can see by the charge, IEC has a critical charge that includes some pressing deliverables, including a cogent response to the focused visit by HLC in April 2013 about GSU's institutional effectiveness.

Please e-mail Veronica Hunt to indicate your willingness to accept this appointment. As soon as we have your response, we will initiate a meeting, charge the committee, and then work with you to ensure that we are prepared for the HLC focused visit as well as for ongoing quality improvement.

Please contact either of us if you have any questions or concerns about accepting appointment to the IEC. Thank you.

Institutional Effectiveness Committee

Karen Kissel, Co-Chair
Kirstan Neukam, Co-Chair
Marybeth Kasiek, Faculty Senate Representative
 , Faculty Senate Representative
Colleen Sexton, Chair, Education (CASLO liaison)
Reinhold Hill, Dean, College of Arts and Sciences
Chip Coldren, Office of Sponsored Programs and Research
Lydia Morrow Ruetten, Interim Library Program Coordinator
Nick Battaglia, Enrollment Management
Will Davis, Interim Director of Development
Pete Mizera, ITS
Judy Ferneau (also staff to the committee)
Terry Allison, Executive Sponsor
Gebe Ejigu, Executive Sponsor

Governors State University

University General Education Requirement

The general education requirement at Governors State University provides graduates with a broad foundation in the liberal arts and sciences. All undergraduate degree-seeking students are required to meet the university general education requirements before graduation.

Students may fulfill this requirement in any one of six ways. They may:
1. Transfer to Governors State University having earned an Associate of Arts (A.A.) or Associate of Science (A.S.) degree from a regionally-accredited Illinois community college. Please note: the Associate of Fine Arts (A.F.A.), Associate of Engineering Sciences (A.E.S.), and the Associate of Applied Science (A.A.S.) do not meet this requirement.
2. Provide documentation of having earned a bachelor's degree from any one of the twelve state universities in Illinois.
3. Complete the Illinois Articulation Initiative General Education Core Curriculum (GECC) at another institution and have it noted on the transcript.
4. Complete an approved undergraduate teacher education program at Governors State University.
5. Complete one of the undergraduate business programs.
6. Complete the distribution requirements in the relevant option, with a grade of "C" or better in each course. Requirements may be met either by presenting acceptable transfer courses as evaluated by the GSU Admissions Office or completing courses that were specifically approved because they meet the relevant general education requirement at Governors State University. These are:
   - a. Communication: 3 courses (9 semester credits*), including a two-course sequence in writing (6 semester credits) and one course (3 semester credits) in oral communication
   - b. Mathematics: 1 to 2 courses (3 to 6 semester credits)
   - c. Physical and Life Sciences: 2 courses (7 to 8 semester credits) with one course selected from the life sciences and one course from the physical sciences, including at least one laboratory course
   - d. Humanities and Fine Arts: 3 courses (9 semester credits) with at least one course selected from humanities and at least one course from the fine arts
   - e. Social and Behavioral Sciences: 3 courses (9 semester credits) with courses selected from at least two disciplines

   TOTAL: 12 to 13 courses (37 to 41 semester credits)

   * For colleges and universities on the quarter calendar system, three (3) quarter credits equal two (2) semester credits.

Information on specific courses that may be applied to the general education course requirements may be obtained from the Admissions Office or from academic advisors.

Fall 1997
Revised 4/27/01, SS2006

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   TOTAL: 12 to 13 courses (37 to 41 semester credits)

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Information on specific courses that may be applied to the general education course requirements may be obtained from the Admission Office, the website at *www.govst.edu/gened* or from academic advisors.

Goals	Strategies/Action Plans	Sub-strategies/Action Plans	Accomplishments
Goal 1: Academic Excellence: Provide distinctive academic programs that effectively prepare students to become leaders and productive citizens in the global community.			
1.1 Increase the number of programs that are nationally recognized for providing a demonstrably excellent education to a diverse population.	1.1.1. Development and Implement an Academic Master Plan	1.1.1.a. Develop a plan during 2010/11	Plan developed, reviewed, and adopted
		1.1.1.b. Implement, on average, 5 new undergraduate or graduate programs per year, 2011/12-2012/13	Fast tracking approval through IBHE process has some challenges
		1.1.1.c. Evaluate the quality of new programs through the three-year and six-year program review process and make adjustments as needed	Internal and external reviews are leading to program improvement
		1.1.1.d Vigorously promote the new programs, reaching new potential student populations	working on timelier process without promising programs before approval
	1.1.2. Continue to seek and attain specialized accreditation for all programs where available and appropriate.		Art, Comp Sci, some nursing progress
	1.1.3. Enhance and maintain high quality graduate and undergraduate programs while exploring opportunities for new program development.		Created a new set of objectives for program growth
1.2 Increase and refine the assessment of student learning to enhance program quality and curriculum development.	1.2.1. Incorporate international/global concepts into the appropriate curriculum areas to expand the knowledge, awareness, and experience of our students.		UGAC, second prof. staff, GE taskforce focused on this, new international partnerships
	1.2.2. Provide and evaluate course and program curriculum via off-site, online, or other non-traditional modes.		Progress at NEC, Trition, RN to BSN, MBA
	1.2.3. Promote interdepartmental development and cross-curriculum collaboration to develop, strengthen, and sustain emerging program areas.		EdD program; work on cross-college shared courses & programs

Goals	Strategies/Action Plans	Sub-strategies/Action Plans	Accomplishments
1.3 Become a model for an effective, integrative approach to undergraduate education.	1.3.1. Create a special GSU Community College Team that works collaboratively with community college faculty and advisors to identify and implement best transfer and articulation practices.		Created Chicagoland Alliance which has proven to be helpful in many respects
	1.3.2. Increase the number of students enrolled under dual degree program agreements with partner community colleges.		Enrollment continues to increase
	1.3.3. Strengthen our academic support for students needing assistance to succeed in their courses to improve retention and graduation rates.		Improved retention and graduation, working on veterans
	1.3.4. Develop the services and programs needed for the freshmen class of 2014 and evaluate those programs regularly for effectiveness to ensure student success.		On schedule
1.4 Enrich the student experience at GSU.	1.4.1. Develop and implement plans that address the needs of residential students.		Hired new Dean of Students
		1.4.1.a. Conduct a market study to assess demand for housing	Administered
		1.4.1.b. If there is adequate market demand at low risk, exploring financing options	received favorable bond rate
		1.4.1.c. If financing options are feasible, pursue building of housing to be completed in 2014	housing scheduled to open early June 2014
		1.4.1.d. Plan and implement infrastructure improvements needed to build housing	Underway and on schedule
		1.4.1.e. Develop and implement a plan to build student residential life and to successfully integrate residential and non-residential students	Beginning the process under the leadership of new Dean of Students

Goals	Strategies/Action Plans	Sub-strategies/Action Plans	Accomplishments
	1.4.2. Develop and implement new support programs that increase student retention while sustaining successful activities and programs already in place.		
	1.4.3. Develop and enhance co-curricular opportunities.		Increased honor societies, student government, civic engagement, clubs, Senate
	1.4.4. Continue to enhance student service facilities that including:		
		1.4.4.a. Library facilities 1.4.4.b. Computing facilities 1.4.4.c. Small group spaces 1.4.4.d. Recreational facilities 1.4.4.e. Bookstore and other retail options	Library space plan enhanced classroom and labs created some formal and informal Indoor facilities enhanced; outdoor space is minimal-planning underway slight enhancements
	1.4.5. Develop a new student center to incorporate the before mentioned areas when funding becomes available		Preliminary plan completed
	1.4.6. Develop a 5-7 year plan for intercollegiate, club, and intramural athletic programs at GSU		
1.5 Lower Division: Develop and implement a plan to begin lower division at GSU in 2014	1.5.1. Develop a strong conceptual framework for lower division 1.5.2. Develop and implement a communication plan for all stakeholders 1.5.3. Seek approval of IBHE and HLC 1.5.4. Develop and implement a model General Education program that extends from the freshman to senior year 1.5.5. Develop and implement admissions, recruitment, and retention plans that reflect GSU's mission of access to excellence		Achieved through initial White Paper and IBHE submissions Planning underway IBHE approved; HLC approval still pending (April 2013) On target In Progress

Goals	Strategies/Action Plans	Sub-strategies/Action Plans	Accomplishments
	1.5.6. Develop and implement plans for effective and efficient approaches to developmental education		
	1.5.7. Develop and implement plans to address other needs of new student populations		
		1.5.7.a. Develop and implement a plan for student health insurance and services	Commissioned a study
		1.5.7.b. Strengthen recruitment and retention of international students	Lost key partner, working on finding others
	1.5.8. Develop and implement a facilities and equipment plan to address the changing composition of the student body		
	1.5.9. Develop and implement a plan to increase external support for the lower division and GE programs		
		1.5.9.a. Develop and implement a strategy to secure federal funds	Several grants received, submitted Title IIIA grant proposal
		1.5.9.b. Develop and implement a strategy to secure corporate, foundation, and individual gifts	
Goal 2: High Quality Faculty and Staff: Provide students access to a highly qualified, engaged, and diverse faculty and staff. 2.1. Develop and implement plans and processes to hire, retain, and reward faculty and staff of exceptional quality.			Excellence Awards; support of scholarship and teaching
2.2. Advance faculty and staff development to provide and support.	2.2.1. Best pedagogic and professional practices 2.2.2. Best practices in multiple modes of course delivery 2.2.3. Scholarly and career development 2.2.4. Increased use of technology 2.2.5. Grant-related activities 2.2.6. Rewards for professional public service.		Forming Faculty Center; CASLO talks Implemented new training of Online courses New ERP system Increase grants, formed OSPR Included in reviews and excellence awards
2.3 Increase faculty and staff diversity.			Slight increase

Goals	Strategies/Action Plans	Sub-strategies/Action Plans	Accomplishments
2.4 Increase the number of faculty and staff holding a terminal degree.			progress being made
Goal 3: Continuous Process Improvement: Develop and sustain a climate of continuous improvement that is defined by evidence-based decision-making focused on enriching the student experience.			
3.1 Review, evaluate, and refine the strategic plan on an annual basis.			Formed IEC
3.2 Annually assess the quality of programs and services offered by all units in the university and use the findings for continuous improvement.			IBHE program reviews, working on implementing standardize assessment plan templates and results
3.3 Increase and refine academic program quality, curriculum development, and revision.			
3.4 Develop new services to address any identified needs within the university.			ERP has shown to improve services
3.5 Continue to increase and diversify student enrollment at GSU.	3.5.1. Develop a long term plan to increase the percentage of undergraduates. 3.5.2. Develop and implement an enrollment management plan for the entire university. 3.5.3. Develop and implement a comprehensive marketing and promotion plan. 3.5.4. Increase student diversity in a manner that is compatible with and reflective of the population we serve.		Undergraduate population has increased (approaching 60% Colleges created goals, AMP provided structure, limited market knowledge Developed plan and implemented 2011/2012 Increased African American and slowly increasing Hispanic
3.6 Develop and Administer regular satisfaction surveys (including, but not limited to applicants, current students, alumni, employers, and other stakeholders) and act on the findings.			Implemented several new surveys that will be administered annually

Goals	Strategies/Action Plans	Sub-strategies/Action Plans	Accomplishments
Goal 4: Visibility, Outreach, and Economic Catalyst: Pursue initiatives that make GSU a preferred destination in the region, which enhance collaboration between GSU and its surrounding community, that create a vibrant public dialogue, and that increase the university's effectiveness as an economic catalyst in the region.			
4.1 Build regional community awareness of campus activities through effective outreach and communications programs.	4.1.1. Increase community service projects that build connections to the university. 4.1.2. Share expertise of the university with members of our regional community. 4.1.3. Increase our external presence through media coverage and proactive engagement with journalists. 4.1.4. Expand and promote university outreach. 4.1.5. Establish the university as a recognized regional destination for conferences.		Kresege Foundation support of DDP
4.2 Increase programming and promotion to include the wider community and to create a place for vibrant public dialogue.	4.2.1. Increase use of campus assets such as The Center for Performing Arts, the Family Development Center, and the Nathan Manilow Sculpture Park. 4.2.2. Create and expand collaborative relationships among all college's constituent groups. 4.2.3. Increase non-credit programming. 4.2.4. Use technology as a tool in GSU's efforts to create a virtual public square that serves our regional community. 4.2.5. Maintain the high level of safety and security that exists at GSU.		Progress at Family Development Center, working on Sculpture Park, CPA College advisory groups progressing redesigning the website, limited expansion of teleconferencing Hired an Environmental Safety Staff member

Goals	Strategies/Action Plans	Sub-strategies/Action Plans	Accomplishments
4.3 Provide opportunities for student, faculty, and staff engagement with public and private agencies and organizations.	4.3.1. Maintain a diverse set of internship, externship, and practicum opportunities for GSU students at public and private agencies and organizations.		Increased opportunities through CHHS, CBPA
	4.3.2. Provide opportunities for student, faculty, and staff involvement in community service projects.		Forming Civic Engagement Consortium
	4.3.3. Develop events that encourage GSU-community collaboration.		Hosting meetings and national speakers
4.4 Expand the role of GSU in the regional network supporting economic development.	4.4.1. Expand the role of CenterPoint services and the integration of CenterPoint into the College of Business and Public Administration..		added two centers
	4.4.2. Bring together education, business, and government to develop network of support services for business development in the region.		GSU is active in Will County and some Cook County initiatives
	4.4.3. Continue to support the growth and retention of business in the region.		Transportation conferences, international trade, soybean
	4.4.4. Develop business relationships that support students and academic programs and involve students in solving real world problems.		
Goal 5: Social, Ethical, and Environmental Responsibility: Build an institution that is socially, ethically, and environmentally responsible.			
5.1 Increase outreach to the region we serve and increase service to those who are traditionally underserved by higher education.			DDP and Chicagoland Alliance for Degree Completion have opened doors; relationship with minority serving CCs has improved
5.2 Create opportunities to offer institutional expertise to help solve regional problems.			

Goals	Strategies/Action Plans	Sub-strategies/Action Plans	Accomplishments
5.3 Provide regional leadership and serve as a model for sustainable development, minimization of global warming emissions, and maintenance and improvement of environmental quality.			Wind turbine, energy conservation project, environmental grants, parking lots, recycling efforts, solar panels, recognition through awards
5.4 Develop a comprehensive, institutional action plan to achieve climate neutrality and fulfill the American College and University Presidents Climate Commitment.			GSU has signed the American Universities Presidents Sustainability Challenge; plan has been developed but implementation is still a challenge
5.5 Become a model of sustainable construction and development, best land use practices, and best practices for storm water management that is consistent with the Illinois Sustainable University Compact.			LEED on E&F, permeable pavement, pond water managements still an issue
Goal 6: Financial Growth and Sustainability: Diversify GSU's revenue streams to ensure resources that are necessary for institutional growth and fiscal sustainability.			
6.1 Develop and implement effective infrastructure and strategies to advance a relationship-based philanthropy model, resulting in increased donations to the Foundation.			
6.2 Systematically identify objectives and activities for sustainable unit-level advancement activities.			
6.3 Establish, support, and continuously assess the university's infrastructure for increased sponsored research activities among faculty and staff members.			
6.4 Pursue new financial opportunities and sources of revenue through increased contracts, grants, extramural funding, and diversified investment strategies.			
6.5 Maintain and expand governmental relations at both the state and federal levels to enable access to and opportunities for increased funding in support of the university's mission.			

Goals	Strategies/Action Plans	Sub-strategies/Action Plans	Accomplishments
6.6 Optimize future enrollment management strategies and adjustments to student tuition and fees to ensure an appropriate, sustainable balance with GSU's ongoing commitments to accessibility, affordability, and academic quality.			

Strategy 2015

Goal 1

Academic Excellence: Provide distinctive academic programs that effectively prepare students to become leaders and productive citizens in the global community.

1. Increase the number of programs that are nationally recognized for providing a demonstrably excellent education to a diverse population.
   - Promote best practices in multiple modes of course delivery.
   - Incorporate international/global concepts into the appropriate curriculum areas to expand the knowledge, awareness, and experience of our students.
2. Become the nation's model for an effective, integrative approach to undergraduate transfer between institutions of higher education.
   - Create a special GSU Community College team that works collaboratively with community college faculty and advisors to identify and implement best transfer and articulation practices.
   - Strengthen our academic support for students needing assistance to succeed in their courses to improve retention and graduation rates.
   - Increase to 1000 the number of students enrolled under dual-admission agreements with partner community colleges.
   - Create partnerships to increase freshman/sophomore programming on campus with community college delivery.
   - Articulate how we have been successful in increasing diversity and share these best practices with the higher education community.
3. Increase campus full time equivalent (FTE) students from 4,475 (41,794 student credit hours (SCH)) in Fall 2007 to 7,000 (65,376 SCH) by Fall 2014.
   - Develop and implement an enrollment management plan for the entire university.
   - Develop a long term plan to increase the percentage of undergraduates.
   - Develop and implement new support programs that increase student retention while sustaining successful activities and programs already in place.
   - Develop and implement a comprehensive marketing and promotion plan.
   - Promote interdepartmental development and cross-curriculum collaboration to develop, strengthen, and sustain emerging program areas.
   - Develop and implement plans that address the needs of residential students.
4. Enhance and maintain high quality graduate programs while exploring opportunities for new program development.

Addressing Strategic Goals and Strategies: Academic Revitalization,

Terry Allison

In this short presentation, I will discuss several aspects of Academic Revitalization. First and most prominently we will look at how GSU's current range of academic program offerings relates to its mission as a regional, master's comprehensive university. I will focus on opportunities for growth that will meet the university's strategic plan and thus improve GSU's ability to fulfill its mission. Second, and more briefly, I will discuss some of the recent efforts at GSU to improve existing academic programs through program review, accreditation processes, the Higher Learning Commission's Assessment Academy, and through faculty development.

This paper presents my initial impressions as the new Chief Academic Officer for the campus. While informed by the data attached or presented at the retreat, this is only the beginning of GSU's examination of academic growth and revitalization. At the same time, Academic Affairs is already putting into place a more extensive collection of data and will consult widely with faculty and other stakeholders before finalizing a plan and implementation strategy. In presenting this paper to the Trustees, I would like to solicit your insight and perspectives about academic revitalization. Through the reports of its Academic Affairs Committee, the Board will have future opportunities to provide advice as we implement academic planning in concert with GSU's strategic plan.

Program Building

Governors State University has begun to take steps towards building enrollment including the crucial step of dual admissions with community college partners to create an expectation of transfer and timely completion of a bachelor's degree. However, some additional steps are needed. Notably, when we admit students as community college freshmen, they have only a limited number of majors they can choose at GSU and if students don't see the major they would like to select, they may not choose the dual admissions route. It is essential for GSU to develop an academic master plan that lays out clearly what new academic programs we need to develop at the undergraduate and graduate level. While our strategic plan aims at 2015, I recommend that we develop an academic master plan with a 10 year time frame as we should stage the adding of new programs carefully to ensure that we have adequate sources to grow programs while ensuring that potential students know about these programs in advance and are able to apply and enroll in a program of choice.

Q: Our catalogue represents a current inventory of our academic programs, but how do we decide what programs should be on the academic master plan and then which programs would have priority?

Of course we can look at the inventory of our current set of majors and programs and compare them to larger universities in Illinois to see what programs we might add. We certainly can look at future job data to determine what employment prospects exist in the region and focus on

majors that meet the demand of that job growth. Or, we could select a set of larger universities that we would like to grow to be more alike in some ways.

Q: Before taking those actions, I would suggest that we step back and ask: "Who is Governors State University? What is its current academic profile, its mix of programs and students? Do we have the mix of students and programs we want to match our mission?"

The Carnegie Foundation for the Advancement of Teaching provides one set of tools (among others) that will help us to contextualize GSU's mix of student enrollment and academic programs.

About The Carnegie Classifications (http://classifications.carnegiefoundation.org/)

> "In 1970, the Carnegie Commission on Higher Education developed a classification of colleges and universities to support its program of research and policy analysis. Derived from empirical data on colleges and universities, the Carnegie Classification was published for use by other researchers in 1973, and subsequently updated in 1976, 1987, 1994, 2000, and 2005. For over three decades, the Carnegie Classification has been the leading framework for describing institutional diversity in U.S. higher education. It has been widely used in the study of higher education, both as a way to represent and control for institutional differences, and also in the design of research studies to ensure adequate representation of sampled institutions, students, or faculty.

> With the 2005 revision, the single classification system was replaced by a set of multiple, parallel classifications. The new classifications provide different lenses through which to view U.S. colleges and universities, offering researchers greater flexibility in meeting their analytic needs. They are organized around three fundamental questions: what is taught (Undergraduate and Graduate Instructional Program classifications), who are the students (Enrollment Profile and Undergraduate Profile), and what is the setting (Size & Setting). The original Carnegie Classification framework—now called the Basic classification—has also been substantially revised."

While the Carnegie Foundation states that there are "three fundamental questions" they actually use six classifications to sort colleges and universities into categories based on an institution's characteristics as reported to state and federal bodies that monitor higher education.

During the Board retreat, we will review a chart of the Carnegie classification system which shows the characteristics of Governors State, other institutions in the region that have the same characteristics, and other institutions that may be similar as GSU grows to meet its strategic plan. We will consider the following information that appears on the classification tables of the Carnegie Foundation:

- Governors State University is the only institution in the United States, public or private, that has its combination of six classifications. Essentially, we have no exact peer group. In other words, considering all six factors, we don't look the same as any other institution.

- GSU is a public university with a relatively high degree of part-time students.
- GSU has an unusual balance of professional degrees vs. arts & sciences degree for a master's comprehensive university. In some ways we look like large research universities; in others we look like a private, for-profit institution.
- GSU has an unusual percentage of graduate students for a university of its size.
- GSU is a smaller Master's comprehensive university.
- What makes GSU unique is the combination of these factors.

Q: We have to ask ourselves whether these categories fit our mission, vision, and strategic plan. Is this uniqueness what we want?

GSU's uniqueness lends some strength to the university. For example, according to Chart A (attached), relative to some larger master's comprehensives at the next level of growth beyond GSU's current size, our university delivers a great number of Master's degrees in Education and Health Professions, providing a great service to our region. However, concentration of Master's degrees in relatively few areas also can leave the university vulnerable, especially in Education when state and district budget cuts may cause abrupt shifts in the marketplace for degrees. (All longer-term data suggest that Health Professions will continue to be a high demand area, so GSU's current strength at the graduate level is promising for the future.)

On the other hand, GSU's unique composition of programs and students allows us to fulfill only part of our mission of service to the large region that we serve. In order to fulfill our mission as a public, regional, comprehensive Master's university, we will have to change strategically the current mix of majors, increase the overall size of the undergraduate population, and increase the percentage of full-time undergraduate students. In specific:

- GSU should increase substantially the number of majors in the arts & sciences over the next 10 years. A typical regional, Master's comprehensive university has at least 60% of its undergraduate majors in Arts & Sciences; many have over 80% or even 90%. This is because most students want these majors. GSU is not currently meeting regional demand for undergraduate programs. Some students finish community college in our region then have no public university nearby with the major they want. Others may look at our programs, not finding an accessible four-year degree program of their choice and simply not begin their higher education. (See Chart B, attached, for regional community college certificates and Associate's degrees by subject.)
- GSU should increase dramatically its percentage of undergraduate students enrolled on a full-time basis and thus change its classification as "Higher part-time four-year" to "Medium full-time, inclusive." (Please note: explanations of these categories will be included at the retreat presentation.) We will do this in part by more dual admissions with community college partners, which will bring more traditional-age college students to campus. We will need to schedule courses to meet the needs of full-time as well as part-time students. While increasing the number of full-time students, we still need to serve the part-time students we have been serving.
- Taking the first two actions should enable GSU to reach the strategic goal of overall enrollment growth, thus improving our ability to meet regional demand for four-year degrees.

Q: How do we know we are lacking in arts & sciences majors?

Since GSU has no exact peer group, it is difficult to choose comparison institutions. In looking at the Carnegie Foundation data (which, unfortunately, is a bit out of date), we can identify institutions of the approximate mix of programs, the mix of full and part time undergraduates, and the overall size we wish to attain during this next phase of growth. Then, we can examine the majors that these universities have that GSU does not. (Chart A is one such example.) This is not to suggest that GSU should look exactly like all other public, regional, comprehensive masters universities; they don't all look like each other. In fact, looking forward, GSU still will be unusual among its peer institutions in the percentage of students in professional majors and in the percentage of graduate students compared to undergraduates. At the same time, potential students in the region will have many more choices of areas of study than they do presently. Community colleges students in a much wider area of intended study will be able to sign up for our dual admissions program whereas now they are confined to our limited number of majors.

Here are some brief examples of GSU's majors in Arts & Sciences compared to some other institutions slightly larger than GSU. GSU currently has 10 majors in Arts & Sciences. Cal State San Marcos (only 20 years old) has about 30% more students (according to the outdated Carnegie data) and 25 majors in Arts & Sciences. SUNY-Cortland (considerably older, becoming a 4-year college in 1941) is almost the same size as San Marcos (both about 7350 students in the Carnegie data) and has 26 majors in Arts & Sciences not counting all the options within the majors. GSU certainly can grow and will grow many of its current majors but to attract students and meet the needs of the region, the university must provide programs that other Master's comprehensive universities provide.

Q: If GSU is unique, are such comparisons to other institutions valid?

First, I would note that not all of GSU's uniqueness is desirable, at least if we are to fulfill the mission, vision, and strategic plan of the university. It should be noted as well that GSU previously identified a peer group of 27 institutions and then more recently, the Illinois Board of Higher Education negotiated with the university a definition of a peer group of 8 campuses. Working independently with Carnegie data, I selected some of the very same campuses in these two peers groups to compare our academic programs to theirs. Thus, while these other universities don't have exactly the same future profile that GSU will have, it is not far-fetched to consider what majors these other campuses have that we do not while planning future growth.

Q: Now that we've understood where GSU currently sits and how we might grow academic programs, what would be the next steps?

Of course we would like to have Board of Trustees input about our future direction. My intention then is to work with faculty and the Deans to:

- analyze patterns of majors from campuses more like the campus GSU would like to become;
- consider data of regional growth and regional need (see Chart C);

- assess our ability to win approval from the Illinois Board of Higher Education to support major new undergraduate program growth;
- prioritize majors and some limited graduate programs that we should add over the next 10 years;
- develop a budget plan that invests in faculty, facilities, and other growth to fulfill our academic master plan and thus our regional mission.

This plan certainly will have to consider the current fiscal crisis in the state as well as the sometimes political realities of gaining approval to offer more majors. However, given the degree completion data in our region, GSU has a good argument that it needs to provide more choices through new undergraduate majors as well as some limited growth in graduate programs.

Q: What about economies of scale? Wouldn't it be better simply to grow current majors?

As stated above, we have some opportunity to grow many of our majors and should continue to do that. At the same time, GSU can't fully serve this region until the university offers a wider range of programs of study in the Arts & Sciences and selectively in other areas.

Q: What about jobs?

Many students with degrees in Arts & Sciences secure work directly after graduation, although in today's job market we might be tempted to forget that this has been the case for decades despite some major recessions. Not all people in sales, banking, or insurance graduated with a degree in Business Administration; many graduate in sociology, history, or Spanish. One of my favorite examples is the law. The two most popular majors of incoming law school students are English and Philosophy, not Criminology (a very popular major nonetheless) or Business (although popular for some kinds of corporate law). At Cal State San Marcos fully 1/3 of graduating seniors in Women's Studies one year (2006) entered law school motivated in part by the program's focus on social justice. In fact, in many professional fields it is common to major in Arts & Sciences before a graduate degree in another field.

Also, when I say "Arts & Sciences" I am not suggesting purely theoretical fields that have no practical application. First, I would urge faculty to consider such majors as Biotechnology. Second, I would note that in many social science fields (e.g., Sociology or Ethnic Studies) commonly used current tools such as Geographical Information Systems (GIS) have direct applicability to work from public administration to marketing. We should consider majors that may not appear to provide direct work skills since all undergraduate degree recipients should have developed the critical thinking and communication skills that employers state that they prize above specific and quickly shifting technical skills. Remember those philosophy students? They not only enter law programs, they also are sought by software and web developers and become counselors, ministers, teachers, or businesspeople.

In addition, while Chart A demonstrates that there is an unusual lack of Arts and Sciences programs and Chart B shows large numbers of community college students earning Associate's degree in Arts & Sciences, the Academic Master Plan will consider new program growth beyond Arts & Sciences where appropriate.

Q: What would be the elements of an Academic Master Plan?

An Academic Master Plan can be a relatively simple document which lists all existing degree programs and projects implementation dates for future programs based on institutional priorities and ability to plan and implement a new degree program. It would include all new degree programs at the undergraduate and graduate level but would not need to include all options or concentrations, which generally don't require significant resources or external approval.

Q: In short, what will happen next?

In sum, when I compare GSU's current mix of programs and student population to its mission, vision, and goals as a public, regional, masters comprehensive university, I see a major opportunity to achieve its goals by increasing programs in Arts & Sciences thereby attracting many more full-time students and increasing overall university degree completion in our region. While other new programs at the undergraduate and graduate level will be considered, undergraduate programs in Arts & Sciences clearly are lacking and we must address this lack through a new 10-year academic master plan. We will continue to gather and analyze data about regional needs, consult with faculty and stakeholders, and publish a 10-year Academic Master Plan. We will review the plan annually and modify it as necessary to reflect changing conditions.

Addressing Existing Program Quality

More briefly, it is worth noting that GSU is regularly engaged in program revitalization through its program review process more regularly than required by the Illinois Board of Higher Education for programs that are not externally accredited. The university also seeks external accreditation wherever possible and follows the recommendations of external reviewers. For example, Art recently had a program review and now is beginning to explore accreditation through the National Association of Schools of Art and Design.

Reading through recent program reviews, it is evident that faculty have continued to revise curricula, eliminating out-of-date courses, substituting new courses, and reconfiguring requirements to ensure that degree programs reflect current needs. Program reviews are identifying critical gaps in personnel and providing priorities to address hiring needs. A Faculty Senate committee (Academic Program Review Committee) places programs on a watch list based on their review primarily related to enrollment and production of graduates. The Provost's Office reviews these recommendations and may report programs as "Satisfactory," "Marginal," or "Unsatisfactory" to the Illinois Board of Higher Education. This analysis is based on feedback from external and internal constituents and is intended to be formative as well as evaluative. In other words, a "marginal" program may be considered for increased resources if those resources would help it to become satisfactory. It is also possible that "marginal" programs will be considered for discontinuation if demand for the program has changed or if there are significant issues other than limited resources causing the rating of "marginal."

In addition, GSU has been accepted to the Assessment Academy of the Higher Learning Commission and plans to engage in a more concentrated effort to develop, assess, and improve

student learning outcomes. In addition to the Assessment Academy, we are developing a proposal for a US Department of Education Title IIIA (Strengthening Institutions Program) grant. This program is available to relatively low cost institutions of higher education that have a high percentage of students eligible for federal financial aid. Many public universities and nearly all community colleges are eligible to apply, but only 47 grant proposals will be funded in this cycle. Our proposal will be to begin to assess student writing in introductory courses to the major and also in a capstone course in the major. When majors don't have a standard introductory course or a capstone, other courses commonly taken at the beginning and at the end of majors will be identified for assessment of improvement of writing as students graduate. There will be a faculty development component of the grant proposal to assist faculty in building skills in effective evaluation and development of student writing in the major. We also will collaborate with the South Metropolitan Higher Education Consortium's Writing Council in developing shared rubrics for writing assessment and in developing shared norms for evaluation of student writing. This grant proposal is the first effort to address HLC's recommendation that GSU systematically evaluate general education outcomes. In the future, we may work on a cooperative Title IIIA grant proposal with community college partners to develop a shared effort to design and pilot sustainable systems to assess and improve student writing while building skills in tutoring and mentoring that could extend to the wider communities we serve. We also need to develop other means to assess general education outcomes for GSU undergraduates when they transfer in most of their general education courses.

Recently the Faculty Development Steering Committee of the Faculty Senate delivered a preliminary report about faculty interest in remaining current about topics as diverse as technology integration, portfolio development and assessment, and building skills among underprepared students. They began their preliminary report with the words, "You may have recently heard or seen the words, "Faculty Development" appearing more and more on campus. It's not a rumor, it's a movement." Indeed, there is much interest among faculty in providing coordination, clearer leadership, and designated resources for faculty development. Academic Affairs will be working closely with the Faculty Senate over the next year to develop a more coordinated and systematic approach to develop and sustain faculty excellence in teaching, research, creativity, community partnerships, and leadership.

While these efforts are in place, there certainly could be more improvement in program review processes as well as planning to update curriculum and attract students. There are some courses that are given online but GSU needs a systematic review of online and hybrid offerings to ensure that the current programs are of high quality and that we have a strategy to reach a greater number of potential students through development of new high-quality offerings. We need to examine our use of the television station we share with South Suburban Community College to maximize our ability to reach students and fulfill our regional mission. Interrelated with broadcasting and online programs, we need to assess our non-credit programs to understand new opportunities to reach those with professional or personal desire to build skills and pursue interests. Just coming in as a new Provost, I only can point out the need to conduct such analysis and assure the Board of Trustees that I will work with the faculty and Deans to prioritize development and implementation of plans to address academic quality. When this analysis is completed, it will lead to strategies and plans of action that support the university's strategic plan, vision, and mission.
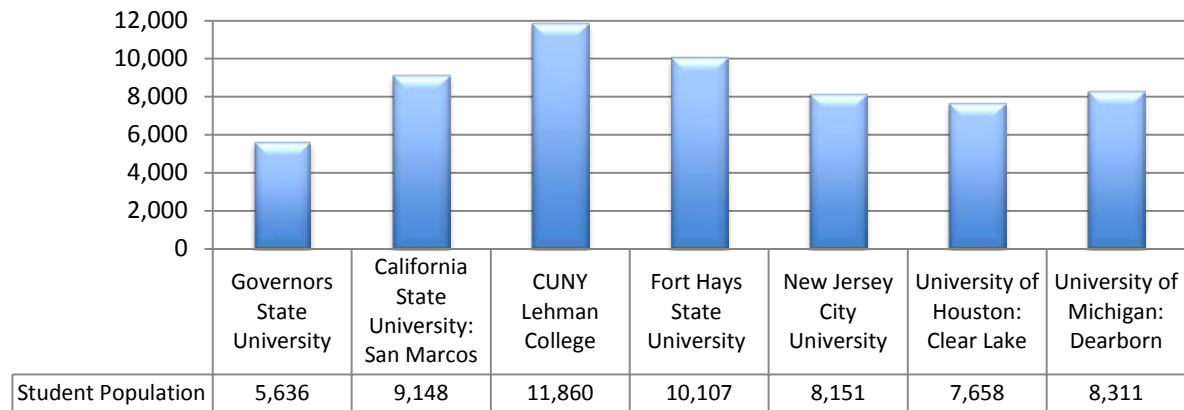
GSU now vs. institutions that have some of our future characteristics

Data by Linda Buyer,
Institutional Research, GSU
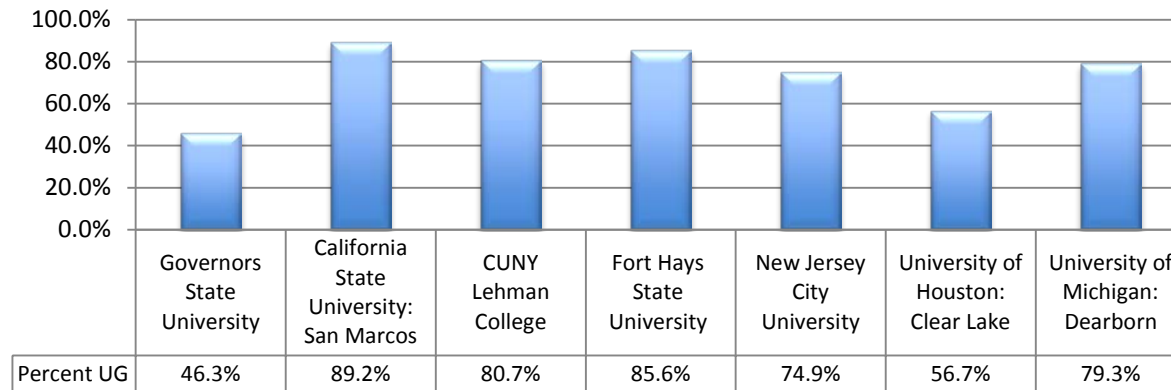
Comparative enrollment
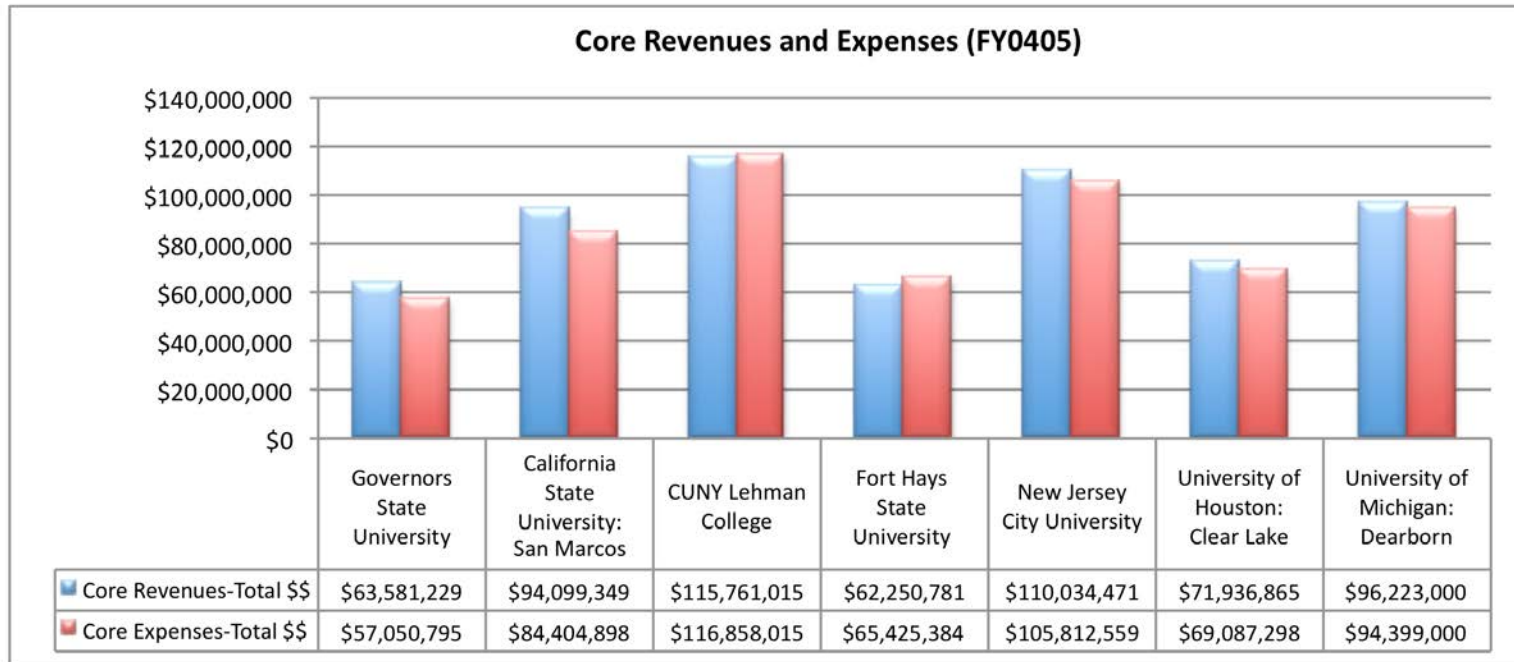
Enrollment in Fall 2008

	Governors State University	California State University: San Marcos	CUNY Lehman College	Fort Hays State University	New Jersey City University	University of Houston: Clear Lake	University of Michigan: Dearborn
Student Population	5,636	9,148	11,860	10,107	8,151	7,658	8,311

Comparative UG/Grad
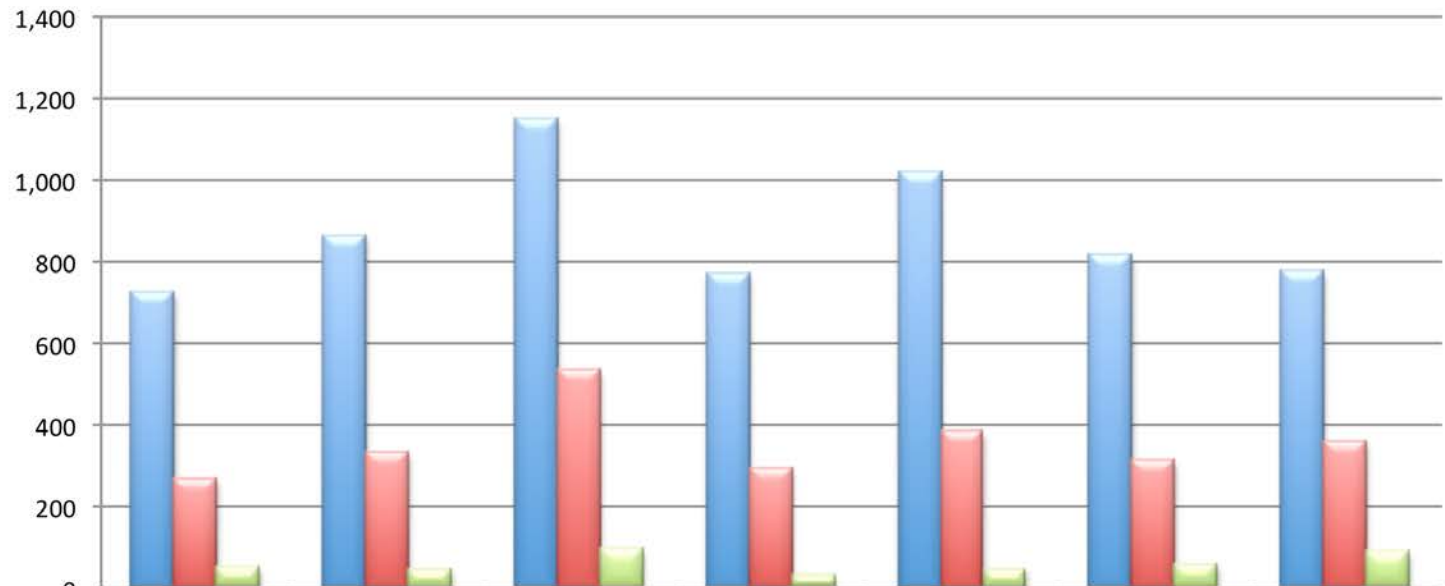
Percent Undergraduates in Fall 2008

	Governors State University	California State University: San Marcos	CUNY Lehman College	Fort Hays State University	New Jersey City University	University of Houston: Clear Lake	University of Michigan: Dearborn
Percent UG	46.3%	89.2%	80.7%	85.6%	74.9%	56.7%	79.3%

Comparing revenues and expenses

Core Revenues and Expenses (FY0405)

	Governors State University	California State University: San Marcos	CUNY Lehman College	Fort Hays State University	New Jersey City University	University of Houston: Clear Lake	University of Michigan: Dearborn
■ Core Revenues-Total $$	$63,581,229	$94,099,349	$115,761,015	$62,250,781	$110,034,471	$71,936,865	$96,223,000
■ Core Expenses-Total $$	$57,050,795	$84,404,898	$116,858,015	$65,425,384	$105,812,559	$69,087,298	$94,399,000

Comparative Tuition Data

Core Revenues: Tuition & Fees and State Appropriation as Percentages of Core Revenue (FY0405)

	Governors State University	California State University: San Marcos	CUNY Lehman College	Fort Hays State University	New Jersey City University	University of Houston: Clear Lake	University of Michigan: Dearborn
Tuition & Fees Percentage	25%	21%	22%	32%	33%	39%	47%
State Appropriation Percentage	38%	57%	38%	51%	43%	43%	26%

Comparative Student Costs

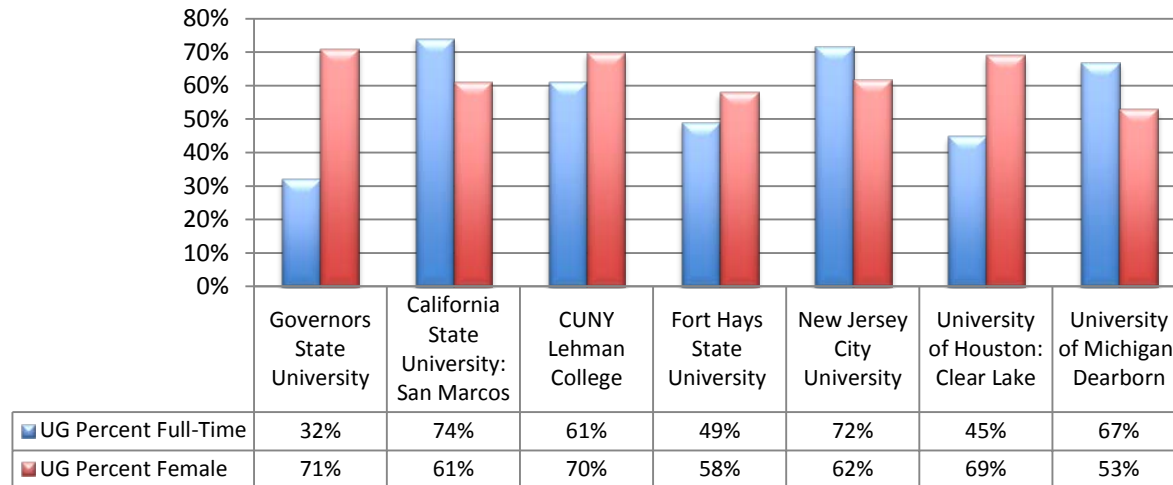## Core Expenses per Full-time Equivalent (FTE) Student (FY0405)

	Governors State University	California State University: San Marcos	CUNY Lehman College	Fort Hays State University	New Jersey City University	University of Houston: Clear Lake	University of Michigan: Dearborn
Instruction Expenses/FTE	$6,201	$4,541	$7,260	$4,387	$6,040	$5,123	$6,299
Student Services Expenses/FTE	$838	$1,238	$1,123	$784	$1,717	$450	$1,047
Academic Support Expenses/FTE	$451	$2,065	$976	$1,397	$1,460	$1,602	$1,674
Research Expenses/FTE	$294	$87	$581	$51	$1	$230	$303

Comparative employment

Number of Full-time Equivalent (FTE) Employees (Fall 2008)

	Governors State University	California State University: San Marcos	CUNY Lehman College	Fort Hays State University	New Jersey City University	University of Houston: Clear Lake	University of Michigan: Dearborn
All Employees FTE	725	863	1,150	767	1,019	816	775
Faculty FTE	267	329	532	292	382	312	358
Executive/Admin./Managerial FTE	50	46	96	28	46	58	86

Comparative Faculty Salaries

Average Faculty Salaries by Rank* (Fall 2008)
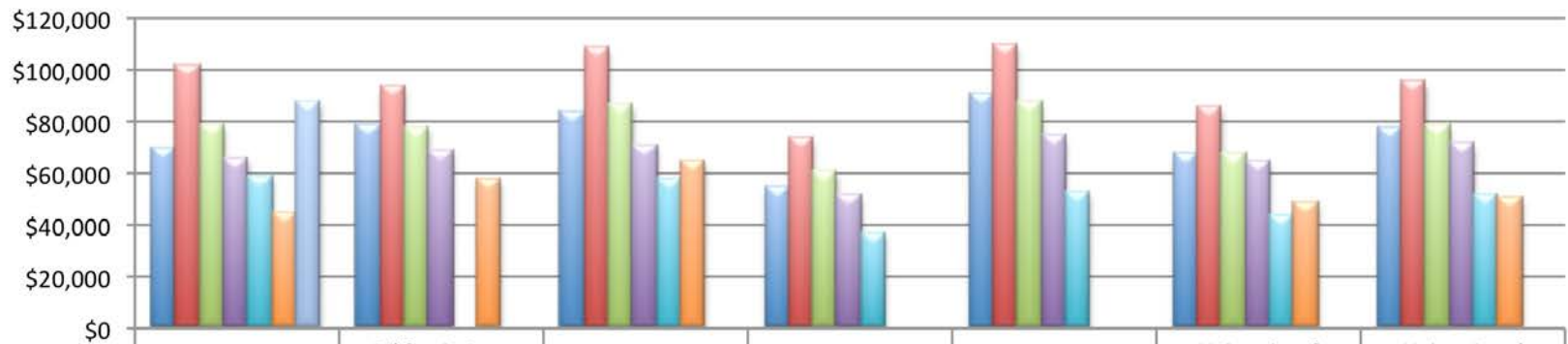
	Governors State University	California State University: San Marcos	CUNY Lehman College	Fort Hays State University	New Jersey City University	University of Houston: Clear Lake	University of Michigan: Dearborn
All Ranks	$69,703	$78,032	$82,947	$53,945	$90,615	$67,153	$77,142
Professors	$101,756	$93,768	$108,273	$73,020	$109,618	$85,185	$95,034
Assoc. Professors	$78,406	$77,831	$86,393	$60,411	$87,322	$66,952	$78,246
Assistant Professors	$65,713	$68,395	$70,619	$51,034	$74,042	$64,754	$71,077
Instructors	$58,580	$0	$57,586	$36,781	$52,533	$43,073	$51,500
Lecturers	$44,630	$57,254	$64,528	$0	$0	$48,499	$50,061
No Academic rank	$87,513	$0	$0	$0	$0	$0	$0

* All "$0" in table are related to ranks that the institution did not report, e.g., CSU: San Marcos did not report either instructor or no academic rank salaries

Some comparative demographics

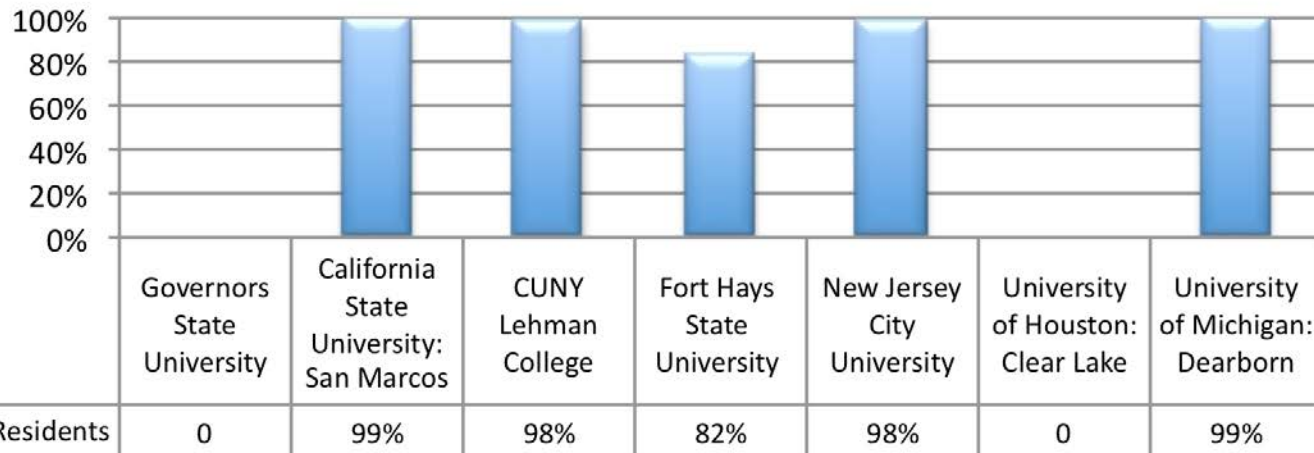**Demographics: Undergraduate Percents Female and Full-time**

	Governors State University	California State University: San Marcos	CUNY Lehman College	Fort Hays State University	New Jersey City University	University of Houston: Clear Lake	University of Michigan: Dearborn
■ UG Percent Full-Time	32%	74%	61%	49%	72%	45%	67%
■ UG Percent Female	71%	61%	70%	58%	62%	69%	53%

Comparative Student Ethnicity

Demographics: Undergraduate Ethnicity

	Governors State University	California State University: San Marcos	CUNY Lehman College	Fort Hays State University	New Jersey City University	University of Houston: Clear Lake	University of Michigan: Dearborn
White	47%	49%	10%	59%	26%	59%	64%
African American	35%	3%	30%	2%	19%	9%	11%
Hispanic	7%	25%	51%	3%	35%	23%	3%
Other	11%	23%	9%	36%	20%	9%	22%
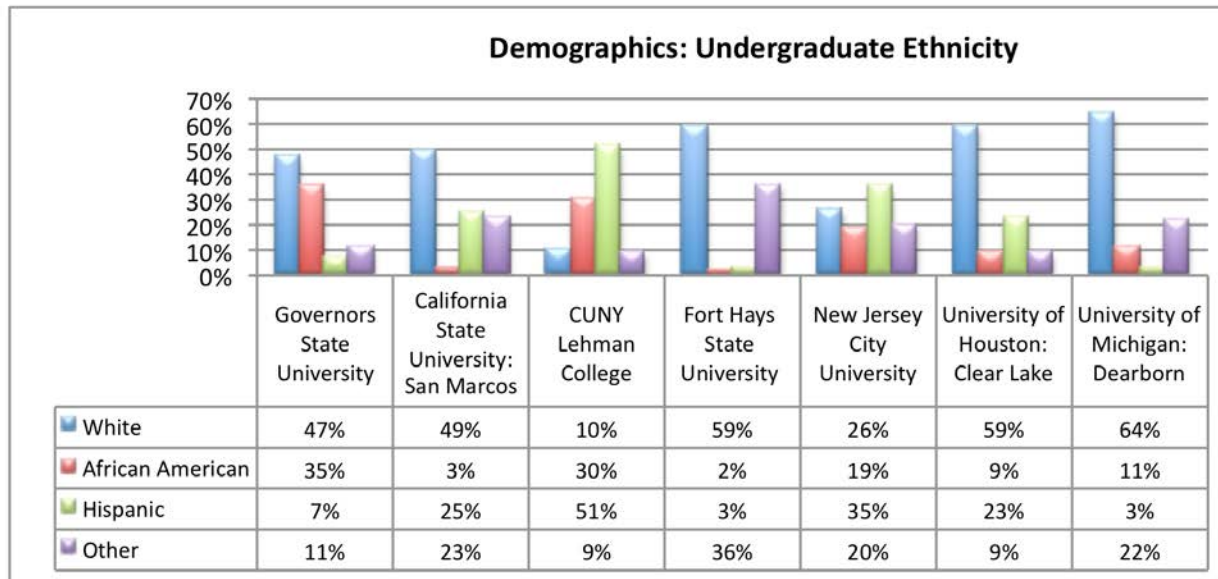
Comparing younger student populations

Demographics: Percent Undergraduates 24 or Younger

	Governors State University	California State University: San Marcos	CUNY Lehman College	Fort Hays State University	New Jersey City University	University of Houston: Clear Lake	University of Michigan: Dearborn
24 or under	21%	73%	58%	76%	61%	36%	73%
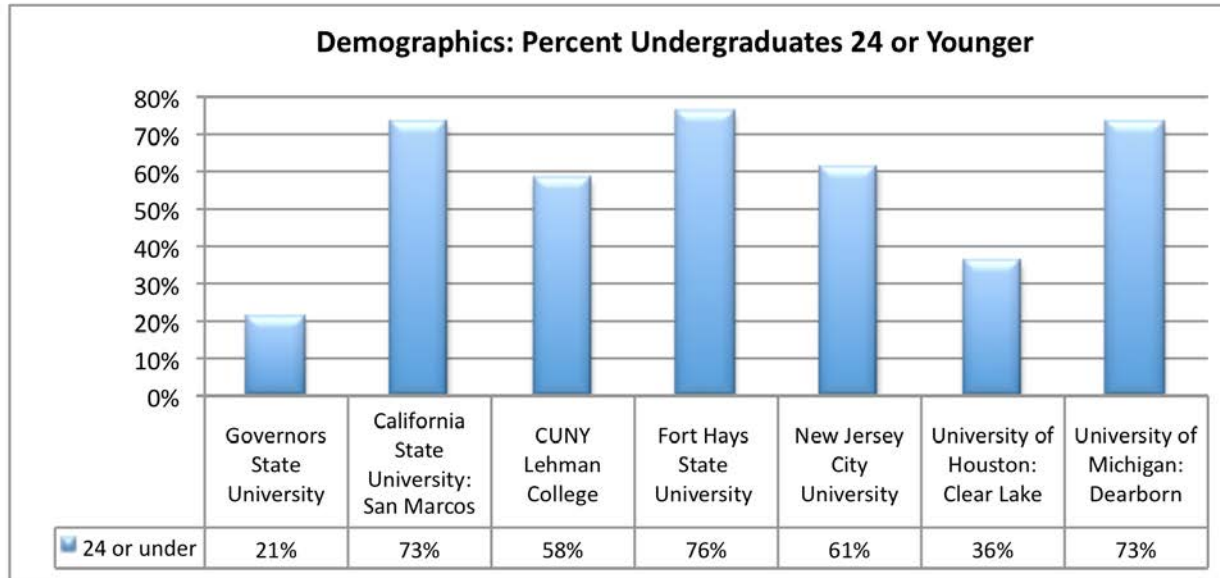
Comparing state residency

Demographics: First-time, Full-time Undergraduates* who are In-State Residents

	Governors State University	California State University: San Marcos	CUNY Lehman College	Fort Hays State University	New Jersey City University	University of Houston: Clear Lake	University of Michigan: Dearborn
In-state Residents	0	99%	98%	82%	98%	0	99%

* GSU and Clear Lake have no First-time Full-time Freshman, 98% of GSU's undergraduates are in-state residents

Comparing standardized entrance test scores: SAT

Demographics: SAT Critical Reading and Math Scores* for the Middle 50% of Students

■ Crit Reading-25%ile   ■ Crit Reading-75%ile   ■ Math-25%ile   ■ Math-75%ile
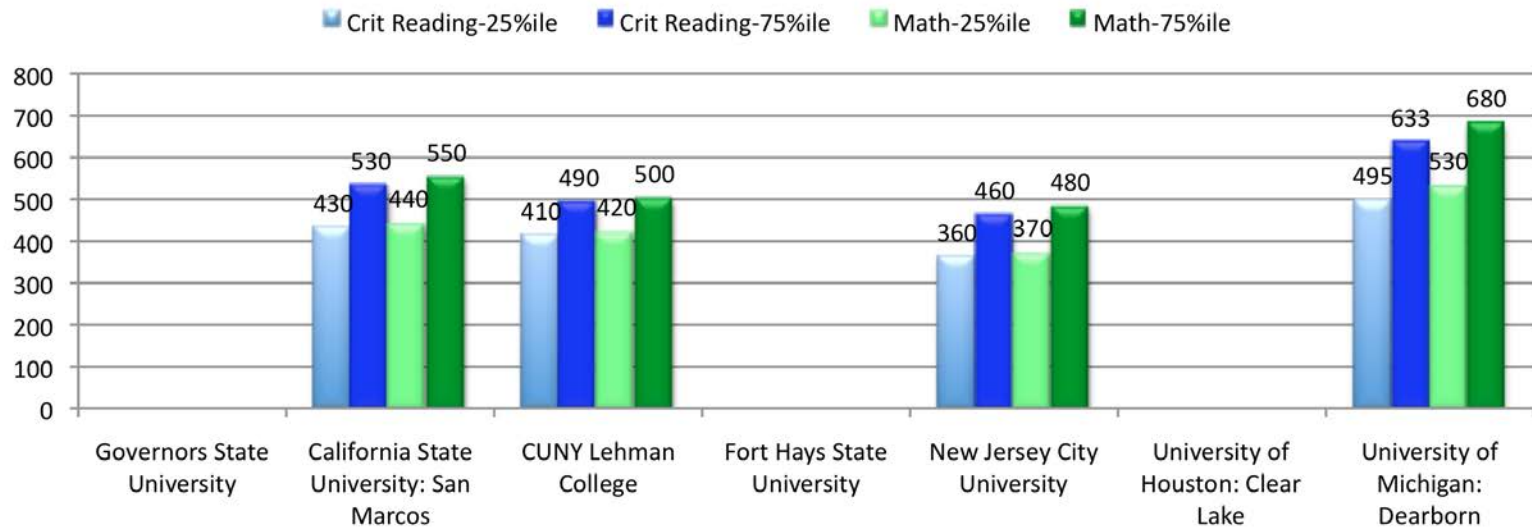
* GSU, Fort Hays and Clear Lake do not require/report SAT scores

Comparing standardized test scores: ACT

Demographics: ACT Composite, Math and English Scores* for the Middle 50% of Students

Legend: Composite-25%ile, Composite-75%ile, English-25%ile, English-75%ile, Math-25%ile, Math-75%ile
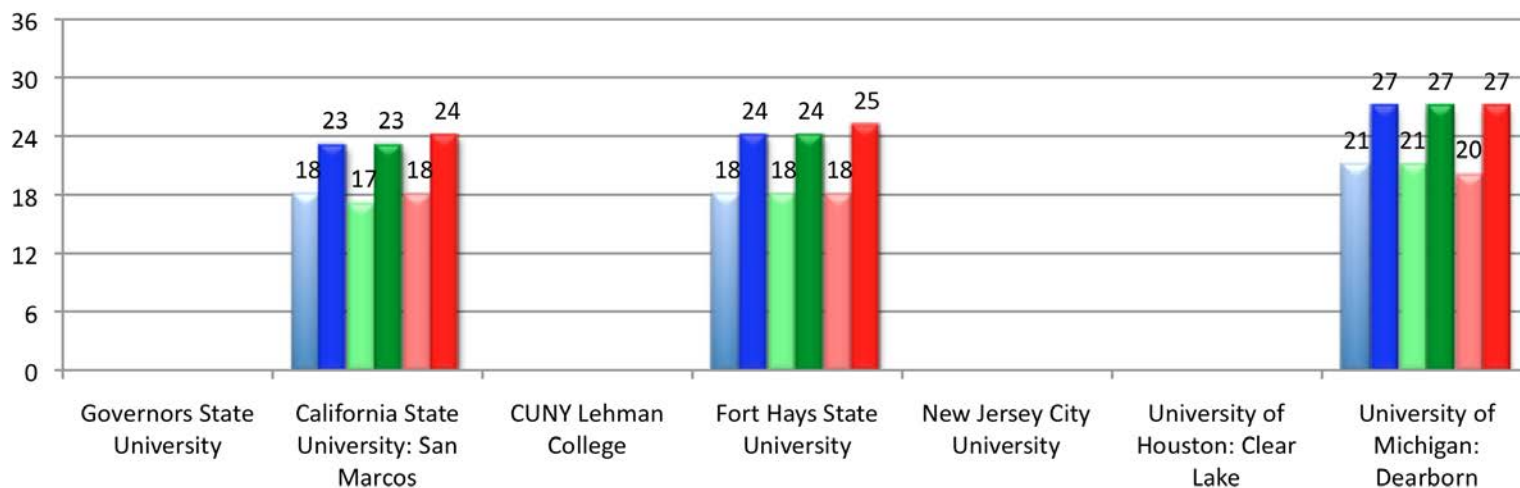
* GSU, Lehman, NJ City, and Clear Lake do not require/report ACT scores

Comparing Pell Grant recipients

Demographics: Number of Undergraduates Receiving Pell Grants

University	Number
Governors State University	1,018
California State University: San Marcos	1,998
CUNY Lehman College	4,498
Fort Hays State University	1,808
New Jersey City University*	(not reported)
University of Houston: Clear Lake	1,289
University of Michigan: Dearborn	2,006

* NJ City did not report Pell Grant Numbers

Student federal loans and default rate

Federal Student Loans: Default Rate and Number and Repayment Number

	Governors State University	California State University: San Marcos	CUNY Lehman College	Fort Hays State University	New Jersey City University	University of Houston: Clear Lake	University of Michigan: Dearborn
Federal Loans N in Repayment	910	1,302	1,034	1,588	1,393	1,408	1,347
Federal Loans N In Default	23	24	32	75	88	70	42
Federal Loans Default Rate	2.5%	1.8%	3.0%	4.7%	6.3%	4.9%	3.1%

Comparing enrollment rates

Full-time, First-time Freshman Applications, Admittances and Enrollments

	Governors State University	California State University: San Marcos	CUNY Lehman College	Fort Hays State University	New Jersey City University	University of Houston: Clear Lake	University of Michigan: Dearborn
Applications	1,377	9,663	12,971	2,327	4,339	0	3,700
Admittances	1,239	7,054	4,151	2,141	1,519	0	2,479
Enrollments	830	1,552	996	856	790	0	917

* Clear Lake and GSU do not admit Freshman, GSU's data above is based on all undergraduate applications

Retention Rates

Retention of First-time Freshman to their Sophmore Year*

	Governors State University	California State University: San Marcos	CUNY Lehman College	Fort Hays State University	New Jersey City University	University of Houston: Clear Lake	University of Michigan: Dearborn
Fulltime	0	73%	72%	74%	68%	0	81%
Parttime	0	58%	67%	49%	61%	0	56%
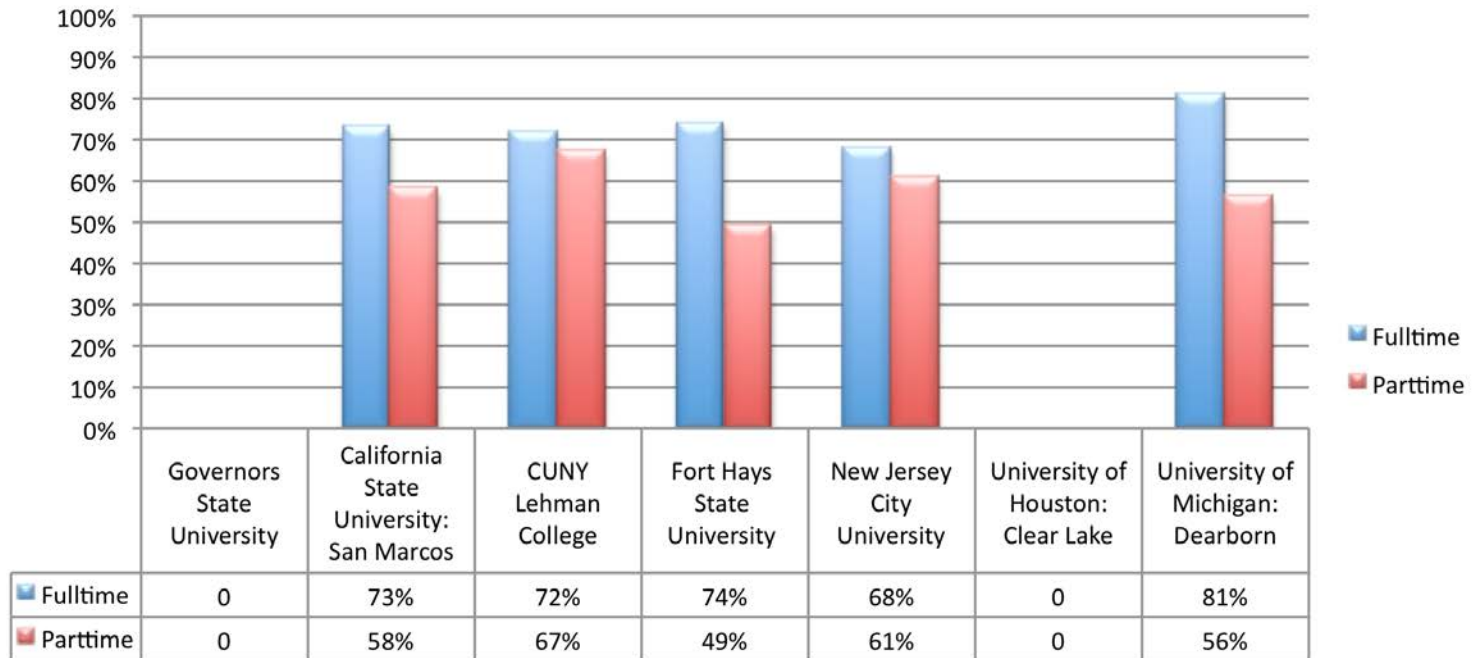
* Clear Lake and GSU do not admit Freshman

Graduation & Transfer Rates

6-yr Graduation and Transfer Out Rates for Full-time, First-time Freshman*

	Governors State University	California State University: San Marcos	CUNY Lehman College	Fort Hays State University	New Jersey City University	University of Houston: Clear Lake	University of Michigan: Dearborn
Overall	0	45%	34%	47%	34%	0	53%
Transfer Out	0	43%	31%	0%	21%	0	0%
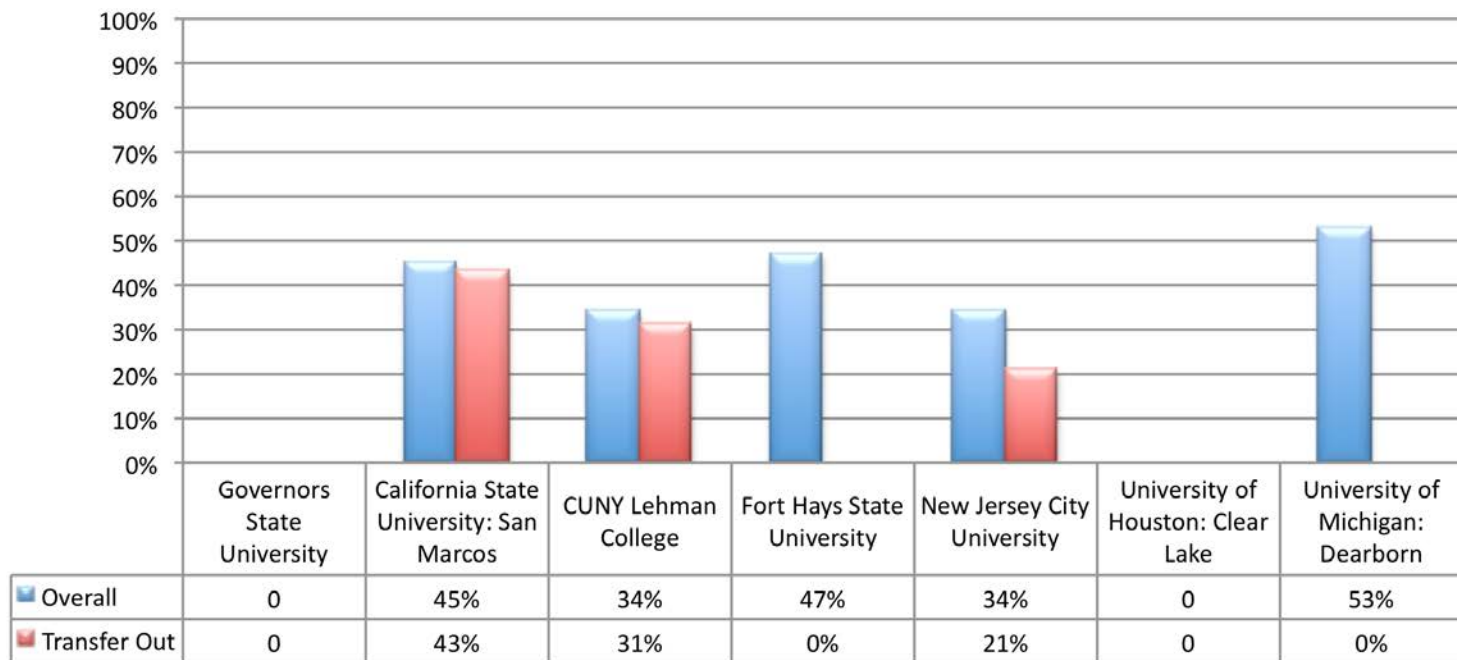
* GSU and Clear Lake do not admit freshmen, Fort Hays and Dearborn do not report Transfer Out rates

Chart B1: Degree Completions by Discipline

	Governors State University		California State University: San Marcos		CUNY Lehman College		Fort Hays State University		New Jersey City University		University of Houston: Clear Lake		University of Michigan: Dearborn	
	UG	GRAD	UG	GRAD	UG	GRAD	UG	GRAD	UG	GRAD	UG	GRAD	UG	GRAD
Biological Sciences	17	0	37	8	21	2	20	9	26	0	65	21	70	0
Business	159	72	323	0	325	9	141	23	232	14	348	252	260	176
Communication	19	44	133	0	44	0	26	35	32	0	38	0	57	0
Computer Science	14	106	26	3	58	12	34	0	15	0	27	64	34	39
Education	80	425	0	66	64	445	166	145	42	365	0	381	84	187
English	26	13	74	15	36	2	12	5	71	0	41	30	33	0
Family and Consumer Science	0	0	104	0	0	13	0	0	0	0	0	0	0	0
Foreign Languages	0	0	25	5	8	3	7	0	23	0	0	0	7	0
Health Professions	67	152	78	0	331	108	174	22	103	22	38	68	5	0
History	0	0	62	0	22	4	11	7	57	0	58	7	21	0
Liberal Arts	200	0	167	0	5	0	1,086	73	0	0	35	34	68	8
Mathematics	4	0	10	1	10	4	11	0	29	0	16	12	21	1
Parks, Recreation, etc	0	0	40	0	12	0	0	0	0	0	42	11	0	0
Physical Sciences	9	21	11	0	11	0	15	2	20	0	5	11	10	0
Psychology	72	49	93	3	99	0	38	9	95	12	95	64	124	10
Public Admin. & Social Services	22	94	0	0	115	50	11	0	0	0	24	0	0	43
Security & Protective Services	68	0	0	0	0	0	53	0	123	13	0	0	35	0
Social Sciences	6	14	246	14	229	0	52	0	91	0	56	45	75	0
Visual & Performing Arts	4	10	36	0	41	10	48	3	39	7	19	0	6	0
All Degree Completers (All Disciplines, incl. those not listed above)	767	1,001	1,473	112	1,458	662	1,957	333	1,002	433	1,217	1,153	1,139	639

Chart B2:
Degree Completions within Social Sciences

	Governors State University		California State University: San Marcos		CUNY Lehman College		Fort Hays State University		New Jersey City University		University of Houston: Clear Lake		University of Michigan: Dearborn	
	UG	GRAD	UG	GRAD	UG	GRAD	UG	GRAD	UG	GRAD	UG	GRAD	UG	GRAD
Social Sciences: Anthropology	0	0	8	0	41	0	0	0	0	0	5	0	11	0
Social Sciences: Criminology	0	0	59	0	0	0	0	0	0	0	23	43	0	0
Social Sciences: Economics	0	0	25	0	39	0	0	0	4	0	0	0	14	0
Social Science: Political Science	0	14	33	0	15	0	8	0	14	0	2	0	34	0
Social Sciences: Social Science	6	0	30	0	0	0	0	0	0	0	0	0	7	0
Social Sciences: Sociology	0	0	91	14	134	0	36	0	73	0	20	2	8	0
Social Sciences Degree Completers (including sub-disciplines not listed above)	6	14	246	14	229	0	52	0	91	0	56	45	75	0
All Degree Completers (All Disciplines)	767	1,001	1,473	112	1,458	662	1,957	333	1,002	433	1,217	1,153	1,139	639
Percent Social Science Degree Completers of All Degree Completers	0.7%	1.4%	16.6%	12.5%	15.7%	0.0%	2.7%	0.0%	9.1%	0.0%	4.6%	3.9%	6.6%	0.0%

	Governors State University	Bloomsbury (PA)	College of Chaleston	Millersville (PA)	University of Maryland, Baltimore County	University of North Carolina, Wilmington	University of Vermont	University of Wisconsin, Eau Claire	University of Wisconsin, La Crosse	West Chester University of Pennsylvania
Accountancy/Accounting	BS,MS	BA,BA,M Acc	BA,MS			BS,MS	BS	B	B	BS
Actuarial Science								B		
Addiction Studies	MHS									
Africana Studies					BA					
American Sign Language/English Interpreting		BS								
American Indian Studies								B		
Allied Health Technology				BS						
American Studies					BA					BA
Analytical Chemistry	MS									
Animal Sciences							BS,MS			
Animal, Nutrition & Food Sciences							PH.D			
Anthropology/Cultural Anthropology		BA	BS	BA	BA	BA	BA			BA
Applied Geosciences										
Applied Gerontology						MS				
Applied Developmental Psychology							PhD			
Applied Mathematics					MS,PhD					
Applied Positive Psychology										
Applied Sociology/and Political Science					MA					
Applied Statistics										MS
Archeology									B	
Architecture										x
Art (Studio)	BFA,MA	BA	BA	BA,BFA		BA	BA	B	B	BFA
Art Education				BS Ed, M Ed			BS			
Art History		BA	BA			BA	BA			
Arts Management			BA							
Asian Studies							BA			
Astronomy			BA							
Athletic Training			BS			BA	BS	B	B	BS
Atmospheric Physics					MS,PhD					
Aviation Majors/Aviation and Transportation										
Biochemistry			BS	BS	BS,PHD		BS,MS,PhD	B	B	BS
Bioinformatics and Computational Biology					BS					
Biology/Biological Sciences	BS	BA,BS,MS,M Ed	BA,BS	BS, BS Ed,MS	BA,BS,MS,PhD	BA,BS,MS	BA,BS,MS,MST,PhD	B	B,M	BS, MS
Biomedical Engineering							MS			
Biostatistics							MS			
Biotechnology					MPS					

	Governors State University	Bloomsbury (PA)	College of Chaleston	Millersville (PA)	University of Maryland, Baltimore County	University of North Carolina, Wilmington	University of Vermont	University of Wisconsin, Eau Claire	University of Wisconsin, La Crosse	West Chester University of Pennsylvania
Bus. Admin (Bus. Mgmt)	BSAD,MBA	MBA, M Ed	BS,MBA			BS,MBA	BS,MBA	B,MBA	B	BS,MBA
Business and Applied Sciences	BA									
Business Economics		BS						B		
Bus. Education		BSEd								
Canadian Studies							BA			
Cell & Molecular Biology							MS,PhD			
Chemical and Biomolecular Engineering					MS,PhD					
Chemistry	BS	BA,BS	BA,BS	BA,BS, BS Ed	BA,BS,MS,PhD	MS	BA,BS,MS,PhD	B	B	BS,BS Ed
Chemistry, Business Emphasis								B		
Chemistry Education					BA					
Chinese							BA			
City and Regional Planning										
Civil Engineering					MS,PhD		BS,MS,PhD			
Classics/Classiscal Civilization/Ancient Studies			BA		BA		BA,MA			
Clinical & Translational Science							MS,PhD			
Clinical Athletic Training		MS								
Clinical Epidemiology										
Clinical Exercise Physiology									M	
Clinical Laboratory Sciences/Clinical Research		BS				BS			B	
Communication and Training	MA									
Communication (Studies)/Media/Mass Comm	BA	BA	BA,MA	BS	BA	BA		B	B	BA,MA
Communication Technology										
Communication Disorders (Audiology/Speech Path.)	BHA,MHA	BS,AuD					BA,MS	B,MS		BA,MA
Community and International Development							BS			
Community Development & Applied Economics							MS			
Community Entrepreneurship							BS			
Community Health Education (Public Health Promotion)	BHS					BS			B	BS
Complex Systems										
Computer & Information Systems	x		BS,MS			MS	BS			BS
Computer and Information Technology										
Computer Engineering/CS-Electronics					BS,MS,PhD					
Computer Forensics		BS								
Computer Graphics and Game Technology/Comp.Gr.Des.										
Computer Science	BS,MS	BS		BS	BS,MS,PhD	BS	BA,BS,MS,PhD	B	B	BS,MS
Counselor Education and Supervision	DCES?									
Computer Studies										

	Governors State University	Bloomsbury (PA)	College of Chaleston	Millersville (PA)	University of Maryland, Baltimore County	University of North Carolina, Wilmington	University of Vermont	University of Wisconsin, Eau Claire	University of Wisconsin, La Crosse	West Chester University of Pennsylvania
Counseling	MA						MS			M Ed
Creative Writing						BFA,MFA				
Criminal Justice/Crim & Soc. Justice	BA,MA	BA						B		BS,MS
Criminology						BA				
Criminology & public sociology							x			
Curriculum & Instruction	x	M Ed				MED	MAT,Med			x
Cybersecurity/Information Security					MPS					
Dance							BA			
Dental Medicine/Dental Hygiene										
Design (Individual Design)							BA			
Diagnostic Medical Sonography										
Dietetics (Nutrition & Food Science)	x			x			BS,MSD			
Digital Audio Recording Arts										
Discovery Informatics			BA,BS							
Early Childhood	BA,MA	BSEd, M Ed	BS,MAT	BS Ed, M Ed		BA	BS		B	BS Ed
Early Childhood Special Education							BS,M Ed			
Earth and Environmental Science				BA, BS Ed						
Earth-Space Science-Astronomy										BS Ed
Ecological Agriculture							BS			
Economic Policy Analysis					MA					
Economics		BA	BS		BA	BS	BA	B	B	BS
Edu. of the Deaf & Hard of Hearing	x	MS								
Education	MA	M Ed							B	
Educational Administration	MA						x			
Educational Leadership (and Policy Studies)							M Ed,EdD			
Educational Studies							M Ed			
Education-Professional Development								ME	M	x
Electrical Engineering		BS			MS,PhD		BS,MS,PhD			
Elementary Edu.	BA	BSEd, M Ed	BS,MAT	BS Ed,M Ed		BA,MED	BS	B		BS Ed
Emergency Health Services						BS,MS				
Emergency Management				MS						
Engineering		BA			MS					
Engineering Management			x		MS	x	BS			
English	BA,MA	BA	BA,MA	BA, BS Ed,MA, M Ed	BA	BA,MA	BA,MA	B,MA	B	BA, BS Ed, MA
ESOL							MAT,Med			MAT
Entrepreneurship & Business Development						BS				

	Governors State University	Bloomsbury (PA)	College of Charleston	Millersville (PA)	University of Maryland, Baltimore County	University of North Carolina, Wilmington	University of Vermont	University of Wisconsin, Eau Claire	University of Wisconsin, La Crosse	West Chester University of Pennsylvania
Environmental Biology	MS					x				
Environmental Public Health								B		BS
Environmental Engineering							BS			
Environmental Science/Studies			MES		BA,BS	BA,BS,MA	BA, BS		B	
Ethnic (and Racial) Studies									B	
European Studies							BA			
Exceptionality Programs		MS								
Exercise &(Movement or Sport) Science		BS,MS				BS	BS		B,M	
Field Naturalist (Plant Biology/Botany)							MS			x
Film (and Television) Studies						BA	BA			
Finance		BA,BS					BS	B	B	
Financial Economics							BS			
Fine Arts						x				
Fine Arts in creative writing										
Fire Service										
Foreign Languages								B		
Forensic and Toxicological Chemistry										BS
Forensic Criminal Investigation										
Forestry							BS			
French		BA	BA	BA,MA, M Ed	?	BA	BA,MA	B	B	BA,MA, M Ed
Geographic Infomration Systems					MPS					
Geography (& Environment)		BA		BA	MS,PhD	BA	BA	B	B	BA,MA
Geology (Geoscience-Geology)			BA,BS	BS		BA,MS	BA,BS,MS	B		BS,MA
Geoscience Earth Systesms										BS
German (Studies)		BA	BA	BA, BS Ed,MA, M Ed			BA,MA	B	B	BA
Gerontology							PhD		B	
Gifted Edu.				M Ed						
Global Studies							BA			
Governmental Administration										
Graphic Design										
Greek (Latin, Greek & Latin)							BA,MA,MAT			BA
Guidance Counseling & Student Affairs		M Ed								
Health Admin (Health Care Leadership)	BHA,MHA				BA			B		
Health and Physical Education (incl Exercise Specialist)										BS
Health Policy Research							x			
Health Physics		BS					M Ed			x

	Governors State University	Bloomsbury (PA)	College of Chaleston	Millersville (PA)	University of Maryland, Baltimore County	University of North Carolina, Wilmington	University of Vermont	University of Wisconsin, Eau Claire	University of Wisconsin, La Crosse	West Chester University of Pennsylvania
Health Science--General & Resp. Care										BS
Higher Edu. & Student Affairs and Administration							MS			
Historic Preservation			BA,MS				MS			
Historical Studies					MA					
History		BA	BA,MA	BA,MA	BA	BA,MA	BA,MA	B,MA	B	BA, MA, M Ed
Holocaust and Genocide Studies										MA
Hospitality and Tourism			BS							
Human Centered Computing					MS,PhD					
Human Development & Family Studies							BS			
Human Resource Management	x						BS			
Human Services Psychology					MA,PhD					
Imaging & Digital Arts										
Independent film & Digital Imaging	MFA									
Industrial/Organizational Psychology					MPS					
Industrial Technology				BS						
Information and Technology Mgmt		BA,BS								
Information Systems	x				BA,BS,MS,Ph.D			B	B	
Instructional Systems					MA					
Instructional Technology		MS					MS			x
Integrated Product Design										
Integrated Science Education										
Intercultural Communication					MA					x
Interdisciplinary Studies	BA				BA,BS		M Ed			x
International Management/Business			BS			IMBA	BS		B	
International Studies (see also Global Studies)			BA	BA					B	BA
Italian Studies							BA			
Japanese							BA			
Journalism								B		
Kinesiology								B		MS
Landscape Architecture										
Lang. & Literacy Edu.				M Ed	PhD	MED				x
Languages			M Ed							
Latin American (&Caribbean) Studies			BA				BA	B		
Leadership for Teaching and Learning				M Ed						
Liberal Arts										BA,BS
Liberal Studies						MA		B		

	Governors State University	Bloomsbury (PA)	College of Chaleston	Millersville (PA)	University of Maryland, Baltimore County	University of North Carolina, Wilmington	University of Vermont	University of Wisconsin, Eau Claire	University of Wisconsin, La Crosse	West Chester University of Pennsylvania
Lieteracy										
Management		BA,BS						B	B	
Management & the Environment							BS			
Management Information Systems	MS	BA,BS				x	BS			
Management of Aging Services					BA, MA					
Marine Science						MS				
Marine-Estuarine-Environmental Sciences					MS,PhD					
Marine Biology			BS,MS			BA,MS				
Marketing		BA,BS					BS	B	B	BS
Mass Communications		BA						B		
Materials Science							MS,PhD	B		x
Mathematical Sciences							PhD			x
Mathematics	BA	BA,BS	BS	BA,BS,BS Ed, M Ed	BA,BS	?,MS	BA,BS,MS,MST	B	B	BA,BS, B Ed,MA
Mathematics, Applied										
Mechanical Engineering					BS,MS,PhD		BS,MS,PhD			
Medical Imaging		BS								
Medical Laboratory Science							BS			
Medical Physics	x									
Medical Technology										
Medicine										x
Meterology				BS						
Microbiology (and Molecular Genetics)							BS,MS,PhD		B	
Middle Grades			BS	BS Ed		BA,MED,MAT	BS		B	BS Ed
Military Studies									B	
Modern Languages and Literatures					BA					
Molecular Biology, Applied (Mol.& Cell)					MS, PhD					
Molecular Genetics							BS			
Molecular Physiology & Biophysics							MS,PhD			x
Music	x	BA	BA	BA, BS Ed	BA	BA,BM	BA,BM	B	B	BM, MA, MM
Music Education						BM	BS			BM
Music Merchandising										
Natural Resources	x						BS,MS,PhD			
Natural Science										
Neuroscience (and Cognitive)					PhD		BS,PhD			x
Nonprofit/NGO Leadership										
Nuclear Medical Technology							BS	B		

	Governors State University	Bloomsbury (PA)	College of Chaleston	Millersville (PA)	University of Maryland, Baltimore County	University of North Carolina, Wilmington	University of Vermont	University of Wisconsin, Eau Claire	University of Wisconsin, La Crosse	West Chester University of Pennsylvania
Nursing	BSN,MSN,DNP	BSN,MSN		BSN, MSN		BS,MSN	BS,MS	B,MSN,DNP		BSN,MSN
Nursing MEPN										
Nutrition (& Food (Sciences)/Dietetics)							BS,MS			BS
Occupational Safety and Environmental Health				BS						
Occupational Therapy	MOT,DOT								M	
Ocean Sciences				BS						
Organizational Leadership										
Paralegal Studies										
Pathology							MS,PhD			
Performing Arts			MAT							
Pharmacology/Pharm.Product Development							MS,PhD			BS
Philosophy		BA	BA	BA	BA		BA	B	B	? MA
Philosophy and Religion						BA				
Philosophy of Law										
Physical Education			BS			BA	BS			
Physical Therapy	DPT,tDPT						DPT		DPT	
Physician Assistant Studies									MS	
Physics		BA,BS	BA,BS	BA,BS, BS Ed	BS	BA,BS	BA,BS,MS,PhD	B	B	BS, Bs Ed
Physics and Astronomy (Astrophysics)			BS							
Physics Education					BA					
Physics-Engineering										BS
Plant & Soil Science							MS,PhD			
Plant Biology							BA,BS,MS,PhD			
Political & Justice Studies	MA									
Political Economics		BA								
Political Science		BA	BA		BA	BA	BA	B	B	BA
Private Security/Loss Management										
Production/Operation Mgmt							BS			x
Psychology	BA,MA	BA	BS	BA, M Ed,MS	BA,BS	BA,MA	BA,BS,PhD	B	B	BA, MA
Psychology, Applied Development										
Psychology, Industrial/Organizational & Human Services										
Public Administration (AppliedPublic Policy)	MPA		MPA			MPA	MPA	B		BA, MPA
Public Communication							BS			
Public Finance										
Public Health										MPH
Public Policy					MPP,PhD					

	Governors State University	Bloomsburg (PA)	College of Chaleston	Millersville (PA)	University of Maryland, Baltimore County	University of North Carolina, Wilmington	University of Vermont	University of Wisconsin, Eau Claire	University of Wisconsin, La Crosse	West Chester University of Pennsylvania
Public Policy & Internal Affairs		MA								
Public Relations										
Public Safety Administration										
Radiation Therapy/Radiography							BS	B		
Radio/Television Broadcasting (See also Comm Studies)										
Radiologist Asst.		MS								
Reading (& Language Arts)	MA	M Ed					M Ed		M	M Ed
Recreation Management (Park & Rec Mgmt)						BA	BS	?	B,M	
Recreation Therapy						BA				
Religion/Religious Studies			BA				BA	B		
Robotics	x					x				
Russian							BA			BA
Russian/East European Studies						x	BS			
School Administration						MSA				
School Health Education									B,M	M Ed
School Psychology/Counseling								EdS	EdS	
Science & Mathematics (for Teachers+A17)			M Ed							x
Secondary Education	x	BSEd				MED, MAT	BS	B		M Ed
Social Policy										
Social Studies/Social Sciences	BA			BS Ed						
Social Work	BSW,MSW	BA		BA,MSW	BA	BSW,MSW	BS,MSW	B		BSW
Sociology		BA	BS	BA	BA	BA	BA	B		BA, MSW
Sociology and Criminology						MA				
Software Engineering									M	
Spanish		BA	BA	BA, MA, M Ed		BA,MA	BA	B	B	BA, MA, M Ed
Special Education	MA	BSEd,M	MAT	BS Ed, M Ed		BA,MED	M ed, Post-Masters	B,MSE	M	BS Ed, M Ed
Speech &Language (Pathology)		MS								
Sport Management				M Ed						
Statistics					BS,MS,PhD	BS	BS,MS			
Student Affairs Administration in Higher Education									M	
Sustainable Landscape Horticulture							BS			
Systems Engineering					MS					
Teaching/Teaching and Learning										

Program Name	College	Fac/staff	Fac/staff Costs (salary; not benefits)	Facilities	Equip/Libr	Equip/UL Costs	Implement Yr	AY12 Proj HC	AY13 Proj HC	AY14 Proj HC	AY15 Proj HC	AY16 Proj HC	AY17 Proj HC	Minors or Revised Programs
2011/12														
Accounting, Fast-Track BS/MS; now offered	CBPA	1 Unit A 2014	$ 130,000	Existing	Existing		2011	5	15	20	25	30	30	
Family Nurse Practitioner, MSN Track; now offered	CHHS	1 unit A FY13,$85K, 1 lecturer, AY 11/12 $65k	$ 150,000	Off-site partnerships	Will be using new lab		2011	20	30	30	40	40	40	
Family Nurse Practitioner, Post MSN (cert)	CHHS	1 unit A, Fall 2013	$ 80,000	Off site partnerships	Will be using new lab		2011	15	20	25	25	25	25	
Nursing Informatics, MSN Track (NLNAC approved courses; delayed until Fall 2014)	CHHS	1 lecturer, Fall 2013	$ 70,000	classroom/lab	N/A		2011	5	15	20	20	20	20	
Urban Education, MAT (passed IBHE, 2/12)	COE	joint unit A in Fall 2013	$ 37,500	office space	Library Materials	$2,500-$5,000	2012 S	30	30	30	30	30	30	
Totals for AY11-12	**New**	3 Unit A 2 Lect	$ 430,000			$2,000-$5,000		75	110	125	140	145	145	0
2012/13														
Anthropology and Sociology, BA (approved IBHE June 2012; now offered)	CAS	1 unit A, Fall 2014	$ 60,000			$ 60,000	2012		8	16	24	36	40	
Early Childhood Education (non-cert), BA	COE	Existing	$ -	office space	None		2012		20	30	40	40	40	
Entrepreneurship, BA (passed IBHE, 2/12; now offered)	CBPA	1 Unit A, Fall 2015	$ 120,000	Existing			2012		15	20	30	50	50	

Program Name	College	Fac/staff	Fac/Staff Costs (salary; not benefits)	Facilities	Equip/Libr	Equip/UL Costs	Implement Yr	AY12 Proj HC	AY13 Proj HC	AY14 Proj HC	AY15 Proj HC	AY16 Proj HC	AY17 Proj HC	Minors or Revised Programs
Forensic Sciences (minor)	CAS	existing					2012		10	15	20	25	25	25
Information Technology, BS (IBHE approved, August '12; now offered)	CAS	1 Unit A FA 13	$ 85,000	E/F wing renovation	program and faculty needs	$ 60,000	2012		5	10	15	20	25	
Interdisciplinary Leadership, EdD (approved IBHE/HLC; to begin January 2013)	COE	1 unit A, Fall 2012	$ 65,000	office space	Library Materials	$5,000-$10,000	2012		20	40	60	60	60	
Mathematics, MS (IBHE approved June 2012; now offered)	CAS	hiring for 2012 with existing resources		E/F wing renovation	program and faculty needs	$ 60,000	2012		12	20	24	30	35	
Theater and Performing Arts (minor)	CAS	new unit A, fall 2012	$ 60,000				2013		10	15	20	25	70	30
Political Science, BA (sent to IBHE, October 2012)	CAS	1 unit A fall 2013	$ 60,000			$ 60,000	2012		8	16	24	36	40	
School Psychology (with an intermediate MA degree), EdS (approved by HLC, 1/13; to be offered Fall 2013)	COE	1 unit A-hired Spr 2012 (existing funds)	$ 75,000	classroom/testing lab	Library and Testing materials	$20,000-$25,000	2012		25	50	75	75	75	
MSW School Social Work (passed IBSE review; IBHE had been notified in annual listing, began Fall 2012)	CHHS	1.5 Unit B	$ 90,000		Test Preparation Software		2012		8	15	15	18	18	
Supply Chain Specialization, online MBA (E); Implementing January 2013	CBPA	1 Unit A 2014 & 1 Tech support	$ 180,000	Online	Software--and hardware	$ 50,000	2013			15	20	25	30	
Totals for AY12-13	New	7 Unit A 1.5 Lect	$ 720,000			$265,000-$275,000			141	247	347	415	478	55
2013/14														
Anthropology (minor)	CAS													

Program Name	College	Fac/staff	Fac/Staff Costs (salary; not benefits)	Facilities	Equip/Libr	Equip/UL Costs	Implement Yr	AY12 Proj HC	AY13 Proj HC	AY14 Proj HC	AY15 Proj HC	AY16 Proj HC	AY17 Proj HC	Minors or Revised Programs
Biochemistry/Biotechnology (minor)	CAS	existing					2013			5	10	15	15	15
Biology, MS (revised from Environmental Biology; not new students) ; *ongoing discussion*	CAS	1 unit A Fall 2013	$ 60,000	E/F wing renovation, plus NSF ARI funded research labs	program need, renovation of field station, start up funding for new hire, more competitive GA stipend	$ 60,000	2013			15	25	30	35	15
Community Health; new Concentration in Addiction Studies	CHHS	1 unit A Fall 2014	$ 65,000							20	30	40	40	
Counseling - Student Affairs Strand, MA	COE	1 unit A 2013	$ 65,000	classroom, office space	Library Materials	$2,500-$5,000	2013			20	35	40	40	
Economics, BA/BS ; at UCC, Oct 2012	CBPA	1 Unit A hired 2011 & 1 Unit A 2013	already budgeted at $90,000 each	Existing	Econometric Software	$ 30,000	2013			15	20	25	30	
Education - Instructional Tech (revised program), MA	COE	1 unit A-Replacement	$ 65,000	office space, classroom /lab	Software/Library materials	$5,000-$10,000	2013			30	40	40	40	
Media Studies, BA (Spring 2014 at the earliest)	CAS	1 unit A hired Fall 2011, addition of DLMD to CAS in AY12	$ 55,000	access to DLMD studios, CAS media labs, cable and broadcast outlets		$ 60,000	2013			25	40	60	70	
Entrepreneurship (cert)	CBPA	No Additional		Existing	Existing		2013			5	15	20	20	
Environmental Studies (minor)	CAS	existing					2013			15	20	25	25	25
Forensic Psychology (minor) * implemented early, Fall 2012	COE						2013			15	20	25	30	30

Program Name	College	Fac/Staff	Fac/Staff Costs (salary; not benefits)	Facilities	Equip/Libr	Equip/UL Costs	Implement Yr	AY12 Proj HC	AY13 Proj HC	AY14 Proj HC	AY15 Proj HC	AY16 Proj HC	AY17 Proj HC	Minors or Revised Programs
Geographic Information Systems (minor) (*all but 1-2 courses approved*)	CAS	1 unit A faculty for Fall 2012	$ 60,000	computer lab, hardware and software		$ 40,000	2013			10	15	20	25	25
Health Information Management, BS/MS (*delayed to Fall 2014*)	CHHS	1 lecturer, Spring 2012	$ 80,000	offices, computer lab access	EHR software	$5,000-$7,000	2013			15	30	40	40	
History, BA; at APRC (spring 2014 at the earliest)	CAS	2 unit A hired for Fall 2011	$ 120,000			$ 60,000	2013			15	25	30	40	
Legal Nurse Consultant (cert)	CHHS	existing resources		None	None		2012		15	15	20	20	20	
Philosophy (minor)	CAS	new unit A	$ 80,000				2013			10	15	20	25	25
Pre-law (minor)	CAS	existing					2013		25	35	45	50	50	50
MSW Holistic Practice, Mental Health	CHHS	1 Unit A Fall 2013 (or later)	$ 70,000	Classrooms, Lab Space, and Office Space	Test Preparation Software		2013			10	15	15	40	
MSW, Leadership and Management	CHHS			Classrooms, Lab Space, and Office Space			2013			8	10	12	12	
Teacher Leadership, MA (*wait for state standards redesign could still be ready in time*)	COE	1 lecturer	$ 65,000	office space	Library Materials	$2,500-$5,000	2013			15	20	20	25	
Totals for AY13-14	**New**	7 Unit A 3 Lect 1 Staff	$ 465,000			$405,000-$417,000		0	40	283	430	527	597	
2014/15														
Dietetics, BS (*hired consultant; earliest implementation likely in 15/16*)	CHHS	1 unit A, 1 Lecturer	$ 155,000	classroom, office and lab space	Kitchen equipment	$ 25,000	2013				10	10	25	
Early Intervention, MHS	CHHS	2 unit A	$ 160,000	FDC and other external facility	Current equipment can be used initially and with FDC		2014				10	20	20	

Program Name	College	Fac/Staff	Fac/Staff Costs (salary; not benefits)	Facilities	Equip/Libr	Equip/UL Costs	Implement Yr	AY12 Proj HC	AY13 Proj HC	AY14 Proj HC	AY15 Proj HC	AY16 Proj HC	AY17 Proj HC	Minors or Revised Programs
Foreign Language (minor)	CAS	same faculty as Global Studies					2014				15	20	25	25
Gender and Sexuality Studies, BA	CAS	existing faculty across university			permission for faculty across GSU to contribute	$ 5,000	2013				15	25	30	
Global Health or International Health (bachelor's)	CHHS	?	?	?	?	?	2014			?	?	?		
Global Studies, BA	CAS	1 unit A Spanish, I unit B Chinese, 1 unit B Arabic faculty for Fall 2014	$ 180,000			$ 15,000	2014				10	20	30	
Informatics, MS	CAS	existing faculty		use of GSU computing facilities, may need some dedicated space		$ 10,000	2014				10	25	35	
Interdisciplinary Studies, MA	CAS	1 unit A for FA 14	$ 60,000		permission for faculty across GSU to contribute	$ 5,000	2014				20	40	60	
Manufacturing Management, BA	CBPA	1 unit A for Fall 2015	$ 90,000			not yet known					15	20	25	
MSW, Gerontology	CHHS			Classrooms, Lab Space, and Office Space	Test Preparation Software		2014				6	6	10	
Nutrition Education, MS or Clinical Nutrition, MS	CHHS	1 unit A	$ 80,000				2014				10	10	20	

Program Name	College	Fac/Staff	Fac/Staff Costs (salary; not benefits)	Facilities	Equip/Libr	Equip/UL Costs	Implement Yr	AY12 Proj HC	AY13 Proj HC	AY14 Proj HC	AY15 Proj HC	AY16 Proj HC	AY17 Proj HC	Minors or Revised Programs
Theater and Performance Studies (Interdisciplinary Arts), BA	CAS	new department chair (Fall 2012), 2 new unit A faculty for FA 14	$ 270,000	Use of CPA, Sherman Music Recital Hall, Green Room, etc, dance practice room, music room	sprung floor, black box, upgrade Sherman, sound stage	$250,000-$1.25 million (depending on projects completed)	2014				10	20	30	
Public Administration, BA	CBPA	1 Unit A 2014	$ 80,000	Existing	Existing		2014				15	15	20	
Rehabilitation Counseling, MA	COE	1 unit A	$ 65,000	classroom, office space	Library Materials and testing materials	$5,000-$10,000	2014				20	35	40	
Rehabilitation Science, MS	CHHS	1 unit A	$ 75,000	Classroom and office space			2014				15	25	30	
Religious Studies (minor)	CAS	1 unit A for FA14	$ 60,000				2014				10	15	20	20
Social Science with Secondary Education Concentration, BA	CAS	new Unit A for Fall 2013 to help secure ISBE and SPA approval	$ 70,000	use existing secondary ed. Facilities		$ 5,000	2014				10	20	35	
Writing Composition/Rhetoric, MA	CAS	New hire, 2011 (existing); one additional Unit A, Fall 2013	$ 65,000	use and collaboration with GSU writing center		$ 5,000	2014				15	25	35	
Totals for AY14-15	New	1 Chair 13 Unit A 2 Lect 2 Staff	$ 1,255,000			$295,000-$1,300,000		0	0	0	166	276	390	
2015/16														

Program Name	College	Fac/staff	Fac/staff Costs (salary; not benefits)	Facilities	Equip/Libr	Equip/UL Costs	Implement Yr	AY12 Proj HC	AY13 Proj HC	AY14 Proj HC	AY15 Proj HC	AY16 Proj HC	AY17 Proj HC	Minors or Revised Programs
Environmental Studies, BA	CAS	1 Unit A	$ 65,000			$ 5,000	2015					10	20	
Exercise Science/Kinesiology, BS	CHHS	1 unit A	$ 65,000	Included in E/F renovations			2015					15	25	
Forensic Psychology	BA	1 unit A	$ 65,000				2015					15	20	
Philosophy and Religious Studies, BA	CAS					$ 5,000	2015					5	10	
Physician Assistant (PA), MHS/MS--hired consultant	CHHS	1 chair FY13; 1 unit A FY14; 1 A&P field coord FY13; 1 unit B FY15; med director shared FY15	$ 420,000	Arrangement for Medical director, lab space and anatomy will be shared	Additional simulation mannequin	$18,000 to $50,000 depending on degree of sophistication	2015					15	15	
RN to MSN (*moved to 2015/16*)	CHHS	1 Unit A 2014	$ 80,000	Offsite partnerships	New Lab		2013					25	25	
Totals for AY15-16		1 Chair 4 Unit A 1 Lecturer 1 Field Coord, 1 med dir.	$ 615,000			$28,000-$60,000		0	0	0	0	60	90	
Art, MFA	CAS	1 unit A for Fall 2016	$ 75,000	faculty and graduate student studio space		$ 10,000	2016						15	
Biochemistry/Biotechnology, BS	CAS	1 unit A Fall 2016	$ 85,000	E/F wing renovation, more research space	faculty and program start-up as well as recurring commodities	$10,000	2016						10	
Law Related Studies, MA	CAS	1 unit A for fall 2016	$ 75,000			$ 5,000	2016						0	

Program Name	College	Fac/staff	Fac/Staff Costs (salary; not benefits)	Facilities	Equip/Libr	Equip/UL Costs	Implement Yr	AY12 Proj HC	AY13 Proj HC	AY14 Proj HC	AY15 Proj HC	AY16 Proj HC	AY17 Proj HC	Minors or Revised Programs	
Nursing Forensics, Certificate	CHHS	1 unit A	$ 80,000	classroom/lab	diagnostic sets	$700 each x 20	2016							15	
Totals for AY16-17	New	5 Unit A	$ 315,000			$ 39,000		0	0	0	0	0	40		
Child Advocacy Studies (cert)	CHHS	1 Unit A 2016	$ 65,000	Classroom and office space			2018								
Totals (for AY 18-19 program)	New		$ 65,000											Not New	New Students
Grand Totals (New)	New	52 Unit A 8 Lect 4.5 Staff	$ 3,865,000			$1,034,500-$2,096,000		75	291	655	1083	1423	1740	340	1400

Color Coding

Annual or Total Sum	
Minor; not new enrollment	
Revised program; some enrollment is not new	
Checking on this amount	
Funds already allocated	
New program has begun	
Program approved/not begun or program in proposal	
Program delayed but making progress	
Delayed; no significant progress	

No color--on track but no planning has begun

<u>ACCREDITATION UPDATE SUMMARY</u>[*]

February 2013

NO BOARD ACTION REQUIRED

1. **College of Arts and Sciences**
   - The Art and Independent Film and Digital Imaging (IFDI) programs are preparing self-study reports to apply to the National Association of Schools of Art and Design for accreditation of the Bachelor of Fine Arts, Master of Arts, and Independent Film and Digital Imaging Master of Fine Arts programs; this self-study is still in progress.
   - The Biology (B.S.) and Chemistry (B.S.) programs were accredited by the National Science Teachers Association (NSTA) and the Illinois State Board of Education (ISBE) through 2021.
   - **<u>The undergraduate BA in Mathematics with Teacher Education Concentration program and the post-baccalaureate Mathematics Education Certificate have received national recognition with no conditions through the National Council of Teachers of Mathematics and the National Council on Accreditation of Teacher Education (NCATE).</u>**

2. **College of Business and Public Administration**

   - A Quality Assurance Report was submitted to the Accreditation Council for Business Schools and Programs (ACBSP) on September 28, 2011. This report covered all programs in CPBA except Public Administration. It was reviewed by the Board of Commissioners at their November 2011 meeting. **<u>The report was accepted noting five opportunities for improvement to be addressed in our next QA report due in September 2013. Reaffirmation is scheduled for 2015.</u>**
   - CBPA submitted its Standards Alignment Plan to the Pre-accreditation Committee of AACSB on April 27, 2012. The plan was reviewed at the PAC's June 15, 2012 meeting where it was approved and then forwarded for review to the Initial Accreditation Committee (IAC). **<u>The (IAC) concurred with the PAC's recommendation to accept the Standards Alignment Plan for Governors State University</u>**. This is the beginning of a 3-year process that we hope will lead to initial accreditation in 2015-2016. Governors State University will be required to submit annual Plan Implementation Reports (PIR) to the IAC on the progress made or any delays in achieving the action items detailed in the Standards Alignment Plan. **<u>Our first plan implementation report is due by June 1, 2013 for review at the IAC meeting in mid-July, 2013.</u>**

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[*] Note: updated information appears in **<u>bold and underlined</u>**.

- A Public Administration (MPA) Site Visit was completed in Spring 2011 by the Commission on Peer Review and Accreditation (COPRA) of the National Association of Schools of Public Affairs and Administration (NASPAA). On December 7, 2011 (COPRA) granted a one-year extension of the MPA's NASPAA accreditation pending clarification of concerns about the curriculum revision and the recent retirement of several faculty. CBPA submitted a response to these concerns on May 8, 2012 and subsequently **received accreditation continuation through 2017. The next Annual Report is due on October 29, 2012.**

3. **College of Health and Human Services**

- The Master of Occupational Therapy (MOT) program was reaccredited by the Accreditation Council for Occupational Therapy Education (ACOTE) in August 2011 for seven (7) years. **The next ACOTE visit should occur in AY 2018-19, with an interim report due in 2014.** The memorandum from ACOTE identified two areas of non-compliance:
    1. The MOT-level standard (A.5.4) requires a reported 70% or higher pass rate on the national certification examination for the first time averaged over the three most recent calendar years. The MOT program was cited for slipping below this average. **ACOTE granted GSU an extension to August 2013 to demonstrate compliance with this standard; a progress report regarding this area of noncompliance must be submitted to ACOTE quarterly. The most recent report was submitted in October2012. ACOTE has accepted each quarterly report in this sequence and again accepted the October 2012 program report and recognized the ongoing efforts and strategies that the MOT program has employed to address the first time certification pass rate. The program reported that preliminary results for the 2012 certification exam takers indicate a 7-2% pass rate for first-time test takers. The program has been asked to submit a progress report in April2013.**
    2. **The MOT-Level Standard A.4.2 requires that the program report accurate student outcomes on the website in specific formats. The program confirmed the data on the MOT program website. Thisreport was sent to ACOTE in October 2012 and subsequently accepted. This standard has been met and no further report is required.**
- The Doctor of Occupational Therapy (DrOT) program does not have an accreditation body; a 3-year review report was submitted to the Provost's Office review and the program received a favorable review; the Academic Program Review Committee recommended the DrOT program continue for another three years when APRC will conduct the 6-year program review.
- The Addictions Studies program was re-certified through April 2013 by the Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAO**DAPCA**).
- The Health Administration undergraduate program received certification continuing through 2013 by the Association of University Programs in Health Administration (AUPHA). This program is beginning a self-study this academic year.

- The Nursing undergraduate and graduate programs received accreditations through October 2018 by the National League for Nursing Accrediting Commission (NLNAC), with a progress report due in 2013 for the undergraduate program related to inadequate number of faculty and faculty qualifications. GSU hired a new Department Chair and is ensuring that all faculty hired (full-time and adjuncts) fully meet required qualifications.
- NLNAC conducted a focused visit regarding the new Family Nurse Practitioner MSN Concentration, and will inform GSU of its decision by the end of July 2012.
- The Doctor of Physical Therapy (DPT) program completed a successful Site Visit in January 2011 by the Commission for Accreditation in Physical Therapy Education (CAPTE); the program's accreditation was reaffirmed through June 30, 2021, with the next site visit scheduled for Fall 2020.
- **On May 2, 2012 the Physical Therapy Education Program had its accreditation status continued through 2020, based on a compliance review by the Commission on Accreditation in Physical Therapy Education (CAPTE).**

4. **College of Education**
   - The Family Development Center (FDC) **received accreditation** through the National Association for the Education of Young Children (NAEYC) **in fall 2012.**
   - The Professional Education Unit (PEU) programs completed a successful site visit in spring 2011 by the National Council for Accreditation of Teacher Education (NCATE); in October 2011 the College of Education received notification of accreditation without qualifications, and the next site visit is scheduled in 2018.
   - The Early Childhood Education (B.A.) program **is nationally recognized by NAEYC.** The MA in Early Childhood education will resubmit a program review in fall 2013.
   - The Elementary Education (B.A.) program received approval with national recognition granted through December 2018 by the Association for Childhood Education International (ACEI).
   - The Multicategorical Special Education (M.A.) program was **nationally** recognized by the Council of Exceptional Children (CEC).
   - The Elementary Education – Alternative Certification program was recognized with conditions by the Association for Childhood Education International (ACEI). **A rejoinder was submitted in September 2012. A final decision should be received by February 2013.**
   - The Reading (M.A.) program was approved with national recognition by the International Reading Association (IRA) through Spring 2018.
   - The Education Administration (M.A.) program was nationally recognized by the Educational Leadership Constituents Council (ELCC).
   - **The Counseling MA and Ed.D. programs will go through their reaccreditation by the Council for Accreditation of Counseling & Related Educational Programs (CACREP) in fall 2013. The self-study document was submitted in January 2013.**

5. **University Library, Federal Depository Library**
   A site visit by the U.S. Government Printing Office (GPO) is postponed indefinitely.

Dual Degree Program

The Dual Degree Program (DDP), a unique partnership between Governors State University and nine Chicagoland community colleges, provides an excellent pathway for full-time students to earn quality, accessible, affordable, associate and bachelor's degrees close to home. The DDP addresses the region's need for a highly educated workforce and the nation's agenda to increase the number of citizens with college degrees.

- After completing their associate degrees, students in the Dual Degree Program are guaranteed acceptance to Governors State University and will transfer seamlessly to complete their bachelor's degrees.

- Dual Degree Program students can take advantage of the GSU Guaranteed Tuition Plan, which is typically reserved for students who spend all four years at a university. The plan locks in the GSU tuition rate that is in effect when community college students enroll in the DDP. Students are given five semesters to complete their associate degrees and four additional semesters to finish their bachelor's degrees at GSU.

- Dual Degree Program students who are also Pell recipients are eligible to compete for fifty GSU Promise Scholarships, which enable highly qualified, low-income students to complete a bachelor's degree at GSU debt-free. High achieving DDP students who are not Pell-eligible can compete for one of thirteen DDP Honors Scholarships, which pays for their tuition and fees for two years.

- With support from a major grant from the Kresge Foundation, Governors State University provides DDP students with Transfer Specialists who, in collaboration with their community college counselors and advisors, help students develop and follow four-year academic plans to ensure they complete their associate degrees and lose no credits when they transfer.

- GSU and partner community colleges are sharing data on the DDP to measure effectiveness in achieving the goal of increasing the number of students—with a special focus on low income and minority students—who complete their associate and bachelor's degrees.

For additional information, visit *www.govst.edu/dualdegree* or email Dr. Linda Uzureau, Assistant to the President for Community College Partnerships, at *luzureau@govst.edu*.

Research and Rationale for the Dual Degree Program Approach

Our literature review revealed that the Dual Degree Program is **an innovative model** for university-community college partnerships to enhance degree completion. Though hundreds of such partnerships exist, none has all of the features of the Dual Degree Program. Most are based on traditional 2+2 agreements which, while essential, do not provide the type of student support necessary to enhance transfer. Following is the rationale for the unique features of the DDP.

Why does the DDP require the completion of the associate degree?
If universities are to be successful in building meaningful partnerships with their community college colleagues, they need to affirm the importance of the associate degree pathway to the baccalaureate.

- Wellman's report (2002) cites research which indicates that students who complete their associate degree prior to transfer are more likely to complete their bachelor's degrees, and they do so in a shorter period of time. In her study, "only about a third of these 2/4 transfer students earned the associate degree prior to transfer; the rest transferred without earning a degree or credential. The bachelor's degree attainment rate was higher for those who had obtained an associate degree prior to transfer: 43% within five years, compared with 17% for those who transferred without the credential."

- Completion of the associate degree ensures that students are pursuing a *coherent plan of study*, not just accumulating credits. Doyle's research (2006) concluded that course-taking patterns at the community college have a huge impact on bachelor's degree completion: 82% of students who had all of their credits accepted in transfer graduated within 6 years, whereas only 42% of students who had only some of their credits accepted in transfer graduated within 6 years.

- The completion of the associate degree is an important milestone. Rosenbaum and Deil-Amen's work (2003; 2006) emphasizes the psychological and practical benefits, especially to first generation students, of obtaining short-term goals en route to long-term objectives.

Most community college students attend part-time, yet the DDP requires students to enroll full-time. Why is full-time enrollment a requirement?
- Research clearly demonstrates a positive correlation between full-time enrollment and associate and bachelor's degree completion. Complete College America's recent report (2011), entitled *Time is the Enemy*, concludes that time is the enemy of college completion and notes that "these historic data have revealed a common thread—and an animating principle to guide our work to boost college graduation: The longer it takes, the more life gets in the way of success."

Students are generally not very responsive to these types of research-based arguments. How does the Dual Degree Program provide meaningful academic and financial incentives and support for students to enroll full-time and complete their associate degree?

- DDP students who complete their associate degree are guaranteed admission to GSU.

- GSU tuition is frozen for DDP students in their first semester of enrollment at the community college. Students are given 5 semesters to complete their associate degree, and their tuition at GSU is frozen at the rate it was in the first semester of enrollment at the community college for four semesters after they transfer to GSU.

- DDP students are eligible to compete for 50 GSU Promise Scholarships which will be available for low income students every year and which will cover all tuition, fees, mandatory course materials and books that are not covered by Pell or MAP (Illinois-based financial aid). This will enable students to graduate debt free. A report from The Pell Institute for the Study of Opportunity in Higher Education (May 2011) provides excellent support for programs, like the GSU Promise Scholarship, which focus on low income students. The conclusion of this report is that "income-based inequality in educational attainment is a central obstacle to achieving the 2020 goal and that decreasing income-based attainment gaps must become a central focus of federal education policy." The report points out that if the overall graduation rate in the US were that of the students in the bottom half of the income distribution, the US would rank nearly last, but if the overall graduation rate were for students in the top

half of income, the US would be in first place! The conclusion: "reducing the income-based gap in bachelor's degree attainment will, in time, enable the US to become the nation with the largest share of graduates."

- DDP Honors Scholarships will also be available for students who do not meet the Pell eligibility requirements but who still demonstrate need and academic promise.

The DDP provides structured, intentional, intersegmental advising and peer mentoring to students, beginning in their first year of enrollment at the community college, to ensure they develop and implement a four-year plan to complete their associate *and* bachelor's degrees. DDP students are required to consult with their DDP Transfer Specialist every semester. Those who refuse to comply with this requirement will not be retained in the program. Why is this requirement so strict?

- Kay McClenney has repeatedly said that community college students 'don't do optional." If we know that something is important to student success, it is important for us to require students to do it. And we know that good advising is critical to student success. Rosenbaum et.al. (2006) emphasized that first generation community college students lack college know-how and support systems, yet they are expected to navigate two college and university bureaucracies (admissions, financial aid, articulation) with little support or assistance.

- Davis Jenkins' recent study (2011) focuses on the importance of students entering a program of study early in their enrollment at the community college. He concludes that "students who do not enter a program of study within a year of enrollment are far less likely to ever enter a program and therefore less likely to complete and earn a credential."

- The Complete College America report concludes that colleges should "require formal, on-time completion plans for every student, updated annually."

- The *College Completion Tool Kit (*2011) notes that the "lack of a coherent, navigable, and transparent transfer process both increases the cost and time needed to earn a degree and diminishes the likelihood of completion."

- Scott-Clayton's recently published work (2011; part of the Community College Research Center's project) reaffirms the importance of providing structured coursework and advising for community college students. She suggests that "for many students at community colleges, finding a path to degree completion is the equivalent of navigating a shapeless river on a dark night." Scott-Clayton concludes that "community college students will be more likely to persist and succeed in programs that are tightly and consciously structured, with relatively little room for individuals to unintentionally deviate from paths toward completion, and with limited bureaucratic obstacles for students to circumnavigate."

- The 800-1 student/advisor ratio in most community colleges leaves little time or resources for transfer advising. For that reason, DDP Transfer Specialists* and Peer Mentors* are collaborating with their community college colleagues to enhance advising for both associate degree completion and successful transfer.

- The recent College Board report (2011), *Improving Student Transfer from Community Colleges to Four-Year Institutions—The Perspective of Leaders from Baccalaureate-Granting Institutions,* notes the importance of creating a "transfer going" culture at community colleges and a "transfer-receptive culture" at four-year institutions. The DDP fosters the transformative culture that is included in the College Board recommendations.

THE KRESGE FOUNDATION

*Generous funding from the Kresge Foundation has enabled us to enhance the Dual Degree Program by adding Transfer Specialists, who will spend two days per week on site at the partner community colleges, and a Peer Mentorship Program that will provide DDP students with peer mentors, both from the community college and from GSU.

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Governors State University Board Of Trustees, Illinois; Public Coll/Univ - Unlimited Student Fees

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Governors State University Board Of Trustees, Illinois; Public Coll/Univ - Unlimited Student Fees

Rationale

Standard & Poor's Ratings Services revised its outlook to stable from negative and affirmed its 'A-' underlying rating (SPUR) on Governors State University Board of Trustees, Ill.'s existing debt issued for Governors State University (GSU). At the same time, Standard & Poor's assigned its 'A-' long-term rating to Governors State University Board of Trustees' series 2012 university facilities system revenue bonds (UFS).

The return to a stable outlook reflects our view that, although the state continues to delay disbursements, the university has demonstrated the ability to successfully manage its operations and cash flows and to make timely debt service and vendor payments during the past two years. The outlook on rated Illinois (A+/Negative general obligation debt rating) universities were revised to negative on Jan. 15, 2010, due to significantly delayed state operating appropriation payments.

Positive rating factors include our view of GSU's:

- History of positive financial operations on a full-accrual basis;
- Growing undergraduate enrollment, as measured by full-time equivalent (FTE) enrollment of 1,906 (up 30% from fall 2007) and steady credit hours (about 45,000 in fall 2011);
- Adequate financial resource levels, with fiscal 2011-adjusted unrestricted net assets of $39.4 million, equal to 43% of operating expenses and 81% of pro forma debt;
- Manageable maximum annual debt service (MADS) burden of approximately 4.5% of fiscal 2011 adjusted operating expenses; and
- Broad security pledges for the UFS bonds and certificates of participation (COPs), which we consider to be equivalent to an unlimited student-fee pledge.

Offsetting credit factors, in our view, include the university's:

- Substantial budget reliance on the state's debt rating operating appropriations, which represent about 45% of fiscal 2011 operating revenues;
- Budgetary and cash flow stresses at the state level, which have led to significantly delayed payments of appropriated funds during the past three years;
- Some uncertainty involved with the university's implementation of a new 300-bed housing project; and

- Small endowment for the rating category, at approximately $3.6 million.

Currently, GSU does not have any on-campus housing. However, after housing studies and surveys have been analyzed, the university plans to construct its first housing project. Net proceeds from the series 2012 bonds will be used to construct an on-campus student housing complex, which will comprise three connected, three-story buildings containing approximately 300 beds. The new housing complex will include a community room, a classroom, a convenience store, lounges, and study rooms. There is no planned housing requirement, but based on detailed studies of existing students' needs, management anticipates that the new housing complex will be fully occupied.

The series 2012 UFS bonds are secured by a diverse pledge of net system revenues, a pledge of certain student fees, and a tuition pledge. Because pledged revenues constitute a broad-based pledge, the rating on the UFS bonds is, in our opinion, equivalent to an unlimited-student-fee. Once complete, the system will include the recreation center, student center, bookstore, dining, and parking facilities, and the new housing complex. Fiscal 2010 supplemental information showed $798,764 of operating income generated by the auxiliary system, which provided about 1.23x coverage on UFS debt. In fiscal 2011, supplemental information showed $810,113 of operating income generated by the auxiliary system, which provided about 1.25x coverage on the UFS debt. When pledged tuition and fees are included, coverage is much higher; however, management reports that the university has never had to utilize pledged tuition and fees to meet debt service requirements. Under the bond resolution, the UFS has a flow of funds that is closed through the end of each fiscal year. However, if money remains after all required reserves and expenses have been funded, the board may direct the university to use those remaining funds for other purposes. To date, GSU's board has not given such direction, so the university has used the residual funds currently in the system only for system purposes.

Pro forma for the series 2012 transaction, total debt will equal about $48.6 million, including UFS revenue bonds ($27.9 million), COPs ($16.7 million), and notes payable ($4.0 million). All of the university's long-term debt is fixed rate. The university's MADS, which is inclusive of all debt (including notes payable) and measured as debt service relative to adjusted operating expenses, remains manageable at 4.4% of fiscal 2011 expenses. Management reports that it internally separates debt service payments for both the UFS bonds (due April 1 and Oct. 1) and the COPs (due Jan. 1 and July 1), and it expects to make all payments on schedule. While the university does not have any specific debt plans during the outlook period, it is possible that phase two of the housing project could occur in fiscal 2015.

Outlook

The stable outlook reflects our expectation that GSU will continue to generate balanced operating results on a full-accrual basis, maintain financial resource ratios that are consistent with the rating category, and demonstrate steady FTE enrollment. Maintenance of solid annual debt service coverage for the UFS bonds, without dependence on the related tuition pledge, is an important factor in maintaining credit quality. In our view, any new debt issuances should parallel growth in financial resources or revenues, and result in a manageable debt burden.

In our opinion, a positive rating action during the outlook period is unlikely, given the recent declines in graduate enrollment and some uncertainty surrounding the implementation of a new housing system. However, credit factors that could lead to such action outside the outlook period include successful implementation of the new freshmen program and housing project, growth in enrollment, continued and consistent operating surpluses, as well as

maintenance of financial resource ratios that are consistent with the rating category.

We would consider a negative rating action during the outlook period if the university experiences cash-flow problems, which could result from future delays in state appropriation payments, as well as issuance of additional debt without growth in revenues or financial resources and enrollment declines. Deterioration of annual debt service coverage in GSU's UFS system could also result in negative pressure on the rating.

Enterprise Profile

The university

GSU is one of nine Illinois public universities and one of only a few remaining upper-division universities in the country serving undergraduate junior- and senior-level transfers and graduate students. GSU principally serves students from Chicago's southern neighborhoods, the southern metro suburbs, and the growing Will County region. The majority of students (66%) attend part time, and the average age is about 34. GSU, a campus that has traditionally served non-traditional working adults, is located 35 miles south of Chicago in University Park and is easily accessible by car or commuter train. The university recently proposed to expand its baccalaureate program to a full, four-year option with a first freshmen class to be admitted for the fall semester of 2014, and the Illinois Board of Higher Education (IBHE) formally approved the proposal in December 2011.

The campus is situated on 760 acres of wooded landscape with several lakes and nature trails. It houses a complete library, the Center for Performing Arts, the Student Environmental Contract Laboratory, a Follett Bookstore, a cafeteria, a child-care facility (located within the Family Development Center) and a fully-equipped fitness center, with a swimming pool, a weight room, and basketball courts. It is also home to the internationally renowned Nathan Manilow Sculpture Park, the 120-acre GSU Environmental Research Preserve, an organic farm and several ponds.

The university operates year-round on a two-semester-plus-summer-session (formerly trimester) basis and offers programs through the Colleges of Arts and Sciences, Business and Public Administration, Education and Health and Human Services. Within the College of Arts and Sciences, the university offers an undergraduate program in interdisciplinary studies, which is a program custom-designed to promote degree-completion for working adults.

Management

The university is governed by its Board of Trustees, a body composed of seven voting members appointed by the governor, with the advice and consent of the Illinois Senate, and one voting student member, elected by the students, who serves a one-year term.

No more than five of the members appointed by the governor may be affiliated with the same political party. The board is responsible for the general supervision and management of the university's educational programs, its land, buildings, and other properties. Dr. Elaine Maimon has been university president since July 2007. Prior to assuming this role, she served as chancellor of the University of Alaska - Anchorage for three years. In total, she has worked in higher education for more than 35 years, including nearly 30 years as an administrator. Dr. Terry Allison joined GSU in July of 2010 as its provost and vice president for Academic Affairs. Immediately before coming to GSU, he served as dean of the College of Arts and Letters at California State University - Los Angeles. Both the president and the provost have prior experience working with the implementation of new freshmen classes and new housing systems.

Enrollment and demand

As an upper division school, the university has developed a strategic plan whose objective is to facilitate baccalaureate degree completion for its non-traditional enrollment base. Specifically, the management team, which has been steady since 2007, is focused on increasing undergraduate enrollment by leveraging strong demographics of high school graduates in the Chicago area, through admissions and marketing activity, and through active coordination with regional feeder community colleges. The majority of the undergraduate population comes from regional community colleges, with many first-generation students. During fiscal 2010, the university transitioned to a semester-based calendar from its trimester-based calendar, which management believes will facilitate a more seamless transfer from community colleges. Recent efforts focused on undergraduate recruitment include the hiring of a new vice president of Enrollment Management and Marketing; the hiring of academic/ recruitment advisers to serve at each of the local community colleges; the formalization of the Dual Degree Program (DDP) with eight surrounding community colleges; and expanded marketing efforts.

For fall 2011, total FTE enrollment declined about 2.2%. However, the decline occurred only within the graduate populations. Historically, during troubled economic times, GSU has seen graduate enrollments fall, while undergraduate enrollments have tended to rise. This has been the case in the past few years at GSU. In fall 2011, undergraduate applications were up 16.4% from fall 2010, and ultimately, FTE undergraduate enrollment was up about 1.7%. At the same time, graduate applications were down 22.7% in fall 2011 to 1,261 (from 1,631 in fall 2010) and graduate FTE enrollment was down about 7.0%. In addition to the economy, management attributes the decline in graduate enrollment to reductions in credit hours for the master's program in GSU's College of Education. Overall, total credit hours were down only 1.7% at 45,051 for fall 2011, and management reports that spring credit hours are up 2.2% from spring 2011. Management reports that applications for fall 2012 are looking solid for undergraduates, and at the graduate level, internal application data suggests that a possible turn-around (consistent with improvements in the larger economy) could be likely. The first undergraduate freshmen class will not commence until fall 2014.

Government-related entities

In accordance with our criteria for government-related entities (GREs), we based our view of a "low" likelihood of extraordinary government support, on our assessment of GSU's "limited" link with the state of Illinois. The state has a history of ongoing operating support, periodic capital support for academic buildings, the ability to appoint the university governing board, and the ability to provide additional funding as needed, but no history or expectation of extraordinary support. In addition, GSU plays a role of "limited importance" compared with that of other GREs, given its position as a regional provider of higher-education services and the related economic development benefits to the state. The university is an independent component unit of the state.

Financial Profile

Financial operations

GSU has consistently generated positive financial operations on a full-accrual basis. On a cash basis, including depreciation expense of approximately $3 million annually, results are even stronger. For the fiscal year ended June 30, 2011, GSU generated a $9.4 million increase in net income before capital or about 10.2% of total adjusted operating expenses, helped in part by an increase in tuition and credit hours, as well as managed expenses. This compares to a $10.2 million increase in net income before capital in fiscal 2010 (11.6% of total adjusted operating expenses) and $6.3 million in fiscal 2009 (about 7.1% of total adjusted operating expenses). GSU has balanced its

budget through tuition increases, enrollment growth, general expense reductions, managed hiring, and the elimination of open positions through attrition. Management reports that the university has not had to enact substantial layoffs or furloughs. For fiscal 2012, management expects that financial operations will result in a surplus, similar to that achieved in fiscals 2010 and 2011.

State appropriations: Nominally stable, but late

Illinois provides funding for nine state public universities, including GSU. State funding for operations, including health care and retirement expenses, constituted 45% of consolidated revenues in 2011, which we consider substantial, followed by net tuition and fee revenue (30%) and grants and contracts (9.4%). During fiscals 2010 and 2011, the strained cash-flow situation in Illinois and resulting state delays in disbursing operating appropriations forced GSU to rely on its locally held funds (mainly tuition and fees) for a large portion of institutional cash flow to meet payroll in absence of state payments. As a result, GSU management took action to conserve cash in the income fund, primarily by containing or deferring operating, capital, and equipment expenses. These expense-cutting measures resulted in solid operating results in fiscals 2010 and 2011, but may be somewhat overstated; in our view, they are not necessarily sustainable for the long term. However, management does report an expected surplus again in fiscal 2012.

Operating appropriations constitute approximately 45% (including on-behalf benefit payments) of the university's total revenues each year, what we consider a substantial percentage. Management reported that as of the end of calendar 2011, GSU had received all of its $26.6 million operating appropriation (down 6% from fiscal 2010) for fiscal 2011. For fiscal 2012, management expects to receive $26.3 million in state funding, a 1% reduction from fiscal 2011. Management has affirmed that in fiscals 2010, 2011, and to date in 2012, all payrolls remain current and all vendor payments have been made. However, the state cash-flow deferral situation is again repeating itself for the fiscal year that ends June 30, 2012. Management reports that as of March 2012, the university had received approximately 40% of fiscal 2012 operating funds requested; this compares to about 30% received at this time last year. At this time, management anticipates that fiscal 2012's appropriation timing will follow a similar pattern as in fiscal 2011. GSU differs from other more traditional four-year programs in that the school receives tuition and fee cash in August/September, November/December, and April/May -- corresponding with the registration periods for fall, spring, and summer sessions. Management estimates that, from an operating perspective, even if no additional state appropriation vouchers were paid, locally held funds (excluding funds held in the auxiliary system) would be able to fund operations through the end of calendar 2012.

Tuition

The university's tuition increase for fall 2011 was approximately 2.5%, following larger increases in fall 2009 and fall 2010. Even with these increases in tuition, credit hours and FTE enrollment have continued to increase. Management reports that GSU's tuition and fees remain among the lowest of the Illinois public universities. For the 2011-2012 academic year, GSU's tuition and fee charges, assuming 30 credit hours per year, were $8,920 for an incoming undergraduate student.

Financial resources

Despite the economic downturn, GSU's financial resources have grown due to its positive financial performance. Total net assets for GSU were $87.9 million in 2011, of which $34.3 million were unrestricted. In our view, GSU's UNA are understated due to the inclusion of compensated accrued absence liabilities. After adjustments for unrestricted net foundation and alumni association assets, long-term accrued compensated absence liabilities and expendable debt service reserves, UNA assets in 2011 totaled $39.4 million, equal to 42% of expenses and 81.0% of

pro forma debt, which we consider adequate.

Debt profile

Pro forma for the transaction, GSU will have $48.6 million of debt outstanding, composed of $27.9 million in UFS revenue bonds, $16.7 million in COPs, and $4.0 million in notes payable. All of the university's long-term debt is fixed rate, and the university does not have any swaps. The university's MADS, which is inclusive of all debt (including notes payable) and measured as debt service relative to adjusted operating expenses, remains manageable, in our opinion, at 4.5% of fiscal 2011 expenses. Management reports that it internally separates debt service payments for both the UFS bonds (April 1 and Oct. 1) and the COPs (Jan. 1 and July 1), and it expects to make all payments on schedule. The university indicates it does not plan to issue any additional debt during the outlook period.

Certificates of participation

The university and other Illinois public universities use a COPs security structure to finance debt that statutes do not technically define for auxiliary purposes. The university has covenanted to include the payment of the certificates in its annual state budget appropriation request and in its budgeted legally available non-appropriated funds -- a pledge that Standard & Poor's considers equivalent to an unlimited-student-fee pledge. Legally available non-appropriated funds include tuition and fees in excess of amounts needed for UFS bonds, investment income, indirect-cost recoveries on grants and contracts, and a university facilities fee of $16 levied on all students. The facilities fee was instituted in fiscal 2009 at this level and will remain at $16 through fiscal 2012; the board has the legal authority to raise or lower the fee. Management reports that, to date, revenue from the facilities fee has been sufficient to cover debt service on the $16.7 million in COPS, as planned.

Pensions and other post-employment benefits liabilities

GSU does not carry long-term pension or retiree health care liabilities on its balance sheet, but it participates in large defined-benefit programs administered at the state level. The resulting liabilities are recorded at the state level, not on GSU's balance sheet. In Illinois, the state has historically paid for the majority of the university's employer contributions for benefits. Given the significantly underfunded position of the state pension systems, this is a long-term credit concern for the public universities but is not currently an expense or liability for GSU.

For additional information on the State of Illinois, see the article, published March 12, 2012, on RatingsDirect on the Global Credit Portal.

Related Criteria And Research

- USPF Criteria: Higher Education, June 19, 2007
- General Criteria: Rating Government-Related Entities: Methodology And Assumptions, Dec. 9, 2010

Ratings Detail (As Of March 23, 2012)

Governor's St. Univ. Brd of Trustees Certs of Part ser 2008 & 2009

Unenhanced Rating	A-(SPUR)/Stable	Affirmed
Many issues are enhanced by bond insurance.		

The McGraw·Hill Companies

Instructor Survey

FALL 2012

How Satisfied were you with the Equipment?

Fall 2012 (49 Responses)
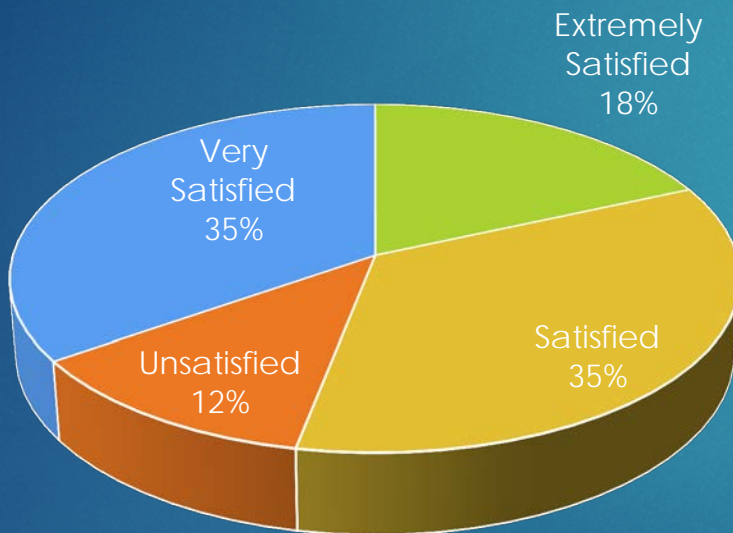
Fall 2011 (46 Responses)

# How Satisfied were you with the ACS Lab Assistants?

Fall 2012 (49 Responses)

FALL 2011 (46 Responses)

Fall 2012 pie chart:
- Very Satisfied 25%
- Extremely Satisfied 41%
- Unsatisfied 12%
- Satisfied 22%

FALL 2011 pie chart:
- Very Satisfied 28%
- Extremely Satisfied 31%
- Unsatisfied 11%
- Satisfied 30%
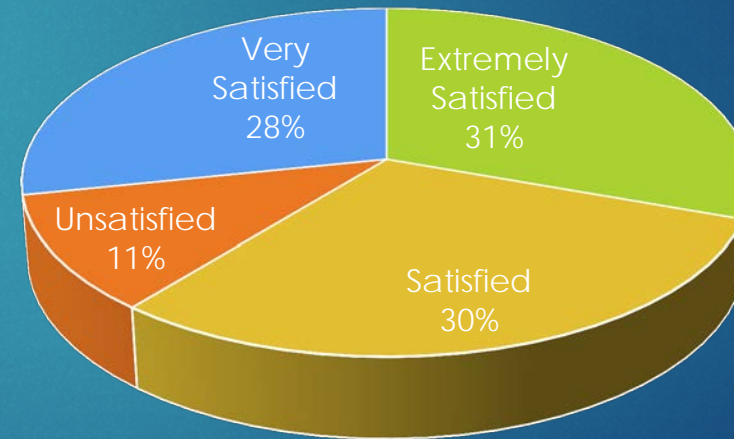
How satisfied were you with the overall condition of the classroom?

Fall 2012 (49 Responses)
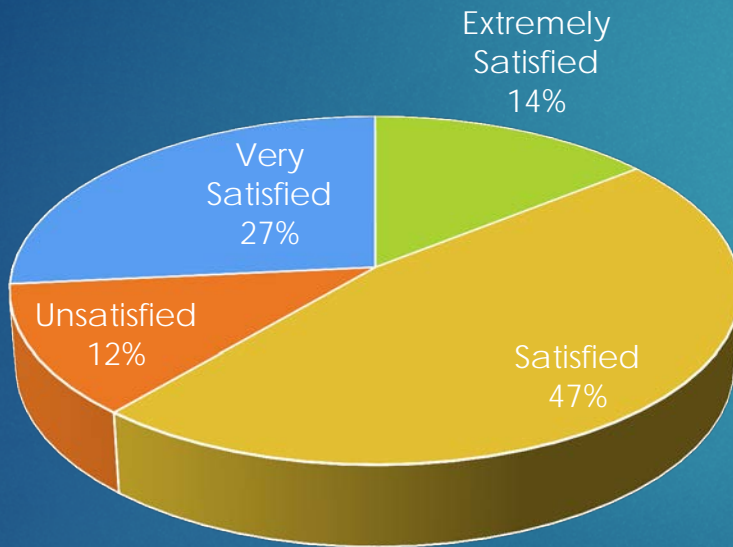
Fall 2011 (46 Responses)
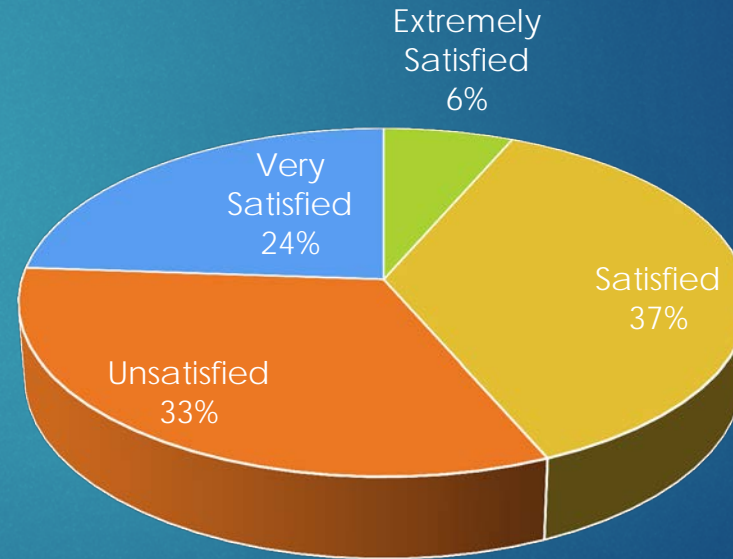
Additional Comments

- THE AVAILABILITY OF THE ITS COMPUTER LABS FOR PROCTORED EXAMINATIONS IS VERY APPRECIATED, AS WELL AS THE RESOURCES OF STAFF THAT CAN HELP PROBLEM SHOOT WHEN NEEDED!!! THANK YOU!

- IN THE SMART CLASSROOMS (SPECIFIALLY D-34115), STUDENT LEARNING VIE THE VHS TAPES THAT ARE STILL IN USE, IS A PROBLEM DUE TO INSUFFICIENT AUDIO THROUGH THE PODIUM VHS PLAYER. THE OPTION OF A SINGLE TV WITH VHS MONITOR FOR 24 + STUDENTS IS AN INSUFFICIENT OPTION!

- I AM IN ITS 107 AND I CANNOT USE THE WHITEBOARD AND THE COMPUTER AT THE SAME TIME BECAUSE THE SCREEN COVERS THE BOARD. I FIND THIS DIFFICULT AT TIMES TO HAVE NOTHING TO WRITE ON. THERE IS ALSO NO PRINTER IN THIS LAB SO STUDENTS MUST EMAIL ME ALL OF THEIR WORK.

- IT WOULD BE NICE WHEN A PREVIOUS INSTRUCTOR HAS DISCONNETED ANY OF THE EQUIPMENT THAT THEY WOULD RECONNECT IT.

- THE ELMO IN ROOM D3409-3 IS NOT FUNCTIONING PROPERLY. THE IMAGE IS BLURRY AND IT IS PROJECTING COLOR GRAPHICS IN BLACK AND WHITE. I LEFT REPEATED MESSAGES ABOUT THE PROBLEM. MY CALL WAS NEVER RETURNED. I HAD TO STOP BY THE COMPUTER LAB (BY THE LIBRARY) TO GET SOMEONE TO TAKE A LOOK AT IT. I WAS TOLD IT WAS BROKEN, BUT WOULD NOT BE ABLE TO BE FIXED OR REPLACED. GIVEN THIS INFORMATION, I SWITCHED TACTICS AND STARTED MAKING POWERPOINT SLIDES FOR LECTURE.

- THE WALLS ARE PAPER THIN AND ONE COULD HEAR EVERYTHING GOING ON IN THE ADJACENT ROOMS. ALSO, THE TEMPERATURE IS SUITABLE ONLY FOR ESKIMOS AND POLAR BEARS!

- I WOULD LIKE FOR MY STUDENTS TO BE HAVE ACCESS TO A SMARTBOARD AT LEAST ONCE DURING THE SEMESTER SINCE THIS IS AN EDUCATIONAL TECHNOLOGY CLASS AND FUTURE TEACHERS SHOULD BE EXPOSED TO ALL KINDS OF TECHNOLOGY.

- THE COMPUTERS NEED TO BE "CLEANED" ELECTRONICALLY MORE OFTEN. THE CACHES AND PREFETCH GET SO FULL FROM MULTIPLE USERS THAT IT TAKES FOREVER AT TIMES TO LOAD. ALSO, IN DD34115, THE INTERNET ACCESS IS NOT WORKING. IT LOOKS LIKE THE ETHERNET CABLE HAS A PART BROKEN.

- THERE ARE NOT ENOUGH CLASSROOMS. THEY ARE NOT MAINTAINED CONSISTENTL, WHEN MAKE SHIFT SPEAKERS ARE USED, THE WIRES PRESENT A HAZARD TO MOVEMENT, EQUIPMENT SHOULD BE CHECK BETWEEN SEMESTERS AND PROPERLY MAINTAINED. WHEN EQIPMENT IS NOT WORKING WHEN YOU ARRIVE IN THE CLASSROOM, THE RESPONSE TIME IS TOO LONG AND CLASS TIME IS LOST. TOO OFTEN EQUIPMENT IS NOT FUNCTIONING AT THE BEGINNING OF THE SEMESTER.

Additional Comments (continued)

- ACS CLASSROOMS UNCOMFORTABLE: TEMPERATUREM FLUCTUATES; UNCOMFORTABLE INSTRUCTORM CHAIRS IN SOME ACS ROOMS.

- TECHNOLOGY ROOMS ON THIRD FLOOR EQUIPMENT IN MOST CLASSROOMS DID NOT WORK. SOMEONE FOOLED WITH THE PLUGS OR STRIPPED THEM. SOME THINGS LIKE ELMO WERE REROUTED THHRU THE VIDEO PLAYER AND THE DOC CAMERA BUTTON WAS USELESS. VERY FRUSTRATING TERM TRYING TO GET EQUIPMENT TO WORK

- NOT THE CLASSROOM FOR MY CLASS. NOT YOUR ERROR NOR THE ROOM PERSE

- COULD NOT REALLY ANSWER #2. I HAD NO IDEA THERE WERE ANY ACS LAB ASSISTANTS.

- THE GARBAGE IS NOT TAKEN OUT ENOUGH. IT PILES UP BECAUSE THE CLASSROOMS ARE LOCKED.

- THE PODIUM IN D2430 DOESN'T SEEM TO BE ABLE TO TURN OFF. THE PROJECTOR CAN BE TURNED ON AND OFF WITH THE REMOTE, BUT THE LIGHTS ON THE PODIUM STAY ON NO MATTER WHAT BUTTONS YOU PRESS, OR FOR HOW LONG.

- MANY TIMES I NEEDED EACH SEAT/COMPUTER IN THE ROOM AND NOT ALL WERE WORKING. THE STAFF TRIED TO HELP BUT OFTEN IT WAS THE COMPUTER. ROOMS WERE ALWAYS AVAILABLE AND READY WHEN SCHEDULED.

- I USE DIFFERENT COMPUTER LAB CLASSROOMS. #38 IS MY FAVORITE. THE OTHER ROOMS NEED SOME MODIFICATION: DIMMER SWITCHES SO THAT VIDEOS CAN BE SHOWN, BETTER TEMPERATURE CONTROL, MAKING SURE THAT THINGS ARE READY TO GO BEFORE CLASSES START IN THE MORNING OR AFTERNOON. I HAVE APPRECIATED ALL THE HELP AND WILLINGNESS TO HELP SHOWN BY THE STAFF OF THE COMPUTER LAB IN THE YEARS I'VE TAUGHT IN THOSE CLASSROOMS.

- THE EQUIPMENT AND ROOM IN ACS FOR STAT 8260 WAS PRETTY GOOD AND WORKED WELL. THE ONE ISSUE THAT CAME UP THERE WAS THAT THE ROOM GOT PRETTY COLD AND WE SOMETIMES ASKED FOR THE AC TO BE TURNED OFF, BUT EVEN AFTER SOMEONE CAME TO DO THAT IT KICKED BACK ON. THIS ALSO MADE IT HARD FOR THE STUDENTS TO HEAR THE TEACHER. THE TECH EQUIPMENT FOR MY OTHER CLASS COUN 7855 IN E 1552 WAS BAD. THE ROOM ITSELF WAS EXTREMELY POOR FOR THE PURPOSES OF TEACHING WITH PPT AND VIDEO CLIPS AND DESPITE ASKING WELL AHEAD OF TIME FOR A ROOM THAT WOULD BE ABLE TO HANDLE THESE DEMANDS LIKE SOME OF THE ROOMS IN THE D WING, WE GOT STUCK IN THIS ONE AND COULD NOT MOVE OUT OF IT EVEN THOUGH IT SEEMED A NUMBER OF BETTER CLASSROOMS WERE VACANT AT THAT TIME. THE ITS DID BRING A COMPUTER AND PROJECTOR EACH WEEK, BUT OFTEN IT WOULD NOT WORK FOR A FEW REASONS. A FEW TIMES THERE WAS NO SPEAKER HOOKED UP FOR THE STUDENTS TO HEAD A CLIP PLAYED ON VIDEO OR THE SPEAKER WAS CONNECTED AND DID NOT SEEM TO WORK FOR SOME REASON. OTHER TIMES THE COMPUTER ITSELF DID NOT HAVE RIGHT SOFTWARE TO PLAY SOME OF THE CLIPS WE ATTEMPTED TO WATCH FROM YOU-TUBE. ONCE THE COMPUTER BATTERY WAS SO LOW IT WAS GIVING WARNING SIGNALS AND COULD NOT RECHARGE EVEN THOUGH IT WAS PLUGGED IN FOR RECHARGING. I HAD TO SEARCH FOR ANOTHER COMPUTER SET UP THAT WAS LEFT IN ANOTHER CLASSROOM AND THEN USE THAT INSTEAD AND RETURN IT AT THE END OF CLASS. OTHERWISE I WOULD NOT BE ABLE TO RUN THE CLASS THAT NIGHT! I DID NOT TRY WITH DVD VIDEOS AS THE TV IN THEIR WAS ANCIENT AND ITS ALREADY WAS BRINGING A COMPUTER SO I DID NOT ASK FOR A TV EACH WEEK TOO. I AM TEACHING THIS CLASS IN THE SPRING 2013 TERM SO I HOPE WE CAN GET BETTER EQUIPMENT OR A BETTER ROOM FOR IT NEXT TIME.

Additional Comments (continued)

- I'M A FAN OF GETTING OUT FROM BEHIND THE PODIUM. WHEN INVOLVED IN A LECTURE/DISCUSSION SUPPORTED BY POWERPOINT I'M LEFT WITH TWO CHOICES. I CAN TURN MY BACK ON THE CLASS AND REFER TO THE SCREEN OR STAY BEHIND THE PODIUM AND VIEW THE SLIDES ON THE MONITOR. I'D RATHER THE CONTROL THE PRESENTATION, DELIVER MY REMARKS AND LEAD (STIMULATE) DISCUSSION FROM A POSITION THAT IS CLOSER TO THE STUDENTS. I FEEL THIS CONTRIBUTES TO MY EFFORT TO MORE FULLY ENGAGE STUDENTS IN THE LEARNING PROCESS.

- HAD ENORMOUS TROUBLE WITH ACS LAB COMPUTERS USED FOR CLASS EXAMS. STUDENTS HAD DIFFICULTY LOGGING ONTO PHYSICAL COMPUTERS AND OFTEN HAD TO RESTART COMPUTERS SEVERAL TIMES TO FIND ONE THAT WORKED. IN HALL OF HONORS-- DIFFICULTY CONNECTING LAPTOP-- UPDATED CABLE OPTION AND LONGER CABLE (FOR CONNECTIONS ON LEFT SIDE OF LAPTOP) WOULD BE HELPFUL.

- LOLA HAS BEEN VERY PROMPT AND HELPFUL TO ME ON NUMEROUS OCCASIONS THIS SEMESTER.

- THERE WAS A PERIODIC DISCOLORATION IN THE SCREEN COLOR AT C3331. THE SPEAKER PHONE IN D34012 WERE NOT WORKING PROPERLY, SO SOMETIMES MY YOUTUBE VIDEOS WERE NOT AUDIBLE TO THE LAST ROW STUDENTS. OVERALL, F2012 WENT OFF WITHOUT MAJOR ISSUES OR GLITCHES. SO, HAPPY WITH THAT.

- HEATING, COOLING, LIGHTING AND NOISE CONTROL ARE A PROBLEM WHEN A LARGE SPACE HAS BEEN BROKEN UP FOR CLASSROOMS. WE NEED MORE CLASSROOMS FOR 35 STUDENTS.

- IN ONE ROOM (E2510) THE MICROPHONE HAS NOT SEEMED TO WORK FOR BB COLLABORATE PURPOSES. IN ANOTHER (D2444) THE SPEAKERS DON'T SEEM TO WORK AT ALL.

- "1. WHY CAN'T WE HAVE ALL COMPUTERS SET UP WITH THE GSU HOME PAGE?

- 2. EQUIPLMENT LOOKS NICE BUT IS OFTEN NOT FUNCTIONAL PARTICULARLY THE SPEAKERS WHEN YOU TRY AND SHOW VDEOS. "

- THIS SEMESTER THINGS ARE OK. BUT LAST YEAR I WAS VERY UNSATISIFIED WITH THE CONDITION OF THE CLASSROOMS I WAS GIVEN, THE BATTERIES OF THE PROJECTORS, THE STATE AND FUNCTIONING OF THE EQUIPMENT, THE QUALITY AND SPEED OF ASSISTANCE, WHICH I NEEDED SEVERAL TIMES. I THINK YOU NEED TO WORK A LOT MORE IN ALL OF THESE AREAS!!! OUR TEACHING DEPENDS CRUCIALLY ON THE QUALITY OF THIS BASIC TECHNOLOGY THAT WE USE ON A DAILY BASIS.

Additional Comments (continued)

- THE EQUIPMENT IS UNDEPENDABLE.

- "THE SPEED OF THE COMPUTERS & WIRELESS ACCESS NEEDS TO BE IMPROVED"

- WHEN ATTACHING MY LAPTOP OR IPAD, THE SPEAKER CORD HAS BEEN CUT, AND THEREFORE I CANNOT PROVIDE SOUND FOR MY PRESENTATIONS THAT INCLUDE VIDEOS IN SMART CLASSROOM G227. I HOPE THAT THIS MIGHT BE RESOLVED.

- EMPTY TRASH CANS MORE FREQUENTLY, ESPECIALLY OVER THE WEEKEND WHEN THERE ARE 2 DAY WEEKEND SEMINARS.

- "G227 PROJECTOR BULB NEEDS TO BE BRIGHTER AND INSTRUCTOR MUST HAVE ABILITY TO COMPLETELY SHUT OFF CLASSROOM LIGHTS.

- D34165 NEEDS AUDIO.

- I ANSWERED ""UNSATISFIED"" FOR THE SECOND QUESTION BECAUSE THE SYSTEM REQUIRES AN ANSWER TO SUBMIT THE SURVEY. I ACTUALLY HAVE NO ANSWER. FOR THE NEXT SURVEY, DON'T MAKE ANY OF THE FIELDS REQUIRED AND YOU WILL GET A MORE ACCURATE RESULT."

- "CONCERNED THAT THE ACS LAB DOES NOT HAVE SPACE TO ACCOMODATE LARGE GROUPS OF STUDENTS IN ONE ROOM.

- THE TEMPERATURE IN THE ROOMS ARE SOMETIMES HARD TO CONTROL."

- THE CLASSROOMS NEED TO BE CHECKED PERIODICALLY TO BE SURE THE EQUIPMENT IS WORKING, THAT THE PROJECTOR BULB WORKS AND THAT THE SOUND SYSTEM ECT HAS NOT BEEN DISABLED. IT IS NEARLY IMPOSSIBLE TO GET HELP IN A CLASSROOM WHEN THE EQUIPMENT ISN'T WORKING AND LAST FALL IT TOOK OVER A MONTH TO CHANGE A BURNED OUT BULB IN A CLASSROOM.

- I WAS IN D34165 FOR AN EVENING CLASS. FOR MOST OF THE TERM, THE AUDIO EQUIPMENT WAS NOT IN SERVICE. I HAD TO USE EXTERNAL SPEAKERS TO WATCH VIDEOS IN THE CLASS, WHICH WERE LESS THAN OPTIMAL (BUT SERVICEABLE). THERE WERE A COUPLE OF TIMES WHERE THE AUDIO SEEMED TO WORK, BUT THEN STOPPED WORKING. THE ACS STAFF WERE TIMELY AND HELPFUL, BUT UNFORTUNATELY WERE NOT ABLE TO FIX THE EQUIPMENT. WE RELIED ON THE EXTERNAL SPEAKERS OR A SEPARATE TV/DVD CART FOR THE WHOLE SEMESTER.

Student Survey

How Satisfied were you with the ACS Lab Equipment?

Fall 2012 (10 Responses)
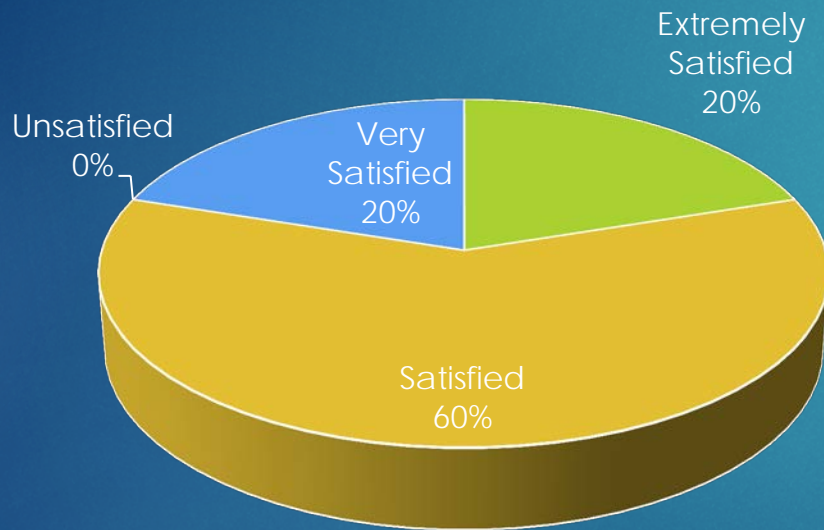
Fall 2011 (13 Responses)
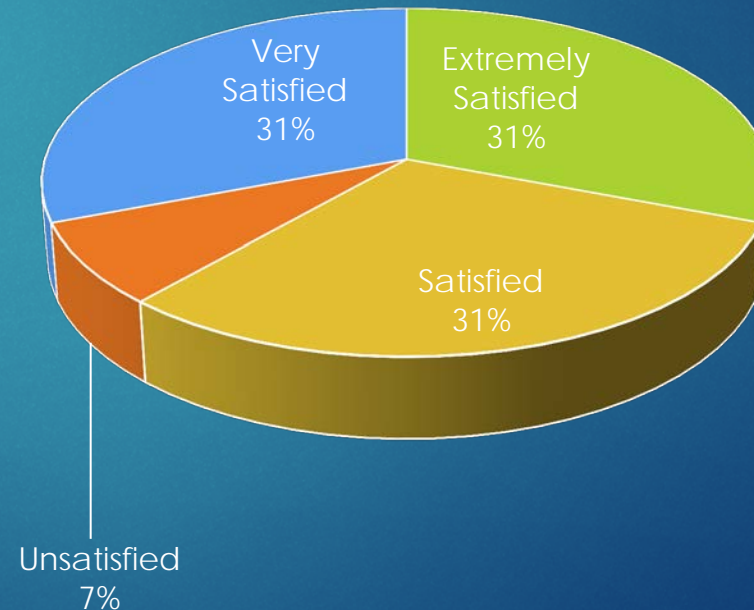
How Satisfied were you with the ACS Lab Assistants?

Fall 2012 (10 Responses)
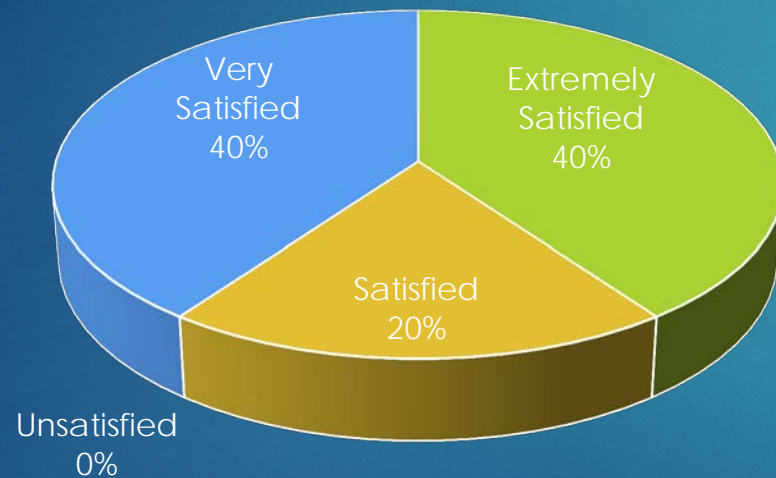
FALL 2011 (13 Responses)
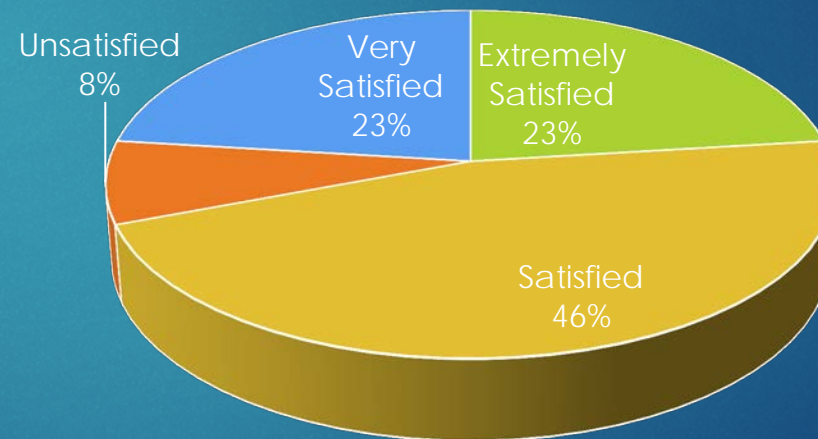
How satisfied were you with the overall condition of the classroom?

Fall 2012 (10 Responses)
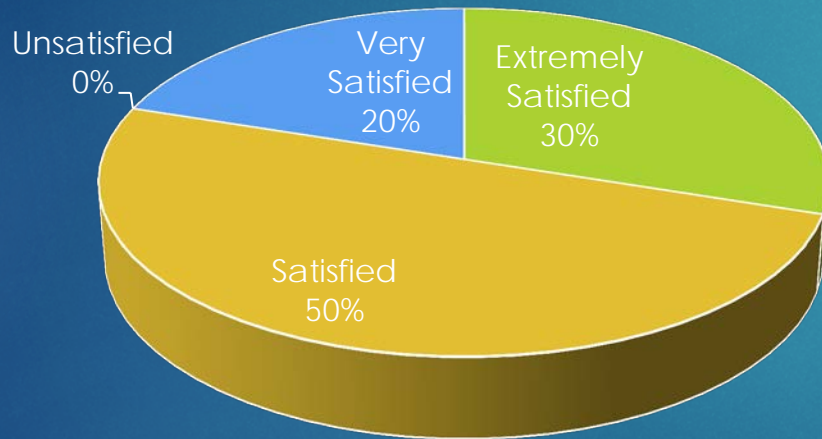
Fall 2011 (46 Responses)
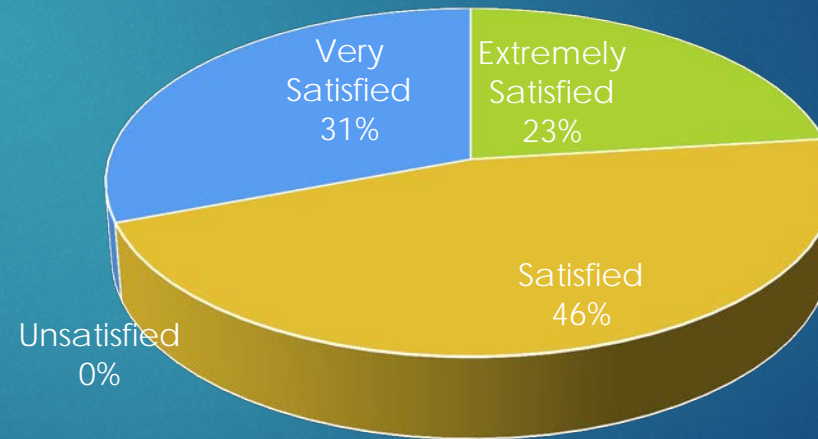
Additional Comments

- GINA IS VERY KNOWLEDGABLE AND HELPFUL WITH THE STUDENTS. SHE IS VERY PATIENT AND CARING ABOUT THE HELP THAT IS NEEDED.

- "SPECIAL THANKS TO THE YOUNG LADY(GINA)WHO HELPED ME OUT DURING THE SEMESTER, I REALLY APPRECIATED IT. HOPE SHE'S HERE TO HELP ME NEXT SEMESTER..HINT,HINT**"

- SOME TIMES THE COMPUTER FREEZE AND TAKE A LONG TIME TO START UP. THE LAB EMPLOYEES ARE VERY HELPFUL AND FRIENDLY.

- NONE RIGHT NOW

- COMPUTER LOGIN TIME TAKES FOREVER. THE LAB WAS OUT OF CLOROX WIPES FOR ABOUT A MONTH AND A HALF WHICH WAS UNSETTLING.

- GREAT LAB, VERY QUIET SETTING.

- THAT GUY DONALD WASHINGTON IS THE GREATEST!!!!!!

Implementing an Athletics Program at GSU

Organized sports and athletics have been part of colleges and universities since colonial times. The early sports teams and programs were organized and supervised by the students to provide recreation and relaxation from their studies. Teams were typically formed by students in each entering class which helped develop loyalty to the institution and to students' classes (cohorts). Institution administrators and faculty did not provide oversight or take much interest in the sports activities. Some faculty and administrators believed the organized athletic contests helped curb mischief and misbehavior. "During the past fifteen years one cannot fail to be struck by the decreasing number of really great disorders" (Richards, 1884, p. 452). Initially, sports contests were restricted to individual institutions. The first intercollegiate game, a rowing contest between Yale and Harvard, took place in 1852. Seven years later, Amherst and Williams met for the first college baseball intercollegiate contest and in 1869, Rutgers and Princeton participated in the first intercollegiate football game. Consequently, by the 1870s, the foundation of intercollegiate athletics was formed (Flowers, 2009, p. 343-344).

As intercollegiate athletics grew in popularity, administrators and faculty took notice. Some thought that athletics were a distraction to the academic mission of the institution. However, "the visibility of athletic competitions and the ability to influence the support of the general public and prospective students was not lost on the leadership of higher education" (Flowers, 2009, p. 346). As state funding became less dependable, college and university presidents and Boards of Trustees began looking for ways to increase funding support for their institutions. Noticing the popularity of the athletics contests, especially those held between

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institutions, the college and university leadership saw "the commercial and business aspects of athletics" such as charging spectators to attend the contests (Flowers, 2009, 346). According to Davis (2007) "big money and athletics were married by the early twentieth century…in response to expectations that a legitimate institution of higher education required a successful athletic program." Sack and Staurowsky (1998) stated that "the primary impetus for the growth of college athletics was the prestige derived from being associated with a winning sports team. Successful sports teams were a source of pride for students, alumni, trustees, and local fans." In summary, Flowers (2009) stated that "from the first contest, intercollegiate sport was a commercial enterprise" (p. 349)

A significant amount of research has been conducted focused on the impact of intercollegiate athletics on colleges and universities. Some topics of research included administration and oversight; impact of participation on student-athletes and their academic achievements; fiscal implications of supporting intercollegiate athletics; using athletics in marketing/branding activities; establishing athletic conferences; and coaching.

Developing an Athletics Program at Governors State University

There are several decisions to be made as Governors State University (GSU) moves towards implementing/expanding an intercollegiate athletics program. These decisions include which sports to offer; which athletic conference to join; and branding/marketing opportunities. Goff (2000) studied the effects of university athletics on the university and stated that "it is important for university decision makers to carefully scrutinize empirical data concerning the impacts of college athletics on the university as a whole in formulating strategies for athletic

programs" (p. 85). This paper will identify and discuss the planning necessary to prepare GSU

for implementing an intercollegiate athletics program. Goff's review led him to suggest that

"current evidence indicates that success, and at times merely participation, in college athletics

provides several benefits including direct financial gain and such indirect benefits as increased

university exposure and, in turn, increased financial contributions and increased student

applications and enrollment" (p. 85). It is unlikely that GSU will field teams in the revenue

sports of football and men's basketball. This can be considered a non-issue since Goff found

that research has shown that "studies…challenge the 'myth', allegedly held by many, that

college athletics is a significant net contributor to university treasuries" (p. 86). An issue to be

considered in determining the expansion of GSU's athletics program is the reality and

perception of the resources needed to support the teams. Chu (1985) stated that "…academic

and athletic programs have long been seen as in competition for resources on American college

campuses. This competition and the problems it creates seem to be unique to higher education

in the United States. In no other country is college sports taken so seriously, given such large

budgets, or so embedded within the structure of universities." This paper will focus on the

possible indirect financial benefits of a GSU athletics program, the potential non-financial

benefits of an athletics program, the potential branding/marketing benefits, and the potential

impact of participation of GSU student-athletes.

GSU has some experience in fielding athletics teams. The GSU Table Tennis teams have

become leaders in the National Collegiate Table Tennis Association (NCTTA). GSU has hosted

regional tournaments on campus including teams from the Upper Midwest region. The GSU

Table Tennis team has also participated in national tournaments.   The GSU Women's Volleyball

team successfully participated in competitive club team competition in a league in Oak Lawn. A soccer team with members from the campus and the greater community regularly practices on campus.

Expanding the intercollegiate athletics program offerings could be an asset to the GSU recruiting activities. High school student-athletes who want to continue to compete in their sports might be more willing to consider GSU as their institution of choice if they were able to continue to participate in their sport . Likewise, community college student-athletes might also be more willing to consider GSU as their transfer institution if they were able to continue participating in their sport. An expanded athletics program would enhance the student life opportunities on campus especially for residential students.

GSU will need to decide which athletic teams to include in an expanded intercollegiate athletics program. A review of the sports teams offered at GSU's partner community colleges and at selected four-year institutions identified 14 sports that are offered. The sports and the institutions where they are offered are shown in the chart below. These sports programs provide sports GSU should consider as it grows its athletics program.

Intercollegiate Sports Teams Fielded by Potential Transfer Institutions

Sport	PSC	JJC	MVCC	SSC	KCC	NIU	WIU	EIU	UIC	CSU	GSU
Baseball	M	M	M	M	M	M	M	M	M	M	
Basketball	M/W	M/W	M/W	M/W	M/W	M/W	M/W	M/W	M/W	M/W	
Cross Cty	M/W	M/W	M/W			W	M/W		M/W	M/W	
Track & Field						W	M/W		M/W	M/W	
Golf	M		M			M/W	M/W	M/W	W	M/W	
Soccer	M/W	M/W	M/W	M/W	M	M/W	M/W	M/W	M		
Tennis	M		M/W			M/W	M/W	M/W	M/W	M/W	
Softball	W	W	W	W	W	W	W	W	W		
Volleyball	W	W	W	W	W	W	W		W	W	
Gymnastics						W			M/W		
Swimming							M/W		M/W		
Wrestling						M					
Table Tennis									M/W		M/W
Cheerleading	W	M/W									

*Not included in the chart: Football (NIU, EIU & WIU); Lacrosse, Field Hockey (EIU)

Branding/Marketing GSU Using the Athletics Program

In general, "brand management or branding are terms used to describe marketing efforts made by organizations to develop and manage their brand in hope of establishing a strong position in their respective market and achieving competitive advantage" (Keller, 2003). According to Aaker (1991), "the goal of branding is to create meaningful differences in the way organizations are perceived by consumers and to add value via increased awareness levels, positive thoughts and feelings toward the brand, and strong customer loyalty." While branding has long been popular among the for-profit sector, colleges and universities have not focused on establishing their brand until recently. Branvold, Clark, and Synowka (2009) found that "…as competition for more and better students, distinguished faculty, and resources from external sources (e.g. donor giving, research grants) intensifies, universities are increasingly resorting to brand building techniques to differentiate their institutions from their competition and project a perception of quality and value" (p. 60). Plank (2000) identified the importance of branding to colleges and universities: "An institution's brand is its personality, psychology, and attitude— as its constituents perceive it. It is the face by which an institution distinguishes itself from all others. Its brand—more than its faculty, campus, alumni, or students—is its most enduring asset."

Colin (2006) identified some ways in which universities have made mistakes as they sought to use branding concepts and activities. Colin posits that "the large amounts of expenditure on university marketing would be more efficiently used if the principles of brand

management taught within them were applied properly" (p. 466). Belanger, Mount, and Wilson (2002) identified one reason that effective branding can be positive for institutions: "branding has also become a strategic managerial issue for universities and other post-compulsory educational institutions since it has been shown that the greater the congruence between the student's vales, goals and attitudes and those of the institution, the less likely a student is to drop out." As GSU plans to include intercollegiate athletics in its branding and marketing efforts, a warning from Argenti (2000) will be important to keep in mind: "…conventional brand management techniques by themselves are inadequate in this market due to brand proliferation, media fragmentation, rising competition and costs, greater scrutiny from customers (however customers are defined), and internal resistance from old-fashioned, non-business oriented faculties in prestigious universities" (p. 171).

Bunzel (2007) studied the ways that the various rankings of higher education institutions influence branding and marketing efforts. "The rankings often rely on reputation assessment which can be enhanced by marketing, promotion, and branding programs" (p. 152). Bunzel provided several examples of the ways several institutions used the marketing strategies to improve their place in the rankings.

- University officials at Cornell are chagrined when they are no longer in the top ten in the *US News & World Report rankings.* Students and faculty work to develop a university "rebranding program."
- Trenton State College in New Jersey changes its name to College of New Jersey, increases admission criteria, and the *Fiske Guide to Colleges* now considers it an "up and coming public institution."
- Beaver College, a small liberal arts school near Philadelphia, surveyed prospective students and discovered that 30 percent of people considering the university did not apply because of the name. As many of us can appreciate, the vernacular of youth

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over the last 20-30 years has given this hard-working animal an interesting connotation, so Beaver College was rebranded as Arcadia University in 2001.

- New Jersey Institute of Technology website…justifies its rebranding program by stating: Higher education has become an extremely competitive field, particularly in the recruitment of the highly motivated, academically accomplished students who have the interest and aptitude to succeed at a technological university. With the Internet and email, today's high school students are inundated with information from hundreds of colleges and universities…And, public perception does affect the value, the "currency," of a degree for students and alumni alike.
- Other colleges such as Sacramento State…hire a well-regarded design firm to develop a new logo and identity package explaining: The identity package project is part of the University's effort to improve its reputation, build community support and improve student recruitment through consistent communication. (p. 153)
- The Director of Athletics at Robert Morris University (RMU) was given the assignment to use the university's athletic program to "launch a comprehensive branding campaign." Two of the five initiatives of RMU's new Strategic Plan specifically mentioned athletics as a 1) "vehicle for student engagement and 2) as a potential source of publicity, revenue, and students."
- The RMU Chief Marketing Officer (CMO) stated that "athletics is a good way for us (RMU) to knock on their [target students'] door and introduce ourselves. To let them know that this is a real University and that we have a campus. We need to tell the RMU story…and athletics give us that brand platform." Additionally, the CMO felt the athletic program should: "aid in creating awareness among a market segment that traditionally has not considered RMU to be a viable alternative for higher education; expand the reach in terms of awareness to the current market segment from which RMU draws students; and create awareness to academically stronger students who may have been aware of RMU, but never seriously considered attending the institution because of the university's perceived brand position. In this sense, the athletic program alters some people's perceptions to one where RMU is a "real" university.
- The former UNC men's basketball coach, Dean Smith, stated "…that while sports are far from a university's most important facet, they are the most visible. Athletics are a university's front porch."

Robert A. Sevier, Senior Vice President at Stamats, a nationally recognized higher education marketing group, identified the issue facing institutions: "There are 3600 two- and four-year colleges in the United States. Even as a member of the academy, how many can you name? How many can your prospective students name? Or prospective donors? Can they name yours? Will they? (2002, p. 5).

Student Athletes

A body of research has focused on the impact of sports participation on student athletes. "Collegiate athletic programs have come under fire for exploiting athletes (Noll, 1991; Eitzen, 1992); for breaking rules of the NCAA (Frey, 1994); and for their preoccupation with making money (Davenport, 1985)." However, supporters of athletics programs "have argued that college sports can build character and improve the academic achievement of athletes, provide entertainment and a unifying focus for students, and bring money and prestige to the sponsoring institution" (Frey, 1986).

Chitivo and Larimore (2007) reviewed and reported on studies focused on the non-economic societal impacts of intercollegiate athletics. Selected findings from their review are summarized below.

- Athletes learn the principles of self-discipline, teamwork, winning and losing, work, and self-confidence. They have their self-esteem boosted (National Association of High Schools, 2003).
- An athletics director at a community college in Tennessee stated that "athletics fulfill major commitments of our mission statement to educate the whole person, to develop teamwork and leaders, and to contribute to the personal health and well-being of our students" (Cigliano, 2006, p. 45).
- Student athletes participating in Cigliano's study listed the following as virtues they received from their participation in athletics: recognition, patience, becoming better persons, self-discipline, maturity, motivation, teamwork, knowing people better, working hard, perseverance, working together, self-confidence, and leadership.
- A community college president in Cigliano's study stated that "the athletics program attracts between eighty to one-hundred students who would not be attending college if the athletic programs were not available for them." Another president indicated that "sports had a significant impact on enrollment because of the influence athletes had in attracting girlfriends, friends, and peers."

- According to Pulsinelli, Borland, and Goff (1989) "athletics has a positive effect on enrollment." The researchers posited that "in order for sporting teams to be self-financing, athletic teams would have to 'attract' a certain number of non-athletic students to the university" and that "high sporting performance was associated with increased enrollment."
- Yiannakis et al. (2003) established that the perceptions of people regarding the positive impacts of sport differed based on whether one was a fan or not.

Research has also identified some negative aspects of student participation in intercollegiate athletics. Adler and Adler (1991) found that "the student-athlete commonly encounters a conflict between the student role and the athlete role. For most student-athletes, the conflict is resolved in favor of the athlete role because it engulfs and controls their lives" (p. 200). Lance (2004) found that "pressure placed on athletes to win may have a detrimental effect on the student's commitment to be successful in the classroom." Some authors argue that "the personal development of student-athletes, particularly football and basketball players, is greatly diminished by their involvement in high-level collegiate sports" (Brady, Despres, & McGowan, p. 200). Pearson and Petipas (1990) found that "athletes are sometimes overindulged and overprotected because of their athletic skills." As a result, Brady, Despres, and McGowan (2008) posit that "although such preferential treatment may seem to represent a benign form of discrimination, in reality, preferential treatment may foster an excessive sense of entitlement, having behavioral and developmental consequences" (p. 201).   Kennedy and Dimick (1987) found that "student-athletes frequently lag in career development" in part because "their athletic training schedules preclude experiences such as part-time jobs and internships…if they fail to see a need for

developing career goals outside of athletics, career exploration will be inhibited, resulting in poor career development."

In a large-scale study of NCAA Division I athletes, Simons, Van Rheenan, and Covington found that "university student-athletes present an apparent motivational contradiction. Most are highly motivated to succeed in the athletic domain….however, many of the most visible student athletes seem to lack such motivation in the classroom" (151). These researchers also found that "…female and non-revenue athletes (those who played sports other than football and men's basketball) seem more willing and able than revenue athletes to make this transfer (of the skills required for athletic success), as demonstrated by their superior academic performance."

Decisions Facing GSU

As GSU moves towards expanding its intercollegiate athletics, there are several decisions to be made:

- Which sports should be offered?
- Should GSU join an athletic conference?
- How will intercollegiate sports be utilized in the GSU marketing/branding efforts?

Decisions about which sports teams to offer include attention to costs, staffing, and facilities. GSU has experience in fielding sports teams for intercollegiate competition, most notably the table tennis team. GSU also had some success fielding a competitive club team in women's volleyball. The potential for recruiting and enrolling student-athletes in the various sports should be an important consideration. Of the 5

community colleges in GSU's service region, none field table tennis teams. Of the four 4-year institutions in the state university system reviewed and Chicago State University, GSU and UIC field table tennis teams. Of these institutions, all except EIU field women's volleyball teams. There are several years of expense history of support for the table tennis team which can be used to project costs for continuing this team. The costs for the table tennis team include conference fees, uniforms, equipment, and travel. There are fewer costs for the women's volleyball team as a club sport; an annual conference registration fee; travel is a short drive from GSU to the facility in Oak Lawn; uniform and equipment costs are minimal. Coaching costs for the table tennis team include release time for the faculty coach. An A&P staff member provided coaching for the women's volleyball team for minimal supplemental payment. The assistant director of the GSU recreation unit also provided some strength training and coaching for this team. Additional resources will be needed to strengthen the women's volleyball team if this is one of the sports GSU decides to include in its intercollegiate athletics program. Based on the teams fielded by the 10 institutions reviewed, all except CSU, field soccer teams (KCC and UIC field men's soccer teams only). All of the institutions field baseball (men) and softball (women) teams. All of the 4-year institutions field tennis and golf teams.

Facilities for the sports teams will be another consideration as GSU decides to expand its intercollegiate sports program. The gymnasium at GSU is utilized by GSU students and staff and by members of the greater community and is heavily utilized. When GSU hosts regional tournaments, the gymnasium is closed to non-participants typically for the Friday night before and the Saturday of the competition. Table

tennis team members are able to practice using tables set up in the areas outside

the gymnasium. An expanded women's volleyball team will require dedicated time

in the gymnasium for practice and to host competitions if the program grows.

Additionally, support for a fully competitive women's volleyball team would require

a dedicated coach, at an estimated cost of $3200 per 8 months; a center court

competitive net system with contracted installation ($4800) and scoreboard

renovations ($1000+).

In July 2009, the AVP for Facilities Development and Management and one of

her staff members assessed the GSU outdoor facilities to support soccer and

baseball teams. A temporary soccer field was made ready for play. The area

designated for a regulation, permanent baseball field (225 feet x 360 feet) presented

several problems:

- The entire existing baseball field is not flat but rather crowned and sloped for drainage
- Surface is irregular (lumpy)
- There are ditches along the edges to collect rain runoff as well as manholes
- The fence, while not precisely in the field of play, is very close to the field boundaries (S. Rakstang, personal communication, July 15, 2009)

AVP Rakstang's concerns included the safety of the field: the irregularity of surfaces,

slope, and in-ground drainage obstacles. At the time, AVP Rakstang recommended that

an athletic field consultant be hired to assess conditions and submit an opinion and

make recommendations for making the baseball field safe and usable for play. The

consultant was not hired so an assessment of the field conditions would need to be

completed if GSU decides to include baseball/softball in the intercollegiate sports

program.

GSU's location across from the University Golf Club provides a close, easily accessible venue for golf teams. Of the 10 institutions reviewed, two of the community colleges and five of the 4-year institutions field golf teams (PSC and MVCC field only men's golf teams; UIC only fields a women's golf team). The U.P Golf Club General Manager was contacted about the availability and costs for use of the golf course for a potential GSU golf team. At that time, the Club had a contract with Prairie State College's golf team for $3200 for unlimited range & golf, Monday-Friday after 1:00 pm, August 1-October 15. (Personal communication, Facility Supervisor, July 8, 2009). While some potential golf team members may be students who play golf and have their own equipment, the costs of fielding a competitive golf team may include equipment and a coach.

Another important consideration as GSU decides how to expand its intercollegiate sports program is the potential fan base. One goal of expanding the intercollegiate sports program is to provide additional student life opportunities especially for residential students. Decisions about which sports to expand or implement should include consideration of the appeal of the competitions to fans/spectators. The review of the spectators who attended the table tennis tournaments could provide an indication of the potential fan base for this sport. A survey of the GSU student body could provide information about which sports would attract potential student-athletes as well as identify potential fans for each sport. To help develop and increase the fan base for its athletics teams, GSU may want to consider creating a logo and mascot for the athletics teams. These images would

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provide visual representations for the various sports teams. The images could also be used on items to help market the athletics program and the university on clothing items, water bottles, and other items which could be sold to fans, given to prospective students, alumni, and donors.

A final consideration of costs for expanding the GSU intercollegiate athletics program is the insurance to cover the athletes, coaches and trainers. A quotation was solicited from an insurance company which specializes in covering participants in the Table Tennis intercollegiate team and Volleyball club team athletics programs. The quotation for the premium for two different levels of coverage was $25,000 Accident Medical Expense Maximum, $2,500 premium and $10,000 Accident Medical Expense Maximum, $2,000 premium.

Finally, GSU needs to determine if a conference membership is appropriate and necessary to support the intercollegiate athletics program. The community colleges reviewed all belong to the National Junior College Athletic Association (NJCAA). The five 4-year institutions reviewed all belong to the NCAA Division I conference. Since it is unlikely that GSU will field either of the revenue sports (football, men's basketball), NCAA membership would probably be beyond what is necessary.   A consideration for conference membership is the National Association of Intercollegiate Athletics (NAIA). "Active membership in NAIA is open to four-year colleges and universities and upper-level, two-year institutions in the United States and Canada that award the bachelor's (baccalaureate) degree or its equivalent. Institutions

in the U.S. must be fully accredited by one of the six regional accrediting agencies." At this point, GSU does not meet the eligibility requirements for full NAIA membership which state that "every NAIA institution must sponsor a minimum of six NAIA championship sports no later than the beginning of the fourth full academic year of active NAIA membership." However, the membership requirements allow for building programs. "Institutions in the process of building sports programs have the option of sponsoring an intercollegiate sport and option out of NAIA championships on a year-by-year basis." Table tennis is not one of the sports included in the NAIA roster, but the other sports GSU may consider offering are included. In Illinois, there are 12 institutions which belong to the NAIA which may provide competitors for the GSU sports teams (Benedictine University at Springfield, Illinois Institute of Technology, Judson University, Lindenwood University, Olivet Nazarene University, Quincy University, Robert Morris University, Roosevelt University, Saint Xavier University, Trinity Christian College, Trinity International University, and University of St. Francis). Additionally, there are 18 NAIA institutions in Indiana which might provide competitors for GSU sports teams. The sports included in the NAIA which GSU might consider implementing are Soccer (M/W), Volleyball W, M=emerging), Baseball, Softball, and Golf (M/W).

There are a number of costs associated with NAIA membership as listed below:

One time application fee $7500
Annual membership fee (2011-2012) $6300
Average dues for affiliated conference membership $6000
Average dues for independent $6000
Statistical software fees -   ranges from $50-$500 per sport
Letter of intent dues (2012-2013) $200
Required participation in the NAIA's   ranges from $50 to $500 per sport
     catastrophic injury insurance

To help make the decisions about how to implement/expand its intercollegiate athletics program, GSU should consider surveying students (and perhaps prospective students) to determine which sports they would want to participate in and which ones they would support by attending competitions and cheering for the GSU teams. The decisions regarding GSU's athletics program need to be made in a timely manner to allow the program to be an integral part of the marketing/branding and recruitment efforts to attract freshmen to the university for fall 2014.

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GOVERNORS STATE UNIVERSITY
DIVISION/DEPARTMENT CRITERIA GUIDE

PREFACE

Division/Department criteria comprise the standards by which faculty are evaluated and as such are the underpinning of our reputation for faculty excellence. A primary purpose of our division/department criteria is to help identify, articulate, measure, support, and sustain faculty excellence in ways that are consistent with each respective discipline and that are in keeping with professional expectations for all faculty, regardless of discipline.

This Guide provides the unifying structure and relevant standardized content for division/department-specific criteria which were contractually mandated to be revised during academic year 2012-2013. It addresses the University's need for greater consistency and continuity within evaluation processes. More specifically, the Guide establishes common and minimum requirements for evaluation for all faculty, as well as an organizational structure within which such requirements shall be framed.

Each division or department retains responsibility for identifying and articulating evaluative criteria appropriate to their unique disciplinary areas. Divisions/Departments may appropriately identify discipline-specific elements to be added to or further delineated within their own criteria. To the extent that the language and formatting of this Guide (beginning with page 3 and excluding Appendices) are appropriated by divisions and departments where disciplinary distinctions are not compromised, we achieve greater coherence within the collective body of our evaluative documents and processes. Supplemental items found in the Appendices will assist faculty who are participating in the evaluation process as they construct or evaluate portfolios as well as evaluators. These too are to be adopted university-wide, though need not be added to specific division/department criteria.

This Guide was developed by AY 2012-13 members of the University Personnel Committee, the Faculty Senate President, and the UPI Chapter President in collaboration with the Office of the Provost and with the final approval of the President. The majority of this document is the product of hearty discourse leading to consensus. Some content here is not the product of consensus. Specifically, the committee comprising the UPC and Senate and UPI presidents disputed the increase of publications or their equivalent from one to two (with additional activity) as a requirement for tenure and promotion to Associate Professor. Likewise, they did not agree to the increase in number of Research/Creative Activities from three to four for promotion to Full Professor.

Admittedly, it is impossible to fully assess the quality of a faculty member's accomplishments and contributions by simple numeric formula. Still, such formulas have historically been a component of our evaluative systems as a way to initially measure achievement, even while qualitative measures also inform all levels of the evaluation process. A balanced, deliberative, and judicious approach is in fact appropriate and must continually characterize our evaluation processes. Ultimately, we hope that the dialogue surrounding the revision of our division/department criteria and the development of this Guide will clarify and renew our commitment to our well-deserved reputation for faculty excellence.

GOVERNORS STATE UNIVERSITY

STANDARDIZED FORMAT AND CONTENT FOR
DIVISION/DEPARTMENT CRITERIA

STATEMENT OF APPLICATION OF DIVISION/DEPARTMENT CRITERIA
(FOR EVALUATION OF FACULTY FOR RETENTION/TENURE/PROMOTION/
PROFESSIONAL ADVANCEMENT)

IN THE DIVISION/DEPARTMENT 0F_____

Effective AY 2013-2014

These division/department criteria shall be effective AY 2013-2014 and shall remain in effect until the next contractually specified revision process.

INTRODUCTION

The application of evaluation criteria is understood to be a guideline. Judgment is to be used in determining how well faculty members meet the established criteria. The evaluation process should ensure that performance will be articulated and evaluated in terms of quality and that achievements are not merely enumerated. Likewise, when final determinations about retention, tenure, promotion, and PAI are rendered, they will be based on a qualitative assessment of faculty performance as framed within the specific parameters indicated within this document and those of individual division/department criteria.

Evaluation for retention/tenure/promotion/professional advancement is based on judgment of performance in three areas:

      I.   Teaching/Primary Duties
     II.   Research/Creative Activity
   III.   Service

The levels of performance to be achieved in these three areas are identified in the GSU-UPI 2009-2013 Agreement as: appropriate, satisfactory, effective, significant, highly effective, highly significant, or superior depending upon the number of years credited toward tenure or a Professional Advancement Increase (PAI).

The division/department recognizes the integrated nature of teaching, research/creative activity, and service. That is, the division/department members believe that, very often categories overlap and accomplishments may be appropriately judged to be relevant in more than one area.

For these reasons, these criteria allow faculty members to present their accomplishments in more than one area, when appropriate. It is incumbent upon applicants, however, to provide evidence of the applicability of an activity to more than one area. More important, it is incumbent on

applicants to provide evidence of the quality of their accomplishments, consistent with the levels of expected performance at each stage of review, that is, retention, tenure, promotion, or Professional Advancement Increase.

In the next section of this document, each of the three performance areas will be introduced and defined. In the final section, the specific and broadly based performance standards that must be met for progression through the promotion and tenure processes will be delineated. *[Each statement of division/department criteria will further delineate discipline-specific aspects or applications of these standards as appropriate.]*[1]

I. TEACHING/PRIMARY DUTIES

Of the three areas of responsibility, the GSU-UPI Agreement indicates that teaching/primary duties are considered to be of utmost importance.

Teaching/primary duties are defined as activities related to developing in students the knowledge, behavior and skill necessary for entry into further study of the discipline and/or employment within the field. Evaluation of teaching/primary duties must include analysis of Student Evaluation of Instruction (SEIs) in every class taught during the evaluation period unless explicitly excluded by agreement with the chair and dean. Such analysis must account for the importance of patterns of student comments, not merely numerical findings. Evaluation of teaching/primary duties should also include but not be limited to: a) design, implementation and evaluation of classroom, laboratory, clinical, and other teaching/learning activities; b) design, implementation and evaluation of methods to assess student learning; c) student advisement; d) supervision of student-generated research projects; e) course materials prepared by the faculty member; f) in- and out-of-classroom observations by students, faculty and others; g) indicators of indirect instruction; and h) other factors related to quality of performance. Faculty may identify new courses or courses taught for the first time as evidence of contributions in teaching.

Every aspect of teaching/primary duties should be considered in the evaluation process. Furthermore, the integration of teaching/primary duties with research/creative activities and service must be evident. All assigned duties on the Assignment of Duties (AODs) are sources for evaluative judgment of with the exception of specific service or research assignments (e.g., Senate President, Research CUEs, etc.), though again, the overall integration of such efforts with teaching/primary duties should be apparent.

A.   Examples of instructional materials prepared by faculty and employed in the teaching process should be reviewed. This includes, but is not limited to: syllabi, outlines, reading lists, examinations, study guides, audio and videotapes, multimedia presentations, laboratory preparations, online learning materials, study guides and/or course materials. These materials should be evaluated for teaching effectiveness based on <u>content</u> (accuracy, currency, appropriateness) and <u>organization</u> (logic, consistency, clarity).

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[1] Where instructions for use of the Guide are embedded within content appropriate for inclusion in specific division/department criteria, they will be denoted by italicized font enclosed within brackets *[like this]* for ease of identification and removal.

- *Syllabi* should follow the approved GSU syllabus template.
- *Course materials* must demonstrate that subject matter is thoroughly presented and that current, relevant knowledge and/or practice is included in course content.
- *Evaluation and assessment tools* clearly and explicitly address student learning outcomes.
- *Instructional materials* are appropriately selected by faculty.

B. Observation of teaching/primary duties is an important consideration and will be used as part of the evaluation process. Observations may be those of students, other faculty in the division/department, faculty outside the university, practicum site supervisor, and/or appropriate others who have responsibility for quality teaching such as the dean of the college and chair.

Guidelines for the observation process are:

1. The dean and/or the chair may observe the teaching performance of faculty within their unit with reasonable notice of at least five working days.
2. Peer review is mandated and should be arranged with reasonable notice of at least five working days for a minimum of one class during the evaluation period. The goal of a peer observation is to evaluate a faculty member's teaching with intent to improve his/her teaching in any observed areas of weakness. Without a systematic process for conducting observations of teaching, neither of these goals will be achieved. In addition, a systematic peer observation can provide a good balance to a faculty member's SEIs. The observation/evaluation form in Appendix 1 of the "Division/Department Criteria Guide" focuses attention on observable characteristics of effective teachers and allows for detailed notes regarding specific concepts of the class observed related to those characteristics.
3. Observations should result in a timely written statement (addressed to the person observed) with comments concerning factors from among those provided in criteria for teaching standards at the level relevant to the faculty observed. Copies of written statements must be provided to the chair and the faculty member. Faculty may append a concise statement to the observation statement(s).

C. Performance factors that should be considered are enumerated in later sections of this document and are specified according to the year of evaluation, promotion, or PAI.

D. Faculty member's grading practices must demonstrate differentiation of student performance and provide regular feedback to students with clear explanations of the basis for determination of grades.

E. Faculty member's oral and written communication and interaction skills in and out of the classroom must be effective.

F. Clinical education and supervision should include effectiveness in conducting, coordinating, and evaluating the process, including, but not limited to, collaboration with off-campus site supervisors, as well as direct observation, teaching, supervision, and assessment.

G.   Other primary duties include both assigned and unassigned duties. Such duties include, but are not limited to: (1) advising (e.g., documented pre-advising of potential students); (2) working with adjunct and/or other colleagues to improve instruction/service; (3) participating in and effectively contributing to program development and program reviews; (4) participating in the development and evaluation of students (e.g., serving on thesis committees, developing and grading comprehensive exams, etc.); (5) effectively participating in the recruitment and retention of students; (6) directing a program, special project, or grant; (7) coordinating a part of a program, such as practicum, graduate studies, etc.; (8) involvement in student outcome assessment; (9) participation in academic articulation of lower division courses in the program in order to improve student access to GSU; and (10) involvement in program and institutional accreditation. All duties may not necessarily apply to each faculty member.

Evaluation of performance of other primary duties is based on the:
1.   amount of time required to discharge these duties;
2.   timeliness, quality, and accuracy of the work;
3.   faculty's record in effectively cooperating with individuals
        and groups necessary to discharge these duties.

II. RESEARCH/CREATIVE ACTIVITY

Research/creative activities should be evaluated based on their contribution to the discipline, division/department, or the University. *[Boyer's scholarship model has often been cited as an appropriate resource for helping to define and enumerate various modes of scholarship--i.e., discovery, integration, application, teaching or creativity. This or other best practice models may be referenced within specific division/department criteria as appropriate.]*

Individuals do not have control over the specific date of acceptance of an article, book, etc. for publication or the specific publication date. With this in mind and with regard to the activities required for Years 1 through 5, if more publications than required by the criteria were completed, submitted, and accepted and/or published in year(s) prior to the next evaluation year, they will carry over to the next year. If the work in the aggregate prior to a specific year demonstrates an ongoing pattern of scholarship and meets the requirements for a particular evaluation year, it will be considered as meeting the criteria for the particular evaluation year even though it was completed early.

With regard to evaluation for tenure/promotion to Associate Professor, promotion to Full Professor, and application for PAI Teaching/Research, or PAI Teaching/Service, criteria must be met as specified for the appropriate years.

The documented research/creative activity *must* relate to the faculty member's academic area or have clear application to university or community needs. The overall integration of teaching/primary duties, research/creative activity and service, noted above, must be clear. The research/creative activity *must* also be of a degree of quality and significance required at the

level of competence of the faculty member's probationary year or requested promotion or increase level.

Suitable research/creative activities may vary by discipline but include: publication/production/presentation of original, creative and peer-reviewed and/or juried works, presentations at professional meetings for which selection was as a result of peer review, and authorship of significant grants submitted to regional, state, national, or international funding sources.

Sources for evaluative judgment are listed in items 1-4 below. All sources may not apply to each faculty member. *[The significance or weighting of some items may vary per division/department.]*

1. Ongoing publication/production/presentation of original, creative work is highly valued. Products may be books, monographs, journal articles, book reviews, essays, literature, films, recordings, performances, exhibits, computer software, multimedia materials, equipment, or patents. Several factors are considered when evaluating these activities or products including:

    a. the quality of the work (this may be based on the judgment of the evaluators and/or on evaluations by peers/professionals in the field);
    b. the professional relevance of the work;
    c. the significance of the work (this may be based on internal and external evaluations);
    d. the role of the faculty member in the production (author, co-author, editor, coordinator, etc.);
    e. the extent of the audience (whether local, regional, national, or international) and influence of the content;
    f. the reputation of the medium or venue of publication/production/presentation; and
    g. the quantity of the work (e.g., two refereed publications may indicate greater achievement than one).

2. Awards may be considered evidence of achievement in the area of research/creative activity if it is a juried/peer reviewed award, or if the criteria for the award is defined and meets the standards of the appropriate year of evaluation. Awards include grants and contracts, fellowships, internships, etc. A recognition award that carries no monetary value may also be considered. The submission of an application for such awards may be recognized as evidence of research/creative activity when such applications require extensive writing or research for completion.

3. Invited or refereed presentations may be counted as research/creative activity. These may be individual lectures, panel discussions, papers, platforms, exhibits, performances, or posters. *[It is incumbent upon the division/department to specify the relative weight of these presentation formats.]*

4. Appointment as editor of a professional journal with demonstrated evidence of the scholarly contribution of the editor.

The faculty member should document research/creative activity by including in the portfolio such information as necessary and appropriate to assist the evaluator in assessing the activity(ies) and its (their) significance. Faculty are encouraged to present information about the quality of print or other publication or presentation venues to the Division/Department Personnel Committee for any format or product of research/creative activity. The University Library faculty are a resource for the assessment of the quality of journals, publishers, conferences, etc.

Faculty members should have letters from the other co-authors (or editor) that explain the significance of the contribution of the author in the peer-reviewed item. There is a standard format which must be completed and submitted with the portfolio to verify that the peer-reviewed journal is of sufficient quality. This format is in Appendix 2 of the "Division/Department Criteria Guide" *[With regard to co-authorship, various disciplines may have different ways of signifying authorial roles within author listings and should specify appropriate expectations accordingly within division/department criteria.]*

III. SERVICE

University faculty are expected to play an important role in providing service to the community at the university, local, state or national levels. Service at the international level is also encouraged, where clearly in alignment with the university and program mission.

There are two categories of service which are indicated below. As faculty progress towards tenure, it is expected that the mix of activities will shift. In early probationary years, activities may include more service to the university community. In probationary years three through six/tenure, it is expected that the mix of activities will incorporate more service to the external community. At the level of Associate Professor or higher, faculty should assume significant leadership responsibilities, whether formal or informal, within the university, the professions and in the local and/or global community.

A. <u>Service to the University Community</u>

1. Service to the university as a member or chair of a committee, or as an officer of a university organization. This may also include student recruitment, advising a student organization, or other student organization work. Factors to be considered in the category are:
   a. The nature of the committee/organization (departmental, collegial, university-wide);
   b. The quality and quantity of the responsibility;
   c. The level of responsibility required by the faculty member's role and evidence of contribution to the committee/organization effort.

2. Develop, deliver or coordinate non-credit workshops/seminars not included in primary duties.

3. Participation in GSU accreditation, evaluations, program reviews, etc.

B. Service to the External Community

1. Public (Community) Service. This category includes activities related to the faculty's area of specialization that benefit the community, university-community relations, or the profession. Examples include: instruction in non-credit courses; non-instructional services; or work in the faculty's area of specialization that aids social, economic, health, or political organizations attempting to improve community life. This does not include externally sponsored activities or activities normally associated with responsible citizenship such as coaching little league or being a scoutmaster, etc.

2. Professional Service. This category includes service to the profession as a member or chair or officer of an external organization or committee. Factors to be considered in the category are:

   a. the nature of the committee/organization;
   b. the quality and quantity of contributions required by the responsibility;
   c. the documentation of those contributions;
   d. the level of responsibility required by the faculty's role.
   e. consultations for health, education or social service agencies, or to individuals.

3. Service on editorial boards of professional journals or magazine or service as a referee, reviewer, evaluator, or grant reviewer. Factors considered in this category are:

   a. the quality of the publication and its relation to the faculty member's discipline or disciplinary role;
   b. the extent of the faculty member's responsibility;
   c. evaluations by others involved.

4. Participation in external accreditation, evaluation and/or program reviews.

5. Development, delivery, or coordination of non-credit workshops/seminars not included in primary duties.

6. Completion of an advanced degree, achievement of certification, and clinical practice are important professional activities and may comprise a relevant component for consideration within the performance of service.

The faculty member should document her/his service in each category. The faculty member is to present a full report on service activities in each year of tenure review and promotion portfolio. See Appendix 4 of the "Division/Department Criteria Guide" for information regarding appropriate justification and documentation of various service activities.

Criteria for Evaluation

The following criteria shall be applied as a unit or set when evaluating the quality of service. Not all criteria need to be met for an activity to be evaluated as high quality service. It is therefore

recommended that faculty address these aspects of service in their narrative in support of individual service activities.

1. *Importance and quality of individual contribution.* Activities that make a distinctive contribution carry more weight than do other activities. Thus effectively filling leadership roles (e.g. chairing a committee) may carry more weight than do other roles. However, some activities carried out in informal roles can make contributions as important as those provided by those in formally designated leadership roles. For example, a person who drafts a lengthy report or other document is making an important contribution even without holding a formal role. Other examples of informal leadership would be representation of the unit at public functions, initiating changes and steering them to fruition, serving as a bridge to other units, and willingly volunteering for necessary but otherwise thankless tasks.

2. *Impact or significance of the service.* Service contributions that have substantial and important consequences in the setting in which the service takes place carry more weight than work that does not have important consequence.

3. *Time on task.* The greater the workload of the service, the more weight it carries.

4. *Intellectual work.* Service activities that involve extensive application of expertise, acquisition of new knowledge, etc., carry greater weight than do service activities that do not.

5. *Integration of service, teaching, and scholarship.* Service activities that develop new teaching and scholarly competencies, new information, new technology or new research agendas count more than activities that do not.

6. *Communication and dissemination.* Service work that leads to publication or communication of findings carries more weight than does other kinds of work.

SPECIFIC PERFORMANCE STANDARDS FOR RETENTION, TENURE, PROMOTION AND PROFESSIONAL ADVANCEMENT

Retention in Probationary Years One through Three/Assistant Professor

For each of the performance categories below, the standards for Evaluation Years One through Three are the same, but it is expected that with each successive year, faculty will show a clear progression in achieving the increased levels of expectation.

Teaching and Primary Duties

In order to be retained in probationary years one through three, evaluators must rate teaching performance and performance of other primary duties as at least satisfactory (year one), effective (year two), and highly effective (year three), respectively. Performance standards comprise the following. All sources may not apply to each faculty member.

1. Analysis of student SEIs and patterns of strengths and weaknesses indicated by such for all courses taught during the evaluation period demonstrate at least satisfactory teaching (year one), effective teaching (year two) and highly effective teaching (year three).

2. In-class evaluation of teaching performance indicates at least satisfactory (year one), effective (year two), and highly effective (year three) performance.

3. The integration of teaching/primary duties with research/creative activities and service is evident.

4. Course syllabi provide required information and accurate, current, and appropriate content.

5. Course outline is logical and thoroughly presents subject matter.

6. Teaching supplements are effectively utilized: guest lectures, field trips, films, digital or web-based sources, etc.

7. Instructional material is current, accurate, clear, and logical.

8. Advising responsibilities are satisfactorily (year one), effectively (year two), in a highly effective manner (year three) performed including provision of appropriate assistance to complete student study plans for matriculation through the program; posting and conducting office hours.

9. Grading policies are fair and appropriate.

10. Contributions to program development and to continued accreditation, if applicable, are satisfactory (year one), effective, (year two), highly effective (year three).

11. Interaction with related disciplines outside of program (e.g., professional presentation to classes outside of the program, new course development, etc.) is constructive.

12. Development of practicum site, field experience, observation site or other relevant outside contact is beneficial.

13. Performance of other primary duties is satisfactory (year one), effective (year two), highly effective (year three) based on:
    a. the amount of time required to discharge these duties;
    b. the timeliness, quality, and accuracy of the work;
    c. the faculty's record in effectively cooperating with individuals and groups necessary to discharge these duties.

14. Oral English is proficient as mandated by Illinois statute.

15. Appropriate license/credentials are maintained by faculty as relevant within their specific discipline.

16. Achievement within unassigned activities per the faculty's discretion and as presented with appropriate evidence.

Research/Creative Activity

In order to be retained in probationary years one through three, evaluators must rate performance in research/creative activity as at least appropriate* (year one) and effective (years two and three), respectively. Effective performance in the area of research/creative activity is evidenced by, but is not limited to, the following:

Increase toward achievement of defined activities – particularly movement toward publication or its artistic equivalent.

1. Documented research/creative activity associated with teaching/primary duties as well as service.
2. Application/awarding of CUEs for research/creative activity as determined by the chair and dean may be an indicator of early achievement when there is a project that clearly is leading to presentation or publication.
3. Successful submission of proposals on behalf of the university for seminars, conferences exhibits/posters, presentations, recorded/online forums, or similar presentations at local, state, regional, or national workshops, conferences, or conventions.

4. Documented evidence of participation in research/creative activity, and/or grant writing including acceptance, publication, presentation by peer reviewers or exhibition/performance by a juried selection process.

*Appropriate Performance--A faculty member should concentrate his/her major efforts in the first year of appointment in the category Teaching/Primary Duties. An appropriate scope of activity is defined as a limited amount of activity selected from those items listed under Probationary Years Two through Three and performed in an appropriate manner.

Service—

In order to be retained in probationary years one through three, evaluators must rate performance in service as at least appropriate* (year one) and effective (years two and three), respectively.

Progression in years two and three should reflect accomplishment of an ongoing record of service that broadens from local to regional or national and that reflects integration with teaching/primary duties and research/creative activities.

Effective performance in the area of service is evidenced by, but is not limited to, the following:

1. The faculty member documents regular participation in and contributions to division/department and/or collegial committee(s).
2. The faculty member documents regular participation in and contributions to a university-wide committee(s).
3. The faculty member documents regular participation in and contributions to an external service activity.

*Appropriate Performance--A faculty member should concentrate her/his major efforts in the first year of employment in the category Teaching/Primary Duties. An appropriate scope of service activity is defined as a limited amount of activity selected from the items listed above.

Retention in Probationary Years Four/Assistant Professor to Six/Tenure/Promotion to Associate Professor

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For each of the performance categories below, the standards for Evaluation Years Four through Six/Tenure/Promotion are the same, but it is expected that with each successive year, faculty will show a clear progression in achieving the increased levels of expectation.

Teaching and Primary Duties

In order to be retained in probationary years four through six, evaluators must rate teaching performance and performance of primary duties as at least highly effective (years four and five) and superior (year six).

Performance standards comprise the following. All sources may not apply to each faculty member.

1. Faculty member demonstrates proficient command of the subject matter in one's assigned areas of teaching, ensuring that course content is current, representative, and appropriate for the course taught.

2. Analysis of student evaluations (SEIs) and patterns of strengths and weaknesses indicated by such document depth of knowledge, and highly effective (years four and five) and superior (year six) management of classroom environment for all courses taught.

3. In-class evaluation that documents highly effective (years four and five) and superior (year six) instructional techniques, skills in classroom management, and proficient command of the subject matter.

4. Faculty member demonstrates highly skillful and creative delivery of exemplary teaching strategies, course materials, and/or instructional activities which incorporate principles of the adult/learning and teaching process and that contribute to the intellectual and professional development of students.

5. Faculty member demonstrates ability to engage students in the learning process and facilitate student achievement.

6. Faculty member's original research, consulting or other scholarly, professional and service activities are incorporated into teaching/primary duties.

7. Exemplary course material (syllabi, assignments, exercises, handouts, projects, exams, etc.) is clear, organized, creative, and accurate.

8. Teaching supplements are effectively utilized: guest lectures, field trips, films, digital or web-based sources, etc.

9. Faculty member develops clear and explicit student assessment criteria: grading and evaluation of student performance in class and/or field practica that is fair, consistent, and congruent with course objectives.

10. Advising responsibilities are effectively (years four and five) or in a superior manner (year six) performed including provision of appropriate assistance to complete student study plans for matriculation through the program; posting and conducting office hours.

11. Contributions to program development and to continued accreditation, if applicable, are highly effective (years four and five or superior (year six).

12. Faculty member develops new course(s) as related to program needs, new organization of course(s) or application of new teaching/evaluation strategies in a course (i.e., web-based, or other new modality).

13. Development of practicum site, field experience, observation site or other relevant outside contact is beneficial.

14. Interaction with related disciplines outside of program (e.g., professional presentation to classes outside of the program, etc.) is evident.

15. Performance of other primary duties is highly effective (years four and five) and superior (year six) based on:
    a. the amount of time required to discharge these duties;
    b. the timeliness, quality, and accuracy of the work;
    c. the faculty's record in effectively cooperating with individuals and groups necessary to discharge these duties.

Research/Creative Activity

In order to be retained in probationary years four through six, evaluators must rate performance in research/creative activity as effective (year four), significant (year five), or highly significant (year six), respectively. Progression should reflect increasing accomplishment of an ongoing record of research/creative activity and less rigorous activities identified as acceptable in earlier years should be eliminated.

In the *fourth year*, the faculty member must implement planned scholarly activities as demonstrated by acceptance, publication, presentation or exhibition of a scholarly/artistic product by peer reviewers or a juried selection process.

In the *fifth year*, the faculty member must provide evidence of an accepted or published work as defined in item 1 below. In addition, during this evaluation period, evidence of at least one other publication or significant activity defined below is required.

In the *sixth year*, the faculty member must provide within the cumulative portfolio, evidence of at least two accepted or published works as defined in item 1 below. In addition, during this evaluation period, evidence of at least one other publication or significant activity defined below is required.

Performance in the area of research/creative activity is evidenced by, but is not limited to, the following. It is the responsibility of the faculty member to provide a description and documented evidence of these activities.

1. Publication (sole responsibility or co-author) of books, chapters in books, refereed articles in scholarly/trade journals, and/or exhibition/performance of a significant juried or refereed creative activity in the faculty member's discipline.

2. Publication (sole responsibility or co-author) of assessment/intervention materials.

3. Publications relating to areas outside the employee's area of teaching and primary duties may receive consideration based on previous written agreement with the chair and dean.

4. Earning a significant fellowship, grant, contract, or other external funding to pursue research/creative activity.

5. Serving as an author of an application software in the faculty member's professional area that is accepted and evaluated as significant by qualified external experts.

6. Presentation based on peer-reviewed acceptance at seminars, workshops, conferences, exhibits, recorded/online forums, or similar presentations at state, regional, national or international levels.

7. The completion of fellowships, internships, professional development, advanced study, and certificate completion used to meet research/creative activities standards (requirements must be defined, must meet the standards in the area of research/creative activity for the appropriate year of evaluation, and must receive prior approval of the division/department chair).

8. The accomplishment of other relevant items submitted at the discretion of the faculty member with appropriate portfolio information to assist the evaluators in assessing the significance of activity(ies).

9. Documentation of research activity associated with teaching and primary duties as well as service.

10. Documentation of specified research objectives as stated in Assignment of Duties Worksheet.

Service

In order to be retained in probationary years four through six, evaluators must rate performance in service as effective. In meeting this performance standard, faculty members are to demonstrate that they have increased their service both internally and external to the university. Progression in years four through six should reflect increasing accomplishment of an ongoing record of service that broadens from local to regional or national or at a campus level has progressed from department/program to college and university-wide contributions. It is the responsibility of the faculty member to provide a description and documented evidence of these service activities. See Appendix 4 for information regarding appropriate justification and documentation of various service activities. Items 1, 2 and 3 in the following list are required. Items 4 and 5 are not required but are more highly valued during years four through six than items 1-3;

Performance in the area of service is evidenced by, but is not limited to, the following:

1. The faculty member documents regular participation in and contributions to division/department and/or collegial committee(s).

2. The faculty member documents regular participation in and contributions to a university-wide committee(s).

3. The faculty member documents regular participation in and contributions to an external service activity.

4. The faculty member provides and documents effective service to the community/profession in his/her discipline.

5. The faculty member provides and documents effective performance in a significant leadership role externally or at the university level.

Promotion to Full Professor

Teaching and Primary Duties—Superior Performance

In order to be promoted to Full Professor, evaluators must rate teaching performance and performance of primary duties as superior.

Sources for evaluative judgments include, but are not limited to, those in the previous sections and the following list below. All sources may not apply to each faculty member, but faculty must provide multiple and varied forms of evidence from the categories below to support a rating of superior.

1. Proficient command of the subject matter in one's assigned areas of teaching, ensuring that course content is current, representative, and appropriate for the course taught.

2. Analysis of student evaluations (SEIs) and patterns of strengths and weaknesses indicated by such document depth of knowledge, and highly effective (superior) management of classroom environment for all courses taught.

3. In-class evaluation that documents superior instructional techniques, skills in classroom management, and proficient command of the subject matter.

4. Faculty member's original research, consulting or other scholarly, professional and service activities are incorporated into teaching/primary duties.

5. Faculty member has highly skillful and creative delivery of exemplary teaching strategies, course materials, and/or instructional activities which incorporate principles of the adult/learning and teaching process and that contribute to the intellectual and professional development of students.

6. Faculty member develops new program(s) or course(s) as related to program needs, new organization of course(s) or application of new teaching/evaluation strategies in a course (i.e., web-based, or other new modality).

7. Faculty member develops clear and explicit student assessment criteria: grading and evaluation of student performance in class and/or field practica that is fair, consistent, and congruent with course objectives.

8. Faculty member demonstrates ability to engage students in the learning process and facilitate student achievement, including fostering undergraduate and graduate student research.

9. Faculty member supports student learning and mentoring.

10. Faculty member makes significant contribution to continued academic program development and continued accreditation, if applicable.

11. Faculty facilitates effective development, monitoring, and assessment of students in practicum settings.

12. Evaluation of performance of other primary duties is superior based on:
    a. the amount of time required to discharge these duties.
    b. the timeliness, quality, and accuracy of the work.
    c. the faculty member's record in effectively cooperating with individuals and groups necessary to discharge these duties.

Research/Creative Activity—Superior Performance

To earn the status of Full Professor, evaluators must rate performance in research/creative activity as superior. Superior performance in the area of research/creative activity is evidenced by four activities defined below, at least two of which are within category 1, and achieved since the last promotion. It is the responsibility of the faculty member to provide a description and documented evidence of these activities.

1. Publication (sole responsibility or co-author) of books, chapters in books, refereed articles in scholarly/trade journals, and/or exhibition/performance of a significant juried or refereed Creative Activity in the faculty member's discipline.

2. Publication (sole responsibility or co-author) of assessment/intervention materials.

3. Publications relating to areas outside the employee's area of teaching and primary duties may receive consideration based on previous written agreement with the chair and dean.

4. Earning a significant fellowship, grant, contract, or other external funding to pursue research/creative activity.

5. Serving as an author of an application software in the faculty member's professional area that is accepted and evaluated as significant by qualified external experts.

6. Presentation based on peer-reviewed acceptance at seminars, workshops, conferences, exhibits, recorded/online forums, or similar presentations at state, regional, national or international levels.

7. The completion of fellowships, internships, professional development, advanced study, and certificate completion used to meet research/creative activities standards (requirements must be defined, must meet the standards in the area of research/creative activity for the appropriate year of evaluation, and must receive prior approval of the division/department chair).

8. The accomplishment of other relevant items submitted at the discretion of the faculty member with appropriate portfolio information to assist the evaluators in assessing the significance of activity(ies).

9. The integration of teaching/primary duties with research/creative activities and service is evident.

10. Documentation of specified research objectives as stated in Assignment of Duties Worksheet.

Service—Effective Performance

Beyond the level of Associate Professor, faculty should assume significant leadership responsibilities, whether formal or informal, within the university, the professions and in the local and/or global community. Performance in the area of service is evidenced by, but is not limited to, the following:

1. The faculty member documents regular participation in and contributions to division/department and/or collegial committee(s).

2. The faculty member documents regular participation in and contributions to a university-wide committee(s).

3. The faculty member documents regular participation in and contributions to an external service activity.

4. The faculty member provides and documents effective service to the community/profession in his/her discipline.

5. The faculty member provides and documents effective performance in a significant leadership role externally or at the university level.

Professional Advancement Increases (PAI): Full Professor

In order to receive a PAI in the areas of <u>teaching (primary duties) and research</u>, the applicant must meet the teaching standard of *Superior* as described in the section for years four through six/tenure, and meet the research/creative activity standard of S*uperior*, described as:

Three or more activities defined below, completed since promotion to Full Professor or since the last PAI, which must be in *at least one* of the areas listed below:

1. Co-authorship authorship for publication of refereed journal articles in professional/trade journals.
2. Co-author for publication of a book with a respected and independent publisher.
3. Earning a major fellowship, grant, contract, or other external funding to pursue professional activity if these awards are defined and meet the standards in the area of Research/Creative Activity for PAI following promotion to Full Professor, and
4. Meet the service standard of *Effective* as described in retention years two through tenure.

For a PAI in the areas of <u>teaching (primary duties) and service</u>, the applicant must meet the teaching standard of *Superior* as described in the section for years four through six/tenure, meet the research/creative activity standard of *Highly effective* as described in years four through six/tenure, and meet the service standard of S*uperior* as described below.

Superior accomplishment in the area of service may be evidenced by, but is not limited to, satisfying requirements of previous standards/levels and demonstrating an ongoing record of activities. Examples of activities include, but are not limited to:

1. The faculty member documents superior performance and leadership in service to a professional organization through committee work, an office, or other contributions.
2. The faculty member documents superior professional expertise-related consultative contributions on behalf of the university to agencies or individuals.
3. The faculty member demonstrates superior service to the community on behalf of the university as related to the overall mission or strategic plan of the university.

Professional Advancement Increases (PAI): University Professor

For a PAI award in the area of <u>teaching /primary duties</u>, the applicant must meet the teaching standard of *Superior* as described in the section for years four through six/tenure, meet the research/creative activity standard of *Significant*, as applied to this category in years four through six/tenure, and meet the service standard of *Significant* as described below.

Significant accomplishment in the area of service may be evidenced by, but is not limited to, satisfying requirements of previous standards/levels and demonstrating an ongoing record of activities. Examples of activities include, but are not limited to:

1. The faculty member documents significant service to the community in the area of her/his discipline requiring significant time commitment.
2. The faculty member documents significant service in a university-related leadership role externally or at the university level.
3. The faculty member documents significant participation in professional organization(s).

For a PAI award in the area of <u>research/creative activity</u>, the applicant must meet the teaching standard of *Superior* as described in the section on years four through six/tenure, must achieve three activities for research/creative activity as described in the section on promotion to Full Professor, at least two of which are in category one, and meet the service standard of *Effective* as described in retention years four through six/tenure.

For a PAI award in the area of <u>service</u>, the applicant must meet the teaching standard of *Superior* as described in the section on years four through six/tenure, meet the research/creative activity standard of *Effective*, as described in retention years one through three, and meet the service standard of *Superior* as described above in PAI for Full Professors.

Appendix 1

OBSERVATION/EVALUATION OF TEACHING

PROCEDURES

1. The observer and instructor shall determine the date and class to be observed at least five working days before the observation. The observation will be for one entire class session.[*]
2. The observer shall focus on the here/now behaviors of the instructor and the students.
3. Whenever possible, the observer and the instructor shall meet immediately after the observed class to discuss the evaluation.
4. The observer will present a written evaluation on the enclosed form.
5. The instructor has the option of responding in writing on the same form.
6. Both the instructor and the observer will sign the form.
7. The evaluation form and all additions will become part of the instructor's portfolio.

Instructor _____ Signature: _____ __

Observer/Evaluator _____ Signature: _____ __

Class Title _____

Date: _____ **Time of Observation:** **Begin**_____ **End** _____

The INSTRUCTOR fills in the following:

What is the **course objective**(s) that this class fulfills, or partially fulfills?

What is the **specific objective** (desired outcome) **of this class** relevant to the above course objective(s)?

The OBSERVER/EVALUATOR completes the following:

I. (WHAT?) OBJECTIVE:

Is the specific objective of this class clear? _____ Not clear _____

Comments:

II. (HOW?) TEACHING MODALITY AND LEARNING ACTIVITIES:

---

[*]In the case of observation/evaluation of an online class, the observer and instructor shall determine the scope of the evaluation (e.g. specific unit, shell content, etc.) at least five working days prior to the observation.

Check the teaching mode(s) used in this class:

Demonstration _____ Lecture _____ Discussion _____ Audio/Visual _____
Small Group _____ Practice _____ Supervision _____ Computer _____
Online_____ Other (please identify) _____

Comments:

Mastery of Subject Matter (Give examples)**:**

Communication Skills (Give examples)**:**

What are the students doing? Are they enthusiastically involved, attentive, busy at work, learning, disinterested, bored, etc.? If an online class, what is the quality and frequency of discussion/threads, responsiveness of the instructor, etc.? Give examples.

Sensitivity/Flexibility: Is the instructor aware of, sensitive to, responsive to, the needs of all students? Give examples.

III. (HOW MUCH?) EVALUATION:

What assessment technique(s) are being used to verify the achievement of the objective?

IV. OTHER REMARKS:

_____

INSTRUCTOR'S RESPONSE:

Appendix 2

Documentation of Publication/Presentation Significance
for Tenure/Promotion Portfolios

Faculty members are expected to document the quality of publication or presentation venues for the Division/Department Personnel Committee for any format or product of research/creative activity including, but not limited to, the following: book, chapter in a book, journal article, book review, exhibit catalog, multimedia, artistic works, software or other non-print publication, contribution to online journals, databases or other technological media. The University Library faculty are a resource for the assessment of the quality of journals, publishers, conferences, etc.

Examples of appropriate documentation may include:

- URL for publisher or venue web site documenting its quality and reputation such as professional or artistic affiliation, university press, editorial board, impact factors, acceptance rates, reviews, etc.

- Statement of the quality of the publisher/venue from secondary sources such as Books in Print, book reviews, arts organizations, Cabell, appearance in reputable scholarly indexes such as ERIC, Cinahl, Medline, etc.

- Photocopy of publisher information statement regarding editorial board, credentials of reviewers and location, statement of review process, etc.

- Statement from editor indicating the level of peer review, kind of peer-review (i.e., blind, double-blind), acceptance rates, etc.

- Copies of critical reviews in reputable venues such as Choice, Booklist, professional journals, arts publications, etc.

Appendix 3

Guidelines for Writing the Statement of Accomplishments and Planned Undertakings:

In general the document should:

- be a reflective essay, not just bullet points (although occasional bullet points may enhance readability) and describe the faculty member's overriding agenda for integrating teaching/primary duties, research/creative activity, and service
- be for a general audience, not necessarily for the faculty in same discipline or field
- address link to college/university mission
- provide a context for the review of portfolio
- be brief, unrepetitive, factual, not exaggerated
- be written in the first person
- be free of spelling or grammatical errors
- be an opportunity to clarify items on CV or past evaluations

The discussion of teaching should:

- explain one's teaching philosophy and pedagogical approach, efforts to engage and/or mentor students, and evidence of teaching effectiveness
- comment on each course as it has evolved
- describe curriculum/course development
- organize the results of SEIs from past semesters in a concise way (a chart may be helpful)
- address any anomalies or patterns in the SEIs
- discuss in-class observations (include them under 'teaching')
- indicate how changes have been incorporated based on feedback (students, faculty)
- discuss effectiveness of online courses and/or how one's face-to-face courses have been enhanced with technology

The discussion of research should:

- clearly explain one's research agenda to a multi-disciplinary audience
- explain the personal motivation/significance behind the research and how it contributes to a body of knowledge
- indicate how the research informs or may inform one's teaching
- explain the documentation of the quality of the vehicle of publication (provide documentation in the research section)
- outline the progress one has made over the years, and the direction of one's future work in the short and long term

The discussion of service should:

- explain one's philosophy of service

- show how one has made a contribution in the various areas (clarify internal versus external service), and how it ties in with the college/university mission
- focus on professional service (at the college, university, and professional levels – also service to community that is related to one's professional activities)
- show the growth in one's service activities and indicate one's planned activities for future service
- explain the documentation that supports one's service activities (provide documentation in the service section)

Appendix 4

Supplemental Information Regarding Service

Definition

Service consists of activities that:

1. benefit the university and its academic units, professional associations, or the community;
2. are consistent with the university's mission;
3. require the expertise of the faculty member – either the specialized expertise of the faculty member's field or the general skills possessed by all members of the faculty.

Types of Service

Service may be provided in the following ways.

A. <u>Service to the University Community</u>

University service consists of contributions to the enhancement of the institution's internal processes and its relationships with external bodies. University service takes place through formal organizational roles, to which the faculty member is elected or appointed. This service may take place within the university or through appointments by the university to represent it on external bodies and consists of activities beyond active participation in ordinary governance of the faculty member's home academic unit.

B. <u>Service to the External Community</u>

Community service consists of activities that require the faculty member's expertise (either the specialized expertise in the faculty member's field or the general skills possessed by all members of the faculty), and that contribute to the public welfare outside the institution.

Activities consistent with a faculty member's expertise but that could be done by someone without that expertise do not count as community service. In some instances it will not be obvious whether an activity counts as community service. In those cases, it is the responsibility of the faculty member under review to make the case demonstrating that the activity should count under these policy guidelines.

Professional service consists of contributions to the organizations or associations of the faculty member's academic discipline. Professional service may have a component of research/creative activities.

Statement of Expectations

<u>University Service</u>

The university is not a collection of individuals working in isolation. Instead, it is a community whose vitality depends on the voluntary efforts of the faculty collaborating to promote the common good. Many of these efforts are channeled through a multiplicity of committees, councils, boards, task forces, and similar structures that collectively comprise the infrastructure of the institution. All faculty members are expected to participate in the collective life of the university, especially through the constituent part of its infrastructure.

All faculty members must serve in their home academic unit. The amount of service is correlated with academic rank, with senior faculty expected to provide the greatest amount of service and to provide leadership. All faculty also are expected to serve beyond the home unit level. That is a basic obligation attendant to the status of faculty member.

Faculty members have the responsibility to seek opportunities for service beyond their home unit. Administrators charged with the development of faculty are obliged to encourage and to facilitate faculty involvement beyond the home unit level.

Community Service, Professional Service

Community Service and Professional Service are not required, but are to be considered in tenure and promotion decisions. The weight to be given to each depends on the specific division criteria.

Documentation

The faculty member is to present a full report on service activities in each year of tenure review and promotion portfolio. The report must include:

a) a brief explanation of the nature of the service;
b) a description of the time and effort invested in the service activity, such as the frequency of meeting, preparation time, etc.;
c) the accomplishment of the service activity, such as reports produced, decisions made, etc.;
d) a description of one's own contributions to the collective accomplishment; and,
e) supporting documentation.

At the point of major personnel decisions – formal reviews for re-appointment of untenured faculty, tenure and promotion – the faculty member, must solicit an evaluation of the faculty member's service contributions from the chairs of committees or other university service venues on which the faculty member served. Similarly, letters documenting professional and community service contributions should be solicited. Given the time constraints on the leaders of many external organizations however, the absence of such letters should not be considered grounds for discounting the significance of professional and community service if a reasonable attempt to secure such letters was made.

Appendix 5

PERFORMANCE STANDARDS MATRIX

Probationary Year/Rank	Teaching/ Primary Duties Standards	Research/Scholarship/ Creative Activity Standards	Service Standards
*Instructor	Satisfactory	Appropriate	Appropriate
1/Assistant Professor	Satisfactory	Appropriate	Appropriate
2/Assistant Professor	Effective	Effective	Effective
3/Assistant Professor	Highly Effective	Effective	Effective
4/Assistant Professor	Highly Effective	Effective	Effective
5/Assistant Professor	Highly Effective	Significant	Effective
6/Tenure/Associate Professor	Superior	Highly Significant	Effective
Promotion to Full Professor	Superior	Superior	Effective

*Instructor shall mean a Unit A Tenure Track Employee who has completed all requirements for a terminal degree other than the dissertation (ABD), thesis, or final project on a limited term contract pending the award of the terminal degree.

Usually the contract will be for one year, however, it may be for two years based on an exception with approval by the Provost and President.

During the time the employee is classified as an instructor he/she will be evaluated based on standards for a tenure track employee, i.e. he/she will be placed in year one and evaluated per the standards and criteria for the appropriate year.

Performance Standards and Types of PAI

There are two types of PAIs for Full Professors. The applicant for a PAI may choose to apply based on any one of the two following sets of performance standards identified in the following table.

Performance Standards for PAI for Full Professors			
PAI	Teaching/ Primary Duties Standards	Research/Scholarship/ Creative Activity Standards	Service Standards
Teaching/Research	Superior	Superior	Effective
PAI Teaching/Service	Superior	Highly Effective	Superior

There are three types of PAIs for University Professors. The applicant for a PAI may choose to apply based on any one of the three following sets of performance standards identified in the following table.

	Teaching/ Primary Duties **Standards**	Research/Scholarship/ Creative Activity **Standards**	Service **Standards**
PAI/Teaching	Superior	Significant	Significant
PAI/Research	Superior	Superior	Effective
PAI/Service	Superior	Effective	Superior

PAIs for Faculty Who Remain University Professors

Scale:

1. Appropriate
2. Satisfactory
3. Effective
4. Significant
5. Highly Effective
6. Highly Significant
7. Superior

Source: GSU-UPI Agreement 2009-2013

Governors State University Faculty Development Advisory Council
Bylaws

Article I
Name

The committee shall be named the Governors State University Faculty Development Advisory Council, hereafter to be known as the Faculty Development Advisory Council.

Article II
Purpose

The purpose of the council is to involve all faculties in developing and promoting a culture of scholarship and learning for the common good of the faculty and of the *Faculty Scholarship and Teaching Center,* and the Governors State University academic community. The Council will also assist the Provost's Office in the selection of the Center's Coordinator.

Article III
Objectives

This advisory council has been formed to accomplish the following objectives:

1. To promote an ongoing sense of community between faculties and the newly formed *Faculty Scholarship and Teaching Center.*
2. To promote the scholarly and teaching interests of the faculty and the Governors State University academic community
3. To promote education, professionalism and communication in the University and in the community with regard to faculty development issues
4. To encourage networking, professionally and socially, among faculty
5. To promote noteworthy service and contributions by advising and promoting communication to the goal of faculty development
6. To promote active involvement of the faculty in faculty development events
7. To oversee and facilitate the development of the *Faculty Scholarship and Teaching Center.*

Article IV
Membership

Section 1. Membership is offered to all faculties at Governors State University.

Article V
Advisory Council

Section 1. The Advisory Council shall serve as the representatives of the faculty with the responsibility for making recommendations, planning programs, and long range planning in conjunction with the *Faculty Scholarship and Teaching Center*.

Section 2. The Advisory Council shall be comprised of the following 7 voting members:
   a.   Four current faculty representatives, one from each college
   b.   One faculty from Digital Learning or University Library
   c.   Two at-large positions

d. In addition there shall be one ex-officio non-voting member: the Coordinator of the ***Faculty Scholarship and Teaching Center*** or a designated representative of the Provost at Governors State University

Section 3. Membership: All members of the faculty are eligible to serve on the Advisory Council, and will be elected in the following manner. Each College will conduct elections to fill vacancies related to representation from their respective College. Digital Learning & the University Library will conduct elections to fill a vacancy. The Provost's Office will conduct University wide elections to fill at-large vacancies. Initially, members of the existing Faculty Development Steering Committee will fill appropriate positions and elections will be held for other members.

Section 4. The minimum requirement for Advisory Council membership is attending at least two meetings per academic year. Attendance includes participation via phone, video conference, or in person.

Section 5. Terms of Advisory Council membership
Terms of Advisory Council members and faculty members shall be for two years. Terms of office shall run according to traditional academic years, with new members taking office in September of each year. No member shall serve more than two consecutive terms.

At the time of the adoption of these bylaws, to create a staggered exit from the Council, 3 members of the Council will serve three-year terms and 3 will serve two year terms.

Section 6. Vacancies
In the event that a seat on the Advisory Council should become vacant mid-year, the Chairperson and Vice Chairperson shall present a nominee for election by the Advisory Council. Said person shall serve for the remainder of that term.

Section 7. Termination
Membership on the Advisory Council may be terminated under the following conditions:
      a. Voluntary resignation
      b. Non-voluntary termination may occur for the following reasons:
          i. Missing two consecutive meetings in one year
          ii. Failing to perform the duties and expected roles of the position
      c. All non-voluntary terminations require a majority vote by the Advisory Council

Article VI
Officers

Section 1. The officers for the Advisory Council shall be: Chairperson(s), Vice-Chairperson, and Secretary

Section 2. The Chairperson(s) shall:
      a. Serve a two-year term
      b. Be elected by the Advisory Council
      c. Preside at all meetings of the Advisory Council

Serve as the principal liaison and official representative of the advisory council to the *Faculty Scholarship and Teaching Center*. The Chairperson may delegate these duties as appropriate

Section 3. The Vice-Chairperson shall:
   a. Serve a two-year term
   b. Be elected by the Advisory Council
   c. In the absence of the Chairperson, shall preside at all meetings of the Advisory Council
   d. In the event of a vacancy in the office of the Chairperson or if the Chairperson is unable to serve, the Vice-Chairperson shall perform the duties of the Chairperson until a new Chairperson is elected

Section 4. The Secretary shall:
   a. Serve a two-year term
   b. Be elected by the Advisory Council
   c. Record and distribute minutes of the meetings
   d. Communicate to council members regarding meeting times, date, location, agenda, etc
   e. Keep archival documents and history of the organization
   f. Perform other duties as the office may require and assigned by the Chairperson

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Article VII
Meetings

</div>

Section 1. The Chairperson shall determine the date and location of these meetings with at least one meeting occurring during the spring and fall of each academic year.

Section 2. Quorum requirements: A quorum is established when at least one officer and a majority of members in good standing of the Advisory Council are present. Voting by proxy will be allowed.

Section 3. Passage of any motions before the Advisory Council related to the business of the Advisory Council requires a simple majority of those present. All motions and their outcomes shall be recorded by the Secretary and entered into the minutes for that meeting.

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Article VIII
Amendments

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Section 1. Amendments to these bylaws shall first be submitted to the Advisory Council for their consideration at a regularly scheduled meeting. A vote on the bylaws change shall occur at the next meeting, requiring a two-third vote for passages.

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Article IX
Effective Date

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Section 1. These bylaws shall take effect immediately upon passage by two-thirds vote of the Faculty Development Steering Committee.

Revised Draft: September 22, 2011

Strategy 2015 Mid-Term Assessment August 2012

Goal	Objectives	Short description	Rating	Notes
Goal 1		**Academic Excellence**		
	1.A	Program recognition		
	1.A.1	Specialized accreditation	🟩	Mostly on target; Art, Comp Sci, some Nursing in progress
	1.A.2	Increase & refine assessment	🟨	Good program-specific; university-wide a work in progress
	1.A.3	Provide/evaluate off-site, hybrid	🟩	Progress at NEC, Trition, RN to BSN, MBA
	1.A.4	International/global concepts	🟩	UGAC, second prof. staff, GE TF all focused on this; new int'l partnerships
	1.A.5	Enhance & maintain acad. Programs	🟩	Mostly on target; created a new set of objectives for program growth (1.B)
	1.A.6	Promote collaborations	🟩	Mostly on target; EdD proposal; work on cross-college shared courses & programs
	1.B	Develop & Implement Acad Master Plan		
	1.B.1	Develop a plan 2010/11	🟩	Vigorous plan developed, reviewed, adopted
	1.B.2	Implement 5 new programs/yr	🟩	Fast tracking approval through IBHE process has some challenges
	1.B.3	Evaluate new programs, adjust	🟩	Internal and external reviews are leading to program improvement
	1.B.4	Vigorously promote new programs	🟨	Working on timelier process without promising programs before approval
	1.C	Become a model for effective UG education		
	1.C.1	Create a team	🟩	Created Chicagoland Alliance which has proven to be helpful in many respects
	1.C.2	Increase the # of students [in DDP]	🟩	Excellent progress in reaching this goal
	1.C.3	Strengthen academic support	🟩	Good progress, improved retention and graduation; working on veterans
	1.C.4	Develop first-year programs	🟩	On schedule for the most part
	1.D	Increase student life		
	1.D.1	Programs that increase retention	🟨	New dean of students on board; planning to enhance retention to start in Fall 2012
	1.D.2	Enhance co-curricular	🟩	Increased honor soceties, student government, civic engagement, clubs, Senate
	1.D.3	Develop plans for student housing	🟩	On schedule to open it for occupancy as early as June 2014, definitely by August 2014
	1.D.3.a	Conduct a market study	🟩	Completed on schedule

Strategy 2015 Mid-Term Assessment August 2012

Goal	Objectives	Short description	Rating	Notes
	1.D.3.b	Explore finance options	🟩	Received relatively more favorable bond rating
	1.D.3.c	Build housing by 2014	🟩	On schedule to open for occupancy by as early as June 2014, definitely by August 2014
	1.D.3.d	Plan and build infrastructure	🟩	Planning underway and on schedule
	1.D.3.e	Plan residential life	🟩	First steps are taking place; charge of the new Dean of Students
	1.D.4	Continue to enhance facilities	🟩	Deferred Maintenance Initiative completed on schedule and under budget.
	1.D.4.a	Library	🟨	Just beginning a library space plan; some progress made by Interim Director
	1.D.4.b	Computing facilities	🟩	Enhanced classroom and open labs; highest area of student satisfaction
	1.D.4.c	Small group spaces	🟨	Have created some formal and informal; need to enhance group study rooms
	1.D.4.d	Recreational facilities	🟨	Indoor facilities enhanced; outdoor facilities are minimal; planning underway
	1.D.4.e	Bookstore and other retail options	🟨	Slight enhancements; working now to re-invigorate planning and implementation
	1.D.4.f	Develop new student facility	🟧	With first-year students coming, of some concern
	1.D.5	Develop a 5-7 year plan for Athletics	🟧	Beginning in Fall 2012

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Goal	Objectives	Short description	Rating	Notes
Goal 2		**High Quality Faculty and Staff**		
	2.A	Hire, retain, reward exceptional faculty		Excellence awards; support of scholarship and teaching; increased national pools
	2.B	Advance faculty and staff development		
	2.B.1	Best pedagogic and professional practices		Forming Faculty Center; CASLO-led talks on writing
	2.B.2	Best practices in multiple modes		Very strong approach to training and implementation of online learning
	2.B.3	Scholarly and career development		Systematic approach to quality Improvement, college goals, IRiS Project training
	2.B.4	Increased use of technology		New ERP system completed on time; post-implemetnation steps underway.
	2.B.5	Grant related activities		Increased grants significantly; formed OSPR; need to improve post-award
	2.B.6	Rewards for professional public service		Included in reviews and excellence award
	2.C	Increase faculty and staff diversity		Noticeable success in administrative hires; have attracted some diverse candidates for faculty positions but sometimes not able to hire
	2.D	Increase faculty and staff with term. degree		Significant progress has been achieved.

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Goal	Objectives	Short description	Rating	Notes
Goal 3		**Continuous Process Improvement**		
	3.A	Review, refine strategic plan annually	🟩	Formed Institutional Effectiveness Committee: Committee hard at work developing monitoring scheme
	3.B	Annually assess quality	🟩	A number of important assessments; need to systemize, focus
	3.C	Academic program quality improvement	🟩	Processes have improved; working to refine and strengthen
	3.D	Develop new services to address needs	🟩	New ERP has dramatically improved services; responded to international students and veterans
	3.E	Increase and diversify enrollment	🟨	Material progress in diversifying student body; growing enrollment at rates stipulated in the plan has been challenging
	3.E.1	Plan to increase percentage of undergrads	🟩	Undergrad percentage approaching 60% but grad population has fallen
	3.E.2	Enrollment management plan	🟨	Colleges have goals, AMP provides structure; limited market knowledge
	3.E.3	Comprehensive marketing plan	🟩	Developed plan and implemented 2011/12; implementing in 2012/13 and beyond
	3.E.4	Increase student diversity	🟩	Doing well in African-American student enrollment; growing enrollment of Latinos has been challenging
	3.F	Develop and administer satisfaction surveys	🟩	Implemented several surveys; now need to systemize for longitudinal study

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Goal	Objectives	Short description	Rating	Notes
Goal 4		Visibility, Outreach, Economic Catalyst		
	4.A	Build Regional Awareness		
	4.A.1	Increase community projects	🟨	Making some progress, needs more coordination
	4.A.2	Share university expertise	🟨	Sporadic, needs more coordination
	4.A.3	Increase external media coverage	🟩	Increasing, but could continue to increase
	4.A.4	Expand and promote university outreach	🟩	Some additional staff put into place; Kresge Foundation support of DDP
	4.A.5	GSU as recognized regional conference ctr	🟨	Some positive steps; having housing will greatly benefit for summer conferences
	4.B	Increase programming to become a public square	🟩	
	4.B.1	Increase use of campus assets	🟩	Great progress at Family Development Center; working on Sculpture Park, CPA
	4.B.2	Create and expand college/external relations	🟩	College advisory groups progressing; efforts to improve development role underway
	4.B.3	Increase non-credit programming	🟧	Last section of Colleague implementation; few new programs
	4.B.4	Use technology to create a public square	🟩	Working on major overhaul of the web-site; limited expansion of teleconferencing
	4.B.5	Maintain high level of security and safety	🟩	GSU remains a VERY safe campus; hired an Environmental Safety staff member
	4.C	Community Service and Collaboration	🟨	
	4.C.1	Intern, extern, pratica	🟩	Have grown many opportunities through CHHS; reinvigorating accounting, CBPA
	4.C.2	Community service projects	🟨	Forming a Civic Engagement Consortium should increase these activities
	4.C.3	Events that encourage colloboration	🟨	We're still hosting meetings that have limited GSU input and collaboration
	4.D	Expand GSU's role in economic development	🟩	

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Goal	Objectives	Short description	Rating	Notes
	4.D.1	Expand CenterPoint, its integration in CBPA	🟩	Added two centers: innovation center and international trade center
	4.D.2	Bring together ed, business, govt	🟩	GSU active in Will County and part of some Cook County initiatives
	4.D.3	Support growth/retention of business	🟩	Transportation conferences, international trade, soybean, int'l week activities
	4.D.4	Business relationships/real world problems	🟨	Require more focus here

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Goal	Objectives	Short description	Rating	Notes
Goal 5		Social, Ethical, and Environmental Responsibility	🟨	
	5.A	Increase outreached to underserved	🟩	DDP and Chicagoland Alliance for Degree Completion have opened doors; relationship with minority serving CCs has improved
	5.B	Offer institutional expertise to regional problems	🟨	Need to ramp up efforts and sustainable structure
	5.C	Regional leadership on sustainability	🟩	Wind turbine; energy conservation project; environmental grants; parking lots; recycling efforts; solar panels; recognition through awards
	5.D	Comprehensive plan for climate neutrality	🟨	GSU has signed the American University Presidents Sustainability Challenge plan has been developed but implementation is proving to be challenging
	5.E	Model sustainable construction and development	🟨	LEED on E&F, permeable pavement; pond water management still an issue

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Goal	Objectives	Short description	Rating	Notes
Goal 6		Financial Growth and Sustainability		
	6.A	Develop relation-based philanthropy	🟨	Infrastructure in place; progress has been challenging; efforts to refocus the Development Office to high-return areas underway
	6.B	Sustainable unit-level advancement activities	🟨	Development staff have been working with colleges; achieving results has been challenging; refocusing of development efforts will help
	6.C	Support and assess infrastructure for research	🟩	Created OSPR; developing policy & procedure; hired Deputy Director
	6.D	Pursue new financial opportunities	🟩	Significant increase in grant proposals; major successes (NSF, Kresge)
	6.E	Maintain and expand governmental relations	🟩	Hired full-time director; GSU is better represented at the state level
	6.F.	Optimize enrollment strategies	🟨	Adding lower division will help significantly; UG growth good, GRAD has fallen

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Goal	Objectives	Short description	Rating	Notes
Goal 7		Lower Division	🟩	
	7.A	Develop a strong conceptual framework	🟩	Achieved through initial White Paper and IBHE submissions
	7.B	Develop/implement communication plan	🟩	Planning underway; implementation to follow shortly
	7.C	Seek approval of IBHE and HLC	🟩	IBHE approved; HLC approval still to come (April 2013)
	7.D	Develop/implement developmental ed	🟩	On target for the deadline
	7.E	Develop/implement plans for other needs	🟨	Planning underway
	7.E.1	Student health insurance and services	🟨	Commissioned a study; just forming a task force
	7.E.2	Stregthen recruitment of int'l students	🟨	Lost key partner; working on several others
	7.F	Develop/implement facilities plan	🟩	On target for housing; planning for multi-purpose and other facilities underway
	7.G	Develop external support for 1st year/GE	🟧	Planning to be initiated shortly.
	7.G.1	Strategy to secure federal funds	🟩	Several major grants received; submitted Title IIIA grant proposal
	7.G.2	Strategy to secure corp/fndtn/indiv gifts	🟧	Development Office refocused to develop and implement strategy

STRATEGY 2015 ASSESSMENT

RATINGS KEY

Dark Green – Ahead of target; goal successfully completed or progress on target.

Light Green – Progress towards goal tracking on a trajectory to successfully achieve target.

Yellow – Noticeable progress being made towards target but facing manageable challenges.

Orange – Behind target, with significant challenges standing in the way.

GOVERNORS STATE UNIVERSITY
Office of the President

STRATEGY 2015
(Updated as of July 1, 2012, with updates shown in red)

<u>**INSTITUTIONAL GOAL 1**</u>

Academic Excellence: Provide distinctive academic programs that effectively prepare students to become leaders and productive citizens in the global community.

A) Increase the number of programs that are nationally recognized for providing a demonstrably excellent education to a diverse population.
1. Continue to seek and attain specialized accreditation for all programs where available and appropriate.
2. Increase and refine the assessment of student learning to enhance program quality and curriculum development.
3. Provide and evaluate course and program curriculum via off-site, online, or other non-traditional modes.
4. Incorporate international/global concepts into the appropriate curriculum areas to expand the knowledge, awareness, and experience of our students.
5. Enhance and maintain high quality graduate and undergraduate programs while exploring opportunities for new program development.
6. Promote interdepartmental development and cross-curriculum collaboration to develop, strengthen, and sustain emerging program areas.

B) Develop and Implement an Academic Master Plan
1. Develop a plan during 2010/11.
2. Implement, on average, 5 new undergraduate or graduate programs per year, 2011/12-2012/13.
3. Evaluate the quality of new programs through the three-year and six-year program review process and make adjustments as needed.
4. Vigorously promote the new programs, reaching new potential student populations.

C) Become a model for an effective, integrative approach to undergraduate education.
1. Create a special GSU Community College Team that works collaboratively with community college faculty and advisors to identify and implement best transfer and articulation practices.
2. Increase the number of students enrolled under dual degree program agreements with partner community colleges.
3. Strengthen our academic support for students needing assistance to succeed in their courses to improve retention and graduation rates.
4. Develop the services and programs needed for the freshmen class of 2014 and evaluate those programs regularly for effectiveness to ensure student success.

D) Develop and implement a plan for a more vibrant student life.
1. Develop and implement new support programs that increase student retention while sustaining successful activities and programs already in place.
2. Develop and enhance co-curricular opportunities.
3. Develop and implement plans that address the needs of residential students.
    a. **Conduct a market study to assess demand for housing**
    b. **If there is adequate market demand at low risk, explore financing options.**
    c. **If financing options are feasible, pursue building of housing to be completed in 2014.**
    d. **Plan and implement infrastructure improvements needed to build housing.**
    e. **Develop and implement a plan to build student residential life and to successfully integrate residential and non-residential students.**
4. Continue to enhance student service facilities that include:
    a. Library facilities;
    b. Computing facilities;
    c. Small group spaces;
    d. Recreational facilities; and
    e. Bookstore and other retail options.
    f. Develop a new student center to incorporate these areas when funding becomes available.
    g. Long-awaited E&F Renovation and Science Lab projects underway.

5. **Develop a 5-7 year plan for intercollegiate, club, and intramural athletic programs at GSU.**

INSTITUTIONAL GOAL 2

High Quality Faculty and Staff: Provide students access to a highly qualified, engaged, and diverse faculty and staff.

A) Develop and implement plans and processes to hire, retain, and reward faculty and staff of exceptional quality.

B) Advance faculty and staff development to provide and support:
1. Best pedagogic and professional practices;
2. Best practices in multiple modes of course delivery;
3. Scholarly and career development;
4. Increased use of technology;
5. Grant-related activities; and
6. Rewards for professional public service.

C) Increase faculty and staff diversity.

D) Increase the number of faculty and staff holding a terminal degree.

INSTITUTIONAL GOAL 3

Continuous Process Improvement: Develop and sustain a climate of continuous improvement that is defined by evidence-based decision-making focused on enriching the student experience.

A) Review, evaluate, and refine the strategic plan on an annual basis.

B) Annually assess the quality of programs and services offered by all units in the University and use the findings for continuous improvement.

C) Increase and refine academic program quality, curriculum development, and revision.

D) Develop new services to address any identified needs within the university.

E) Continue to increase and diversify student enrollment at GSU.
   1. Develop a long term plan to increase the percentage of undergraduates.
   2. Develop and implement an enrollment management plan for the entire University.
   3. Develop and implement a comprehensive marketing and promotion plan.
   4. Increase student diversity in a manner that is compatible with and reflective of the population we serve.

F) Develop and administer regular satisfaction surveys (including, but not limited to applicants, current students, alumni, employers, and other stakeholders) and act on the findings.

INSTITUTIONAL GOAL 4

Visibility, Outreach, and Economic Catalyst: Pursue initiatives that make GSU a preferred destination in the region, which enhances collaboration between GSU and its surrounding community, that creates a vibrant public dialogue, and that increases the University's effectiveness as an economic catalyst in the region.

A) Build regional community awareness of campus activities through effective outreach and communications programs.
   1. Increase community service projects that build connections to the University.
   2. Share expertise of the University with members of our regional community.
   3. Increase our external presence through media coverage and proactive engagement with journalists.
   4. Expand and promote University outreach.
   5. Establish the University as a recognized regional destination for conferences.

B) Increase programming and promotion to include the wider community and to create a place for vibrant public dialogue.
   1. Increase use of campus assets such as The Center for Performing Arts, the Family Development Center, and the Nathan Manilow Sculpture Park.
   2. Create and expand collaborative relationships among all the college's constituent groups.

3. Increase non-credit programming.
4. Use technology as a tool in GSU's efforts to create a virtual public square that serves our regional community.
5. Maintain the high level of safety and security that exists at GSU.

C) Provide opportunities for student, faculty, and staff engagement with public and private agencies and organizations.
   1. Maintain a diverse set of internship, externship, and practicum opportunities for GSU students at public and private agencies and organizations.
   2. Provide opportunities for student, faculty, and staff involvement in community service projects.
   3. Develop events that encourage GSU-community collaboration.

D) Expand the role of GSU in the regional network supporting economic development.
   1. Expand the role of CenterPoint services and the integration of CenterPoint into the College of Business and Public Administration.
   2. Bring together education, business, and government to develop a network of support services for business development in the region.
   3. Continue to support the growth and retention of business in the region.
   4. Develop business relationships that support students and academic programs and involve students in solving real world problems.

INSTITUTIONAL GOAL 5

Social, Ethical, and Environmental Responsibility: Build an institution that is socially, ethically, and environmentally responsible.

A) Increase outreach to the region we serve and increase services to those who are traditionally underserved by higher education.

B) Create opportunities to offer institutional expertise to help solve regional problems.

C) Provide regional leadership and serve as a model for sustainable development, minimization of global warming emissions, and maintenance and improvement of environmental quality.

D) Develop a comprehensive, institutional action plan to achieve climate neutrality and fulfill the American College and University Presidents Climate Commitment.

E) Become a model of sustainable construction and development, best land use practices, and best practices for storm water management that is consistent with the Illinois Sustainable University Compact.

INSTITUTIONAL GOAL 6

Financial Growth and Sustainability: Diversify GSU's revenue streams to ensure resources that are necessary for institutional growth and fiscal sustainability.
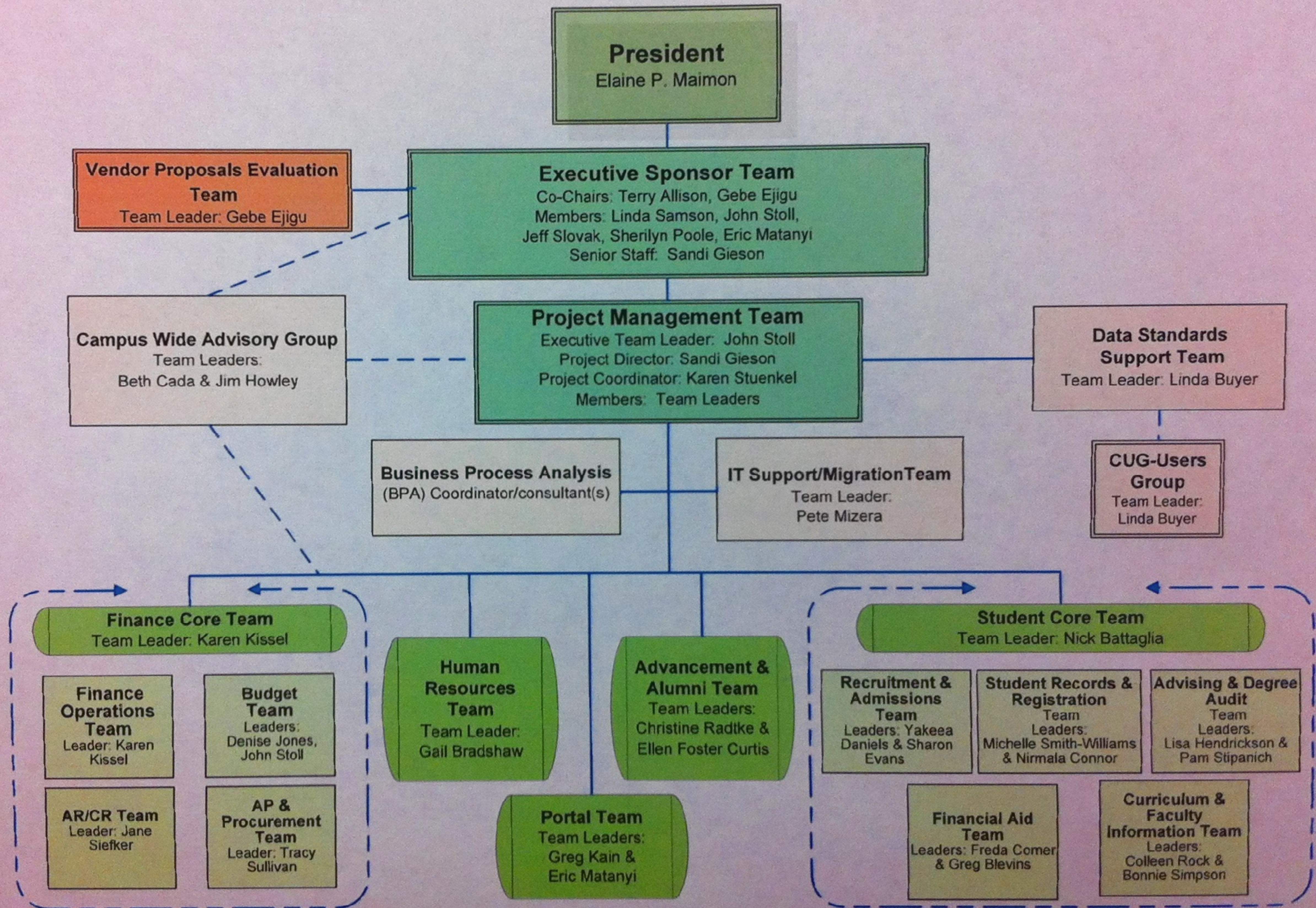
A) Develop and implement effective infrastructure and strategies to advance a relationship-based philanthropy model, resulting in increased donations to the Foundation.

B) Systematically identify objectives and activities for sustainable unit-level advancement activities.

C) Establish, support, and continuously assess the University's infrastructure for increased sponsored research activities among faculty and staff members.

D) Pursue new financial opportunities and sources of revenue through increased contracts, grants, extramural funding, and diversified investment strategies.

E) Maintain and expand governmental relations at both the state and federal levels to enable access to and opportunities for increased funding in support of the University's mission.

F) Optimize future enrollment management strategies and adjustments to student tuition and fees to ensure an appropriate, sustainable balance with GSU's ongoing commitments to accessibility, affordability, and academic quality.

INSTITUTIONAL GOAL 7

Lower Division: Develop and implement a plan to begin lower division at GSU in 2014.

   A) Develop a strong conceptual framework for lower division.
   B) Develop and implement a communication plan for all stakeholders.
   C) Seek approval of IBHE and HLC.
   D) Develop and implement a model General Education program that extends from the freshman to senior year.
   E) Develop and implement admissions, recruitment, and retention plans that reflect GSU's mission of access to excellence.
   F) Develop and implement plans for effective and efficient approaches to developmental education.
   G) Develop and implement plans to address other needs of new student populations.
      1. Develop and implement a plan for student health insurance and services.
      2. Strengthen recruitment and retention of international students.
   H) Develop and implement a facilities and equipment plan to address the changing composition of the student body.
   I) Develop and implement a plan to increase external support for the lower division and GE programs.
      1. Develop and implement a strategy to secure federal funds.
      2. Develop and implement a strategy to secure corporate, foundation, and individual gifts.

Governors State University
Operational Structure for The IRiS Project

President
Elaine P. Maimon

Vendor Proposals Evaluation Team
Team Leader: Gebe Ejigu

Executive Sponsor Team
Co-Chairs: Terry Allison, Gebe Ejigu
Members: Linda Samson, John Stoll,
Jeff Slovak, Sherilyn Poole, Eric Matanyi
Senior Staff: Sandi Gieson

Campus Wide Advisory Group
Team Leaders:
Beth Cada & Jim Howley

Project Management Team
Executive Team Leader: John Stoll
Project Director: Sandi Gieson
Project Coordinator: Karen Stuenkel
Members: Team Leaders

Data Standards Support Team
Team Leader: Linda Buyer

Business Process Analysis
(BPA) Coordinator/consultant(s)

IT Support/MigrationTeam
Team Leader:
Pete Mizera

CUG-Users Group
Team Leader:
Linda Buyer

Finance Core Team
Team Leader: Karen Kissel

Student Core Team
Team Leader: Nick Battaglia

Finance Operations Team
Leader: Karen Kissel

Budget Team
Leaders: Denise Jones, John Stoll

Human Resources Team
Team Leader: Gail Bradshaw

Advancement & Alumni Team
Team Leaders: Christine Radtke & Ellen Foster Curtis

Recruitment & Admissions Team
Leaders: Yakeea Daniels & Sharon Evans

Student Records & Registration Team
Leaders: Michelle Smith-Williams & Nirmala Connor

Advising & Degree Audit Team
Leaders: Lisa Hendrickson & Pam Stipanich

AR/CR Team
Leader: Jane Siefker

AP & Procurement Team
Leader: Tracy Sullivan

Portal Team
Team Leaders: Greg Kain & Eric Matanyi

Financial Aid Team
Leaders: Freda Comer & Greg Blevins

Curriculum & Faculty Information Team
Leaders: Colleen Rock & Bonnie Simpson

Rev. 12-03-10

See Implementation Team Membership list for names of all team members

THE IRiS PROJECT IMPLEMENTATION TEAMS	Code for	Phone	Office	Email
NOTE: Some team rosters include more than 10 people, however some are acting in a resource role and will not attend training.				
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(Incl. Gen. Ledger, Fixed Assets, Project Acctg(Grants), Pooled Invest)				
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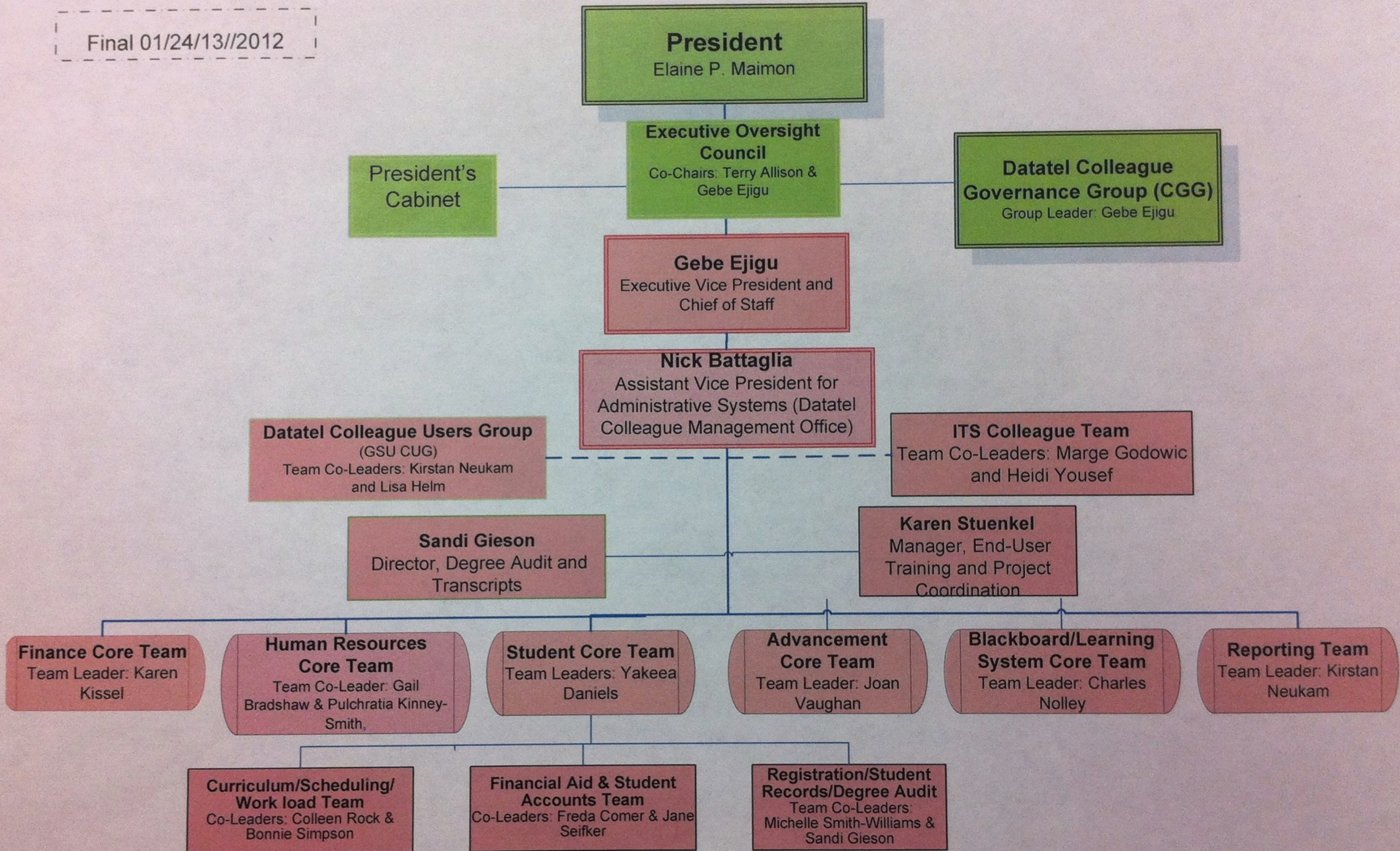|					
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Governors State University
Post-Implementation Operational Structure for Datatel Colleague

Final 01/24/13//2012

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Elaine P. Maimon

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President's Cabinet

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Group Leader: Gebe Ejigu

Gebe Ejigu
Executive Vice President and Chief of Staff

Nick Battaglia
Assistant Vice President for Administrative Systems (Datatel Colleague Management Office)

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(GSU CUG)
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ITS Colleague Team
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Manager, End-User Training and Project Coordination

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Team Leader: Karen Kissel

Human Resources Core Team
Team Co-Leader: Gail Bradshaw & Pulchratia Kinney-Smith,

Student Core Team
Team Leaders: Yakeea Daniels

Advancement Core Team
Team Leader: Joan Vaughan

Blackboard/Learning System Core Team
Team Leader: Charles Nolley

Reporting Team
Team Leader: Kirstan Neukam

Curriculum/Scheduling/Work load Team
Co-Leaders: Colleen Rock & Bonnie Simpson

Financial Aid & Student Accounts Team
Co-Leaders: Freda Comer & Jane Seifker

Registration/Student Records/Degree Audit
Team Co-Leaders: Michelle Smith-Williams & Sandi Gieson

IMPORTANT NOTE: All teams should: (1) schedule and hold regular meetings at least twice a month; (2) prepare and submit minutes to their members and to GSU's Datatel Management Office; and (3) develop and maintain an organized set of documentation for their respective modules.

Waivers Recommendations—DRAFT 2

These recommendations derive from a thorough evaluation of GSU's current practice in providing waivers as well as examination of data from other Illinois public universities. GSU is currently one of the campuses least likely to provide discretionary waivers to undergraduate or graduate students. The recommendations are to increase these waivers strategically to achieve GSU's social justice mission to serve first-generation, poor, and underserved minority students as well as to recruit students in new areas of study. In this set of recommendations "waivers" means full or partial waivers. It is clear from statewide data that other Illinois public universities provide a significant number of partial waivers. In order to meet the university mission and its strategic imperative of growth, GSU should begin to offer more partial waivers. Waivers may cover all or part of tuition and mandatory fees.

Strategies

1. GSU should review the current distribution of discretionary undergraduate and graduate waivers to reorient, as necessary, the distribution of waivers towards recruitment and to strengthen GSU's social justice mission.

2. GSU provides the lowest percentage of discretionary waivers for undergraduate students at Illinois public universities, 3.44%. GSU should increase this percentage up to 7.5% immediately, focusing on recruitment for new majors as well as first-generation, poor, and minority students underrepresented in particular fields of study.[i]

3. As GSU accepts first-year students in 2014 and will have first- and second-year students in 2015, it will increase the percentage of undergraduate students receiving waivers to at least 12.5%. (Statewide, the current average among Illinois public universities is 14.46%.) In addition to the categories of recruitment above, GSU may begin to offer waivers in areas such as honors, forensics/debate, international students, theater, civic engagement, athletics, etc.

4. GSU provides the second lowest percentage of discretionary graduate student waivers among Illinois public universities (11.62%; the lowest is Chicago State at 10.25%). In order to attract highly qualified students, especially first-generation, poor, and minority students underrepresented in particular fields of study, GSU will increase the percentage of students receiving discretionary waivers to 15%. These will be recruiting waivers, not additional waivers to current students, although these recruitment waivers may extend to more than one year of a student's time at GSU.

5. As GSU accepts first-year students in 2014 and will have first- and second-year students in 2015, the need to recruit well-qualified graduate students to conduct supplemental instruction and to serve as grading, lab, and teaching assistants will increase. Beginning in 2014, GSU will aim to increase graduate waivers up to 20%, which will remain the cap for the foreseeable future. (Approximately 50% of graduate students at Illinois public universities now receive at least partial discretionary waivers.)

Procedures

1. Discretionary undergraduate full or partial waivers will be allocated in advance by subject area of study (e.g., major) or by activity (e.g., honors, forensics/debate).

2. Undergraduate students will indicate their interest in applying for a waiver in one or more categories on the scholarship application form. They will apply by a deadline set before each academic term.

3. Recruiters and recruitment materials will advertise the availability of waivers.

4. Student applicants will be ranked by a set of criteria: GPA; unmet need; full-time status only (12 units for UGs, 6 units for Grads). Financial Aid will award the waiver based on the criteria. Financial Aid will monitor the number of students who accept the waiver by a stated deadline and award to the next student(s) by ranking as necessary.

5. Undergraduate waivers will be for a limited term of four semesters and the summer session in-between. To maintain the waiver, students will need to maintain their good standing, full-time status, and if awarded originally by major, sustain enrollment in that major. If students change majors, they can re-apply for any waiver now appropriate to their new status.

6. The discretionary undergraduate waiver is available only to students seeking a first bachelor's degree.

7. Graduate student discretionary full or partial waivers will be allocated annually based on strategic directions in recruitment and enrollment.

8. Colleges will administer the graduate waivers, meeting the deadline of awarding the waivers at least one month before the first day of classes of the session for which the student is receiving a waiver.

9. Graduate discretionary waivers should follow the university imperatives of meeting enrollment growth as well as the university's social justice mission.

10. Graduate discretionary waivers are awarded for a one-year basis and are subject to review for status (full-time, GPA in the program, etc.) each term.

11. Graduate discretionary waivers awarded to graduate, lab, teaching or other assistants will be allocated to colleges based on need and awarded to students based upon the qualifications for the position.

12. International student waivers for undergraduate or graduate students also may be awarded based on contractual agreements with international partners. In any case, undergraduate discretionary awards cannot exceed the limit permitted by the State of Illinois.

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[i] The State of Illinois has set a limit of 3% of total adjusted undergraduate tuition revenue for discretionary waivers. In no case should GSU award more than this percentage in waivers.

Governors State program aims to answer Obama's call to raise graduation rates

BY SUSAN DEMAR LAFFERTY slafferty@southtownstar.com August 23, 2012 6:36PM

Joliet Junior College student, Kayla Randolph-Clark, who is a resident of Joliet. Supplied photo.

ARTICLE EXTRAS

View Gallery
Updated: September 25, 2012 6:03AM

At age 40, and after five different careers, Addison Jackson plans to earn a doctorate in social work.

Kayla Randolph-Clark, 27, has her sights on a law degree, after bouncing around at various colleges since high school.

For both students, signing up for Governors State University's Dual Degree Program marked the first step toward their goals. The nationally acclaimed initiative is designed to help students complete their associate's degree at their local community college and then seamlessly transfer to GSU in University Park to earn their bachelor's, getting both degrees within four years.

The program is GSU's response to President Barack Obama's call to boost college graduation rates to 60 percent by 2020, according to Linda Uzureau, GSU's assistant to the president for community college partnerships.

"We spent so much time worrying about enrollment and not about student success, retention or completion," she said.

The key is that GSU begins working with students on their four-year plan as soon as they enroll in the program. Efforts are made to ease the transfer process and get students acclimated to the campus to make them want to stay. Affordability — a big factor in whether students drop out before they can get a degree — also is stressed, and because GSU partnered with eight local community colleges, the opportunity to stay close to home and save on room and board is notable.

While still at their community colleges, students also get many benefits offered to GSU students.

GSU's program, then in its infancy, was praised by U.S. Department of Education Under Secretary Dr. Martha J. Kanter when she visited last year during a nationwide tour of schools considered by the department as "islands of excellence."

But one of the self-proclaimed "biggest cheerleaders" for the program is a student — Jackson.

"You don't have to be Harvard-bound to be successful in college," he said.

Now a sophomore at Prairie State College in Chicago Heights, Jackson said he enrolled in the Dual Degree Program because he needs his transition to wherever he pursues future degrees to be seamless. At 40, he can't "waste time," he said, and his goal is to earn his doctorate in sociology by 2018.

"This program is an opportunity not only to jump-start your career, but to do it debt-free," he said.

The launch

In the spring of 2010, GSU president Elaine Maimon got together with local community colleges to see how they could work collaboratively to address graduation rates, and the Dual Degree Program was born.

"We're extremely excited about this. We think this is a model for other colleges to consider," Uzureau said. "We help community college students from time they enroll and create a four-year plan right from the get-go."

The program students are assigned university advisers — "transfer specialists" — when they enter the program, usually during the second semester of their first year at community college. Advisers visit the student's campus, map out the classes they need for the future, then help them work toward their associate's degree and transfer to the university of their choice.

Those who decide to continue their education at GSU will have guaranteed admission, a locked-in tuition rate for four years, eligibility for scholarships so they can graduate from GSU debt-free, peer mentoring from experienced students, and all the benefits of an enrolled GSU student.

GSU partnered with eight community colleges: Moraine Valley, Prairie State, South Suburban, Joliet, Kankakee, Triton, Morton and College of DuPage.

With an $875,000 grant from the Kresge Foundation, the university hired three transfer specialists who spend two days each week on a community college campus. Funds also are used to provide training for peer mentors.

GSU also focused on raising funds to provide scholarships for community college students, Uzureau said.

Fans of the program

About 200 students have signed up, and the first group of Dual Degree Program students to enter GSU as juniors did so this week when classes began Monday, Uzureau said.

Randolph-Clark, of Joliet, was among about 40 such students after earning her associate's degree at Joliet Junior College a few months ago.

The program is not difficult to get into, "as long you go to school to go to school," Randolph-Clark said. "I know a lot of college dropouts. A lot of my friends didn't finish. A lot of kids lack focus. This program keeps me on track."

For Randolph-Clark, having a transfer specialist was a "major benefit" to the program.

"I jumped around community colleges for awhile. Then I realized I had to commit to school," she said. "They help you register, and keep you on track through the end. It saves you time and money."

GSU was one of her options because it allowed her to continue her part-time job.

"I had not made up my mind, but the Dual Degree Program helped me make that decision to attend GSU, and the tuition cost was locked in," Randolph-Clark said.

Receiving one of 50 GSU "Promise" scholarships was an added bonus. "Promise" scholarships are awarded to low-income students who maintain a grade-point average of 2.8 or higher and are eligible for federal Pell grants, Uzureau said. GSU pays whatever costs remain after the Pell grant and Illinois Monetary Award Program have kicked in.

Honor scholarships were awarded to 13 students this year who maintained GPAs of at least 3.5, she said.

More than half of the students who received the scholarships this year were African-American and Hispanic, Uzureau said, and those are the students who usually don't complete college. If the country is to boost its college completion rates, it has to address the needs of low-income, minority students, she said.

"There are so many more people without a degree than with one," Jackson said. "Without a degree, I don't have a leg to stand on."

That's why the Oak Forest man wants to help create a "culture of success."

For him, the "cornerstone" of the Dual Degree Program is peer mentoring. Students who have earned their associate's degrees return to assist community college freshmen. Students in the program will know each other when they arrive at GSU, and that's an important connection, Uzureau said.

Jackson, president of PSC's student government association, has a GSU friend who helps him navigate the waters. In turn, he helps fellow Prairie State students.

"I like doing things as a group effort. We all have the same goal. There is always someone you can talk to," he said. "Sometimes we need a little bump to keep going."

Students motivate, encourage and keep each other on track, whether it's registering for classes, seeking financial aid or surviving final exams.

"We try to keep everyone connected. College can be a lonely place when you first start," Jackson said.

"Yes, I'm 40, but I can instill in young people the drive to become a better person," he said. "One thing that can never be taken from you is your knowledge.

"I have three daughters who will go to college. I want to set an example for them. I'm not just going to walk across the stage and get a piece of paper. My goal is to graduate summa cum laude, Phi Beta Kappa."

Civic Investment Plan for the Civic Learning and Democratic Engagement Action Collaborative

As an institution on the cusp of transformative change, we have an opportunity to build on a mission of public service and be a national model for a civic-minded public institution. Consequently, the GSU delegation eagerly participates in this Action Collaborative with three main goals:

1. Integrate civic engagement in our developing general education program which will launch in the Fall of 2014 as we transition from an upper-division to a full-service four year public institution of higher education.
2. Build on high institutional commitment in the domain of mission, leaders, and action in all four dimensions and translate that to the remaining five domains (general education, majors, student and campus life, community-based experiences and reward structures).
3. While we aspire to advance all of the domains listed above, the delegation is particularly eager to learn from participating colleagues effective strategies that might be implemented to elevate the reward structures domain. Of the five domains, it was the most challenging to address as a delegation.

GSU Delegation

- Dr. Elaine P. Maimon, President
- Dr. Terry Allison, Provost and Vice President of Academic Affairs
- Dr. Deborah Bordelon, Dean of Education and Graduate Studies
- Dr. Aurelio Manuel Valente, Dean of Students and Associate Vice President of Academic Affairs
- Ms. Sheree Sanderson, Assistant Dean of Students
- Dr. Phyllis West, Senior Lecturer, Social Work
- Dr. Lori Glass, Associate Professor of Social Work
- Dr. Larry Levinson, Director of the University Honors Program and Coordinator of Political and Justice Studies

Civic Institutional Matrices:
Assessing Assets and Gaps in a Civic-Minded Institution

Use the following matrices to summarize the scope of your institution's efforts to educate for civic learning and democratic engagement. Indicate each dimension's degree of pervasiveness within each domain using "Low," "Medium," or "High."

<table>
<tr>
<td rowspan="7">Domains of Intuitional Functioning and Culture</td>
<td colspan="2">Dimensions of a Civic-Minded Institution

1: Civic Ethos</td>
</tr>
<tr>
<td>Mission, Leadership, & Advocacy</td>
<td>High – There is a constant reminder and presence of this in our institution by serving as a "public square" rooted in our public mission. This is particularly the case given we serve largely traditionally under-served students in higher education.</td>
</tr>
<tr>
<td>General Education</td>
<td>In progress – We are currently developing our General Education curriculum as we transition from an upper-division institution to a comprehensive full service four-year institution in 2014.</td>
</tr>
<tr>
<td>Majors</td>
<td>High – Our strength in professions in which civic engagement is also a prevailing tenet is demonstrated in majors such as addiction studies, social work, education, health, criminal justice with a restorative justice focus, and political and justice studies.</td>
</tr>
<tr>
<td>Student & Campus Life</td>
<td>Low to Med – While we are optimistic about sustained growth in this area, there have been logistical barriers largely due to our student population which constitutes upper-division, lower SES, and/or adult-learners. In the past four years there has been a noticeable positive trajectory in this area which we are committed to continuing.</td>
</tr>
<tr>
<td>Community-based Experiences</td>
<td>Low to Medium – As with student life, there are logistical barriers due to our student population, and much might student life, we are committed to elevating this area which has, and will continue to grow.</td>
</tr>
<tr>
<td>Reward Structures</td>
<td>Low to Medium – There are clearly goodwill and intrinsic rewards, but institutionally we would like to develop more fully a tangible reward structure.</td>
</tr>
</table>

	Dimension of a Civic-Minded Institution	
	# 2: Civic Literacy	
Domains of Intuitional Functioning and Culture	**Mission, Leadership, & Advocacy**	High – Since the arrival of President Maimon, her leadership in this area in undeniable. That has propelled a great deal of effort to elevate our mission and responsibility as an institution serving the public good.
	General Education	In progress – We are currently developing our General Education curriculum as we transition from an upper-division institution to a comprehensive full service four-year institution in 2014.
	Majors	High – The types of majors in which GSU draws regional and national recognition such as addiction studies, social work, education, health, criminal justice with a restorative justice focus, and political and justice studies have embedded in them outcomes that center around civic literacy.
	Student & Campus Life	Low to Med – As student life develops learning outcomes in the coming year; civic literacy is expected to be a central focus.
	Community-based Experiences	Medium – Since many of our disciplines such as addiction studies, social work, education, health, criminal justice with a restorative justice focus, and political and justice studies require use of primary sources, there is a strong role for community agencies to be involved as learning partners.
	Reward Structures	Low to Medium – As is the case with traditional faculty centered reward structure, civic literacy is not explicit as a focus.

	Dimension of a Civic-Minded Institution	
	# 3: Civic Inquiry	
Domains of Intuitional Functioning and Culture	**Mission, Leadership, & Advocacy**	High – This dimension is particularly relevant in fulfilling our mission as a "public square." The institution is, has been, and will continue to be a place open to all in which members can practice in civic inquiry.
	General Education	In progress – We are currently developing our General Education curriculum as we transition from an upper-division institution to a comprehensive full service four-year institution in 2014.
	Majors	High - The types of majors in which GSU draws regional and national recognition such as addiction studies, social work, education, health, criminal justice with a restorative justice focus, and political and justice studies all use as a pedagogy demonstrated civic inquiry.
	Student & Campus Life	Low to Med – While we are optimistic about sustained growth in this area, there have been logistical barriers largely due to our student population which constitutes upper-division, lower SES, and/or adult-learners. In the past four years there has been a noticeable positive trajectory in this area which we are committed to continuing.
	Community-based Experiences	Medium – Since many of our disciplines such as require use of primary sources, there is a strong role for community agencies to be involved as learning partners.
	Reward Structures	Low to Medium – As is the case with traditional faculty centered reward structure, civic literacy is not explicit as a focus.

	Dimension of a Civic-Minded Institution	
	# 4: Civic Action	
Domains of Intuitional Functioning and Culture	**Mission, Leadership, & Advocacy**	High - This institutional commitment to the civic action dimension is particularly well demonstrated relevant in our mission, leadership and advocacy.
	General Education	In progress – We are currently developing our General Education curriculum as we transition from an upper-division institution to a comprehensive full service four-year institution in 2014.
	Majors	Medium to High – As mentioned, we have majors which are particularly strong in this area, and as we aim to achieve our highest potential, we hope to translate the value and commitment to civic action more broadly to all majors.
	Student & Campus Life	Medium – Our student population has a high work ethic, resulting in this area of student life being our highest dimension. While we work to make our initiatives more pervasive, those that are executed are done so with a great deal of focus and passion.
	Community-based Experiences	Medium – The theory to practice focus of our majors require a strong partnership with community based agencies to effectuate their delivery.
	Reward Structures	Low to Medium – As is the case with traditional faculty centered reward structure, civic literacy is not explicit as a focus.

Chicago Civic Learning and Democratic Engagement Action Collaborative

Creating Civic Minded Institutions:
From Partial and Optional to Pervasive and Expected

November 16, 2012
Loyola University Chicago, Lake Shore Campus

Sponsored by The Association of American Colleges and Universities (AAC&U)
Funded by Robert R. McCormick Foundation

Leadership Advisory Group: DePaul University, Elmhurst College, Loyola University Chicago, Northwestern University, Illinois Campus Compact, and the Interfaith Youth Core (IFYC)

Program

8:00-9:00 am   **Continental Breakfast, Registration, and Networking**

9:00-10:15 am   **Opening Plenary Session**

Welcoming Remarks from our Host:
Dr. John Pelissero, Provost of Loyola University Chicago, introduced by Larry A. Braskamp, Senior Fellow, AAC&U

Welcome and introduction to the o pening plenary:
Caryn McTighe Musil, Senior Scholar and Director of Civic Learning and Democracy Initiatives, AAC&U

Plenary Panel - Creating a Campus Civic Ethos: What's at Stake If We Fail?
Keynote: David Scobey, Executive Dean of The New School and member of the National Task Force for *A Crucible Moment: College Learning and Democracy's Future*

Presidential Panel Responses: Alan Ray, President of Elmhurst College; Elaine Maimon, President of Governors' State University; Donna Carroll, President of Dominican University

10:15-11:45 am   *What Promotes a Civic Ethos across Campus Domains?*

These facilitated roundtable working groups are organized by positions/responsibilities in order to foster cross-institutional Peer Positional Exchanges. Please see blue sheet for your table assignment.

Guiding Questions: What actions and policies infuse democratic values into the everyday practices, structures, and interactions at your institution? What conveys your institution's

commitment to open-mindedness, civility, the worth of each person, ethical behaviors, and concern for the well-being of others? How is a spirit and practice of public-mindedness infused into the institution's goals and its engagement with local and global communities?

11:45 am-1:00 pm   Lunch

Higher Education as Stewards of Place: Investing in Chicago's Civic Well-Being
John Sirek, Director, Civics Program, The Robert R. McCormick Foundation

1:00-2:15 pm   *Fostering Civic Literacy and Civic Inquiry: Promising Campus and Curricular Models*

These facilitated roundtable working groups are organized by strategic structural locations for civic learning and democratic engagement that are designed to advance civic literacy and civic inquiry. Please see blue sheet for your table assignment.

Guiding Questions: Where do students investigate the debates about democracy both within and US and other countries? Where do they learn about key historical campaigns on public issues or social movements undertaken to achieve the full promise of democracy? What helps students inquire about civic dimensions of a subject or public consequences of a decision? What cultivates students' habit of learning from differing points of view?

2:15-2:30 pm   Break and movement to new tables

2:30-3:45 pm   *Designing Opportunities for Practicing the Dimensions of Civic Action*

These facilitated roundtable working groups are organized by topics. Please see the blue sheet for your table assignment.

Guiding Questions: What specific educational and community environments help generate the capacity and commitment in students to participate constructively with diverse others and work collectively to address common problems? Where can students acquire hands-on practice in working with others to improve the quality of people's lives and the sustainability of the planet? Where can students develop abilities to analyze systemic causes of problems and skills to address those problems?

4:00-4:30 pm   ***Closing Session: Reviewing Institutional Civic Investment Plans***

Consult the blue sheet to determine where you can re-gather as an institutional team with your colleagues and discuss your initial thoughts about how the action collaborative conversations might have confirmed or caused the team to rethink aspects of their proposed civic investment plan. Discuss next steps, communication between meetings, and key goals for the second CLDE Action Collaborative on April 12, 2013.

The Association of American Colleges and Universities is grateful to the Robert R. McCormick Foundation for supporting this Civic Learning and Democratic Engagement Action Collaborative

A Brief Introduction of the BA in Manufacturing Management Program (BAMM)

Presented to the Academic Master Plan committee

Jun Zhao

CBPA

Feb. 2, 2013

Harper College, located in Palatine, IL, received $12.9 million in 2012 from the US Department of Labor to expand its new advanced manufacturing program to about 20 community colleges across Illinois. This community college consortium includes GSU's major feeder schools such as PSC, JJC and KCC.

The Associate of Applied Science Degree in Advanced Manufacturing program, launched in fall 2012 at Harper College has already had 100 students enrolled in the four different career tracks (Mechatronics/Automation, Precision Machining, Metal Fabrication, and Supply Chain Management/Logistics). This program is a result of an innovative partnership between community colleges and industry. The program has received strong support from area industries in the form of curriculum development and paid internship opportunities to its students (63 area employers have agreed to provide over 100 internships). Other community colleges will soon adopt their model and start their own AAS in advanced manufacturing programs (though the concentration of the manufacturing fields might be different). Given the shortage of skilled employees in the manufacturing industries, and the push to bring manufacturing jobs back to the US, this is an area with great potential for future growth. The industry partners are also supportive for some of the graduates of the advanced manufacturing programs to continue their education at four year colleges, in order to pursue further career development in the manufacturing environment.

However, students in AAS degree programs traditionally have harder time when they decide to continue to pursue bachelor's degree, because they usually do not meet the GE requirements, and many of their technical course works will not be transferrable. As a result, few graduates of AAS programs continue with four year colleges. Our existing BAAS degree (B.A. in Business and Applied Science) is a solution to people with this background who want to pursue a general business degree, by allowing them to transfer up to 27 technical credit hours, and then taking 41 upper divisional credits at GSU. Students have the option of completing the rest of their GE courses, at either their community colleges or at GSU.

What the BAAS does not provide to the students in the advanced manufacturing programs, is the highly specialized knowledge and expertise they will need if they want to advance their careers in the manufacturing environment (since our BAAS degree is a general business degree, with no specific concentration). This is what the proposed BA in Manufacturing Management program will provide to AAS degree holders who have this type of career goals.

The BA in Manufacturing Management (BAMM) is a program that combines the features of the BAAS and the BA in Business Administration with a Concentration in Production and Supply Chain Management. This degree will be similar to the BAAS degree in that it allows up to 29 transfer credits

from students' technical courses, but will also have advanced production/supply chain management courses to build upon the manufacturing foundation these students already have. Students will still need to take some GE courses and lower division business courses (such as the two Econ courses and two Accounting courses) at community college (or at GSU). They will take advanced specialization courses (at 3000 and 4000 levels) such as Quality Management, Production and Inventory Control, Supply Chain Management, and Project Management at GSU. Students will also take some business core courses such as Finance, HR Management, OB, and Business Ethics, but not the entire "business core" which is part of the BA in Business Administration program.

Attached is a draft program we developed for Harper College's AAS in Advanced Manufacturing degree. We have received positive feedback from their faculty and administrators, and would like to expand the model to similar AAS programs in manufacturing at other community colleges.

Although the BAMM degree has a clearly defined target audience, we still need to be careful when recruiting and marketing this program since both the BAAS and the BAMM target students in the AAS degree programs at the community colleges. Fortunately, there are many different AAS programs offered at the community colleges, some of them more suitable for BAAS degree, and others are "natural" feeder for the BAMM program. Still others are the targets of the new BA in Entrepreneurship program (such as culinary arts, dental hygiene, and so on). We have done a brief analysis of the major AAS degrees offered at the five feeder schools and identified the "feeders" for the BAAS, BAMM, and BA in Entrepreneurship programs, respectively. As can be seen from the attached list, although there is some overlap between the target groups for the BAAS and the BAMM, each of the three BA degrees has clearly defined and distinctive target audience so self-competition should not be a concern.

Since most of the courses in this program are existing courses (with the exception of the capstone course on project management), the additional demands on resources is minimal. Of course, with the growth in enrollment in this program, we will probably need to hire additional faculty member in the supply chain and/or operations management area, who will also contribute to the other programs we offer at the college.

Our plan for this program is to start in Fall 2014. Our initial enrollment goal is 15-20 students, with 5-10 additional students each following year. With more community colleges starting similar program in advanced manufacturing, we are confident the enrollment will steadily grow once the program is launched. Depending on where the majority of the students are located, we might offer the courses in hybrid format, online, or off-campus locations.

GSU High Impact Practices Institute, inventory of High Impact Practices, June 2012

HIPs: who directs them now? Is this administrative oversight sustainable?

1) First Year seminar + experiences
    Admins in charge, Associate Provost, Dean of Students, faculty coordinator (don't have yet)
GE Task Force planning the curriculum; no planning yet for the co-curriculum, although we are beginning a DDP peer mentor program (see 11)
  Faculty Coordinator, GE Task Force or CASLO responsible for assessment and improvement?

First Year Seminar probably will need to have direction from a combination of faculty rotating leadership and Associate Provost acting as Dean of UG Studies

2) Common Intellectual Experiences
 a) one small largely co-curricular effort is 'one university, one book'
    Intellectual Life Committee owns it, reports to Provost
b) thematic first, second, and perhaps third year being planned by the GE Task Force. Admin in Charge is the Provost, although this could shift to Associate Provost as common core will be central feature of UG study at GSU

Each first year cohort will need to have a faculty leader. Overall direction provided by Associate Provost.

3) Learning Communities
a) GSU has some learning communities at the graduate level, set up as cohorts. DDP is an informal cohort and peer mentoring will reinforce this, but students are not taking classes together or engaging in 'big questions' outside the classroom.
b) Same as First Year Seminar and Common Intellectual Experiences. A faculty leader, Associate Provost, and Dean of Students will be the core team.

4) Writing Intensive Courses
a) This is GSU's only core GE requirement and it is not being done well. Formally, each major has a designated WIC, but there are no standards for them. Much work is underway thru the South Metropolitan Writing Consortium to develop common expectations for freshman writing.
b) GE Task Force is developing a new structure in which WICs will appear more often in a sequence of courses.
c). CASLO is working on assessing student writing using the VALUE rubric.
d) Through the Center for Faculty Scholarship and Teaching, we are working to develop a faculty fellow program with writing as the first faculty leader position.

Administratively this should fall under Associate Provost and faculty coordinator.

5) Undergraduate Research
GSU currently does not separate undergrad from grad student research; our local conferences and statewide conferences in which we participate mix UG and Grad students. There is an informal committee (not linked to Faculty Senate structure)

Point of discussion. How shall we proceed?

6) Collaborative assignments and projects Many faculty build these into individual courses and some majors include as part of a capstone. We need to find out more from the survey.

Point of discussion. Other than surveying regularly and assessing effectiveness, do we need any centralizes oversight? CFST also could do regular workshops on designing and implementing effective collaboration.

7) Diversity and Global Learning
GSU has an Office of International Programs with a new Director. We recently hired a second staff member, an International Student Advisor. We also have a faculty and co-chair who are leading the University Global Affairs Committee, so this HIP has clear administrative responsibility and faculty involvement. We applied for a Department of State grant to build infrastructure for undergraduate exchange in China.
we are working intentionally to provide short term study abroad and to recruit more international students.

8) Service Learning and Community Based Engagement
GSU has a lot going on but it is insufficiently coordinated. Larry Levinson, Lorri Glass, and Phyllis West are leading an effort to form a Consortium on Civic Engagement and just sent forward a grant proposal to AAC& U to become a model campus. Sheree Sanderson has been involved as well, so there is some connection to Student Academic Support Services. So far, the Provost has been working directly with Levinson, primarily. Organizationally, this needs some more coordination between Academic Affairs and Student Affairs, again through the Associate Provost and Dean of Students.

9) Internships
Again, efforts are dispersed but somewhat coordinated through Career Services. There's no clear coordination by Academic Affairs to ensure that there are enough opportunities for students. Also could be assigned to the Associate Provost and Dean of Students.

10) Capstones
The GE Task Force has a working group and is discussing a required capstone for all majors. 2/3 of current UG majors have capstones. The Grad Council is surveying all undergrad and grad programs regarding their capstones. Many of our current capstones involve another HIP, ie, research, service learning, internship, collaborative assignment.
Going forward, the Associate Provost could be charged with responsibility for coordinating as assessing the capstone experience. The Dean of Graduate Studies has responsibility for Grad capstones.

11) Peer mentor program
GSU is just launching a peer mentor program through the Kresge Grant. We hired a Peer Mentor Coordinator who reports to Aida Martinez and Jose Reyes. We need to develop this concept and integrate efforts for 'native freshmen' as well as DDP students, so when the new Dean of Students arrives, he should begin to work with the DDP coordinator.

GSU's High Impact Practice Institute Project, June 2012 (and report of progress to date, Feb 2013)

Project: Every GSU undergraduate will have at least 5 HIP experiences

1. Inventory of HIPs with data, assessment of impact - work with the chair to determine what HIPs are required, which are integrated but not required.

   Survey was completed in 2012; results shared with Deans' and Provost's Council, with General Education Task Force

2. Communicate values of HIPs to faculty using GSU and national data

   Shared primarily with the General Education Task Force, which overlaps with the HIP Institute participants (3 of 5 are on GE Task Force).   GE Task Force, in their reports and interactions with the Faculty Senate and in open forums use the vocabulary "High Impact Practices" The General Education model developed by the GE Task Force and now endorsed by the Faculty Senate includes the language that all undergraduates at GSU will experience at least five high impact practices. Freshman and Junior seminars are under development; there is now a required Senior capstone; GSU is improving its Writing Intensive courses.

3. Create collaborative connections between faculty and student services

   This has started through the hiring of a Director of Academic Engagement reporting to the Associate Provost, Curriculum, who is working directly with the Dean of Students.

4. Demographic study - student success, who is benefiting from HIPs

   Still to be formulated

5. Engage C.C. partners in developing lower division HIPs

   GSU has been working with the South Metropolitan Higher Education Consortium on first-year student writing. GSU's Honors Program has been engaging with community college partners as well. Now that GE lower division curriculum is being finalized, we should take the next step to work with cc partners.

6. HIPster - a plan/framework for assessment of HIPs experiences per undergrad
    - Involve students in self-assessment/reporting: Be a HIPster

GSU's General Education Task Force and Committee for Assessment of Student Learning Outcomes are working together to plan a comprehensive, systematic assessment of GE outcomes. Impact of HIPs can be integrated into this work.

7. FSSE survey to measure HIPs and Essential Outcomes

    Will have to wait until we can have a NSSE survey—in 2014/15

8. HIPs designated courses? For assessment, student awareness

    GE Task Force is working on comprehensive inventory of learning outcomes for the general education courses; HIPs can be part of this.

9.   Student reflective experience - students discuss their progress regularly with assigned faculty

    No action taken yet

10. Sustainability plan

    Deans' and Provost's Council starting to work on the inventory of HIPs and to prioritize where to focus on investment. University Global Affairs is working to strategically prioritize global experiences. Provost advertised for a Director of Honors and Undergraduate Research (internally) and there will be a half-time appointment beginning in Fall 2013. GE Task Force and CASLO discussing sustainability of this enterprise.

<center>**Governors State University**
High Impact Practices – 2013 (R. Schneider)</center>

The following document includes four sections:

1. *HIPs - Moving Forward?*
2. *Suggestions for the Future* derived from the fall 2012 HIP survey and related conversations.
3. HIP Overview (common definitions)
4. Results of the HIP survey checklist.

<center>## <u>HIPs - Moving Forward (1)</u></center>

1. **HIPs in the Culture (in progress):**
   a. **Leadership (hierarchical leadership, academic leaders, opinion leaders, shared governance)** : Strategic buy-in is a cultural endeavor to be nurtured over time and based on tangible evidence that action and collaboration will equate with reward (e.g. tenure, promotion, formal reward, professional recognition). Culture shift is a "good to great endeavor": *The good-to-great-transformations never happened in one fell swoop. There was no single defining action, no grand program, no one killer innovation, no solitary lucky break, and no miracle moment. Sustainable transformations follow a predictable pattern of buildup and breakthrough (Collins, 2001, p. 186).* GSU leaders must continue to make high impact practices a priority through words, rewards and actions. Therefore HIPs can emerge as essential to, not tangential to, being a successful part of the GSU community.
   b. **Powerful partnerships (Institutional leaders):** "There is another reason to work collaboratively to deepen student learning. Learning is a social activity, and modeling is one of the most powerful learning tools. As participants in organizations dedicated to learning, we have a responsibility to model for students how to work together on behalf of our shared mission and to learn from each other (Joint Task Force for Student Learning, American Association for Higher Education, American College Personnel Association, and National Association of Student Personnel Administrators).
2. **GE Task Force (Faculty leadership)** – In progress. The proposal from the GE Task Force is rooted in national best practices. Implementation of the cohort model, FYE course, common intellectual experiences, and learning communities in tandem with HIPs already embedded in the curriculum (writing intensive courses, internships, service learning, etc.) is a significant step in the direction of embedding HIP initiatives into the culture at GSU. With the cohort model and associated efforts all entering first year students will be immersed in high impact practices from the start of their GSU experience.

3. **Student Affairs and Academic Engagement (DOS/AVP and staff)** – In progress. Embedded in the co-curricular learning goals developed by SAAE are principles consistent with development of HIP initiatives (Self-Efficacy, Professional and Personal Success, Multicultural Competence, Leadership and Civic Engagement). HIP initiatives, such as service learning and civic engagement, will continue to emerge that align with the co-curricular learning goals.

4. **Peer Leadership (Collaborative with leadership from Student Affairs)** - Research on institutional conditions for student success highlights the important role of peers: "Peers are very important in helping students understand faculty performance expectations and standards, managing time commitments for academic work and other activities, and connecting students to the institution and other students in meaningful ways." (Kuh, Kinzie, Schuh, Whitt, and Associates, 2005). GSU is well served to embed peer leadership in assumptions about program implementation including but not limited to the FYE course, residence hall student leadership and related experiences, student government and related organization leadership opportunities, tutoring and orientation.

5. **Lower Division Steering Committee** – In progress. Orientation, FYE, living and learning communities, and implementation of the cohort themes are HIP initiatives and part of the embedded priorities of the LDSC.

6. **Resource Allocation**
   a. **Resources (small scale – budget holders):** Allocation of funding for HIP initiatives is a product of annual budget planning and decisions. Budget holders can advocate for resources within GSU systems/procedures to increase available resources to faculty/staff seeking to create HIP opportunities and then provide appropriate avenues for access to those funds.
   b. **Resources (large scale – campus leadership)** – Topics such as CUEs, travel budgets, student fees, and study abroad scholarships all require discussion and debate as per shared governance models at GSU (including students, faculty, staff, and administration as appropriate).

7. **Professional Development (Schneider)**
   a. **Faculty -** In collaboration with the Faculty Scholarship and Teaching Center provide professional development opportunities for faculty regarding HIPs in the 2013-14 academic years and beyond (local speakers from GSU or nearby schools implementing HIPs in the curriculum. The purpose of the sessions is to provide consistent definitions of High Impact Practice initiatives and strategies for building HIPs into GSU curriculum.
   b. **Staff/Faculty-** Collaborate with Student Life and Colleges to provide professional development to Academic Advisors about HIP initiatives.

    c. **Conference** - Offer annual large scale HIP conference/speakers to meet the growing needs of the GSU community (begin with fall 2013 service learning conference in collaboration with Student Life and Phyllis West).

    d. **Informal recognition** – Institute a "HIPster award" and recognition system and post nominees in a public forum (GSU view).

8. **Student Employment (Schneider and associates) –**

    a. Collaboratively with GSU staff, create professional development opportunities that educate departments about available work-study funds that can either fully subsidize or off-set the cost of student employment.

    b. Create opportunities for supervisors to learn how the student employment experience can be transformed into an high impact practice. Studies show that students who work on campus 20 hours or less each week actually do better academically than those students who work off campus or do not work at all (assignment of reference in progress, quote from Kent State University Career Services personnel). If student employment is crafted as a high impact practice, the hourly wage job can emerge as a high value experience.

- Working in a supportive environment with supervisors who take an interest in students' well being
- Obtaining valuable work experience and professional references for resume development
- Making friends with successful peers and increasing engagement with campus life
- Working close to class locations and benefiting from flexible hours
- Developing critical skills employers seek
- Clarifying academic and career goals
- Access to staff and students with knowledge about university resources

Survey Outcomes plus HIPster Focused Discussion (2)

The following list represents three primary sources including the fall 2012 HIP survey and discussion with "HIPsters" (participants in the 2012 AAC&U HIP conference including James, McKenna, Yunger, and Zell) and discussions with GSU faculty.

I. **Strategic Buy-In for High Impact Practices (Reward)**

   a. Consider high impact practices when retention, tenure, promotion and professional advancement increases are reviewed (reward).
   b. Create capacity for high impact practices through allocation of time and resources (course planning time and budget).
   c. Provide latitude for faculty to explore innovative high impact practices for inclusion in program curriculum (CUEs and budget for significant program elements such as study abroad).

II. **Academic Advising**

   a. Professional development for Academic Advisors regarding the role of high impact practices.
   b. Encourage Academic Advisors to guide students to co-curricular HIP initiatives.
   c. Increase profile of Academic Advising in student orientation particularly for first year students.
   d. Institute required Academic Advising in the lower division for all students.
   e. Shift the institution-wide advising paradigm from course planning to a "Graduation Planning System" (GPS) that will bridge advising experiences from first year to graduation.

III. **Undergraduate research**

   a. Increase funding for undergraduate research. Charge the Coordinator of the Honors Program and Undergraduate Research with effective utilization of allocation.
   b. Increase the importance of the undergraduate research conference (local) by announcing dates and application processes well in advance of the event ("annual and predictable").
   c. Encourage conference participation by students and faculty from across disciplines.
   d. Create lower-division honors program for first and second year students that include common intellectual experiences (engagement, integration and involvement).

IV.   **Global Learning**
   a. Institute a student fee for study abroad to provide access to study abroad to more students (see funding processes item b).
   b. Include Study Abroad planning in the first year advising curriculum (include Dual Degree students as junior year may be too late to build study abroad into an educational plan).

V.   **Funding processes**
   a. Provide grant dollars, similar to those available through the intellectual life committee, for disbursement of one-time grants for high impact practice initiatives (academic and co-curricular initiatives and partnerships).
   b. Investigate a student fee for Study Abroad scholarships (e.g. UIUC, University of Southern California, UT Austin, and Kennesaw State).

VI.   **Professional Development, institutional awareness and informal reward**

   a. Provide HIP professional development activities such as brown-bag activities (partnership with FSTC) and email newsletter.
   b. Ensure common understanding of HIP best practices and definitions through professional development.
   c. Identify annual HIP initiative and feature national speaker at a GSU "HIP" conference
   d. Provide faculty with expanded access to student performance data.
   e. Institute an informal "HIPster" award for HIP related projects (by nomination with published results in GSU view and on central bulletin board dedicated to HIP initiatives).
   f. Provide professional development and guidance to supervisors of student employees regarding ways to turn the employment experience into a potential High Impact Practice.

VII.   **Reinforce current High Impact Practice initiatives as defined in fall 2012 survey (attachments)**

   a. Service Learning and Community Based Learning
      • Expand the coordination and quantity of service learning opportunities with local agencies.
      • Provide faculty with resources and networks for developing service learning curriculum.
      • Develop a strong web presence and reward success through high profile announcements.
      • Support and advance the Consortium for Civic Engagement and related civic engagement activity.

b. Internships
- Expand the coordination and number of academic internships with local industry.
- Increase student exposure to internship opportunities.
- Increase profile of Career Services' involvement in internship partnerships.

c. Common intellectual experiences
- Continue and expand common reading initiative. Include "summer reading" in first year student expectations.

d. Writing intensive courses
- Provide common definition

e. Capstone courses

VIII. **First Year Students**

a. Continue to reinforce the work of the GE Task Force (proposal is grounded in HIP assumptions).
- Small classes and cohort model
- Learning communities and Living Learning Communities
- First year seminar with peer leaderships (peer support essential to success particularly for historically underrepresented/underserved populations)
- Common intellectual experiences (summer reading to cut across cohorts)

b. Continue the work of the Lower Division Steering Committee (chaired by Dean Hill)
- Implementation of several of the items listed above
- Collaborations between Valente and Schneider (Orientation)

c. Continue current momentum established by new Student Life initiatives such as:
- Partnerships for service learning and community engagement
- Athletics program
- Programs and services for students in historically underserved populations
- Career Services (Internships)
- Early alert
- Leadership and mentorship opportunities
- Formal and informal partnerships with academic units for major events

High-Impact Educational Practices: Overview (3)

Unless otherwise noted the definitions of High-Impact Educational Practices are taken from the publication High Impact Practices: What They Are, Who Has Access to Them, and Why They Matter, by George D. Kuh (AAC&U, 2008).

These [assessed] practices take many different forms, depending on learner characteristics and on institutional priorities and contexts. On many campuses, assessment of student involvement in active learning practices such as these has made it possible to assess the practices' contribution to students' cumulative learning. However, on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning. Presented below are brief descriptions of high-impact practices that educational research suggests increase rates of student retention and student engagement.

> There is evidence that HIPS can lead to a wide range of positive outcomes (academic, personal, and civic) for the general population of college students as well as underserved student populations and specifically underrepresented minorities, low-income students, and first-generation college students. (Kinzie, Gonyea, Shoup, & Kuh, 2008)

> Among the key factors for student retention, higher GPA, and greater chances for successfully completing a degree are:
> - Integration (Tinto, 1993)
> - Involvement (Astin, 1984)
> - Engagement (Kuh, 1991)

> A HIP is...an investment of time and energy over an extended period that has unusually positive effects on student engagement in educationally purposeful behavior. (Kuh)

First-Year Seminars and Experiences
The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences
The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community. These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities
The key goals for learning communities are to encourage integration of learning across courses

and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link '"liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses
These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects
Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research
Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the NSF and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning
Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning
In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that

giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

GSU HIGH IMPACT PRACTICES CHECKLIST
BY PROGRAM

UNDERGRAD Programs/ HIP	Level	First Year Seminar	Common Intellectual Experiences	Learning Communities	Writing Intensive Courses	Collaborative Assignments/Projects	Undergraduate Research	Diversity/Global Learning	Service Learning Community Based	Internships	Capstone Projects/Courses	Formal Peer Mentor Programs
Accounting	U		R	O	R	R		R	O	O	R	
Anthropology	U		R		R	R	R	R	R		R	
Art	U		R		R	O		R			R	
Biology	U				R	O	R	O		O	R	
Business and Applied Science	U		R	O	R	R	O	R	O	O	R	
Chemistry	U				R		R	O		O		
Communication	U			R	R	R	R	R	R	O	R	
Communication Disorders	U				R		O	R				
Community Health	U				R	R	O	R		R	R	O
Computer Science	U				R	R	O		R	O		
Criminal Justice	U	R	R		R	O	R	R	O	R	R	
Elementary Education-ELED	U	R	R		R	R			R		R	
Entrepreneurship	U		R	O	R	R	O	R	O	O	R	
Health Administration	U				R	R	R	R	O	R	R	
Mathematics	U			R				R		R	R	
Nursing	U			R	R	R	R				R	
Social Science	U		R		R	R	R	R	O	O	R	
Social Work	U	R	R		R	R	R	R	R	R	R	R

R= Required   O= Optional

GSU HIGH IMPACT PRACTICES CHECKLIST BY PROGRAM

GRADUATE Program/HIP	Level	First Year Seminar	Common Intellectual Experiences	Learning Communities	Writing Intensive Courses	Collaborative Assignments/Projects	Undergraduate Research	Diversity/Global Learning	Service Learning Community Based	Internships	Capstone Projects/Courses	Formal Peer Mentor Programs
Analytical Chemistry	G				R	O				O	R	
Addiction Studies	G			R	R	R	R			R	R	
Art	G	R			R	O	R				R	
Biology	G		O		R	O	O			O	R	
Business Administration - Masters	G	O		O		R	R	O		O	R	
Communication	G				R	R	R	R	O	O	R	
Communication Disorders	G			R	R	R	R	R	R	R	R	
Computer Science	G				R	R				O	R	
Criminal Justice	G	R			O	R	O	O	O	O	R	
Elementary Education-ALTC	G	R	R	R	R	R		R	R	R	R	R
Elementary Education-EDEC	G		R		R	R				R	R	
Independent Film	G	R	R	R	R	R	O	O	R	R	R	
Nursing	G				R		R	R			R	
Occupational Therapy	G	R	R	R	R	R	R	R	R	R	R	
Physical Therapy	G	R	R	R	R	R	R		R	R	R	
Political and Justice Studies	G	R	R	O	R	O	R	R	O	O	R	
Public Administraiton - Masters	G	R	R	O		R	R	R	O	O	R	O
Social Work	G	R	R	R	R	R	R	R	R	R	R	

R= Required   O= Optional

HIP Requirements

REQUIRED Coursework Undergraduate Programs

Discipline	#	HIP	HIP	HIP	HIP	HIP	HIP
ANSO	4900	Writing Intensive	Capstone and Capstone Projects	Undergraduate Research			
ANTH	3100	Writing Intensive	Undergraduate Research				
ANTH	3300	Collaborative Assignments/Projects					
ANTH	3501	Diversity/Global Learning					
ANTH	4300	Collaborative Assignments/Projects					
ANTH	4610	Undergraduate Research					
ART	3360	Common Intellectual Experiences	Writing Intensive	Diversity/Global Learning			
ART	4505	Common Intellectual Experiences	Writing Intensive	Diversity/Global Learning			
ART	4980	Writing Intensive	Capstone and Capstone Projects				
BIOL	4144	Diversity/Global Learning					
BIOL	4465	Capstone and Capstone Projects					
BIOL	4516	Diversity/Global Learning					
BIOL	4880	Internships/Fieldwork					
BIOL	4990	Undergraduate Research	Writing Intensive				
BIOL	4992	Undergraduate Research	Writing Intensive				
BIOL	6144	Diversity/Global Learning					
BIOL	6516	Diversity/Global Learning					
CDIS	4200	Diversity/Global Learning					
CDIS	4500	Writing Intensive	Diversity/Global Learning				
CHEM	3145	Diversity/Global Learning					
CHEM	3642	Writing Intensive					
CHEM	3644	Writing Intensive					
CHEM	4155	Writing Intensive					
CHEM	4444	Writing Intensive					
CHEM	4552	Writing Intensive					
CHEM	4744	Writing Intensive					
CHEM	4952	Undergraduate Research	Writing Intensive				
CHEM	4962	Undergraduate Research	Writing Intensive				
CHEM	4990	Undergraduate Research	Writing Intensive				
CHEM	5332	Writing Intensive					
CJUS	3090	First Year Experience					

HIP Requirements

REQUIRED Coursework Undergraduate Programs

Discipline	#	HIP	HIP	HIP	HIP	HIP	HIP
CJUS	4415	Writing intensive	Undergraduate Research				
CJUS	4440	Diversity/Global Learning					
CJUS	4565	Diversity/Global Learning					
CJUS	4800	Internships/Fieldwork					
CJUS	4990	Writing intensive	Capstone and Capstone Projects				
COMS	3100	Writing intensive	Undergraduate Research	Diversity/Global Learning			
COMS	4110	Writing intensive	Undergraduate Research				
COMS	4425	Service Learning	Collaborative Assignments	Diversity/Global Learning			
CPSC	4190	Writing intensive	Community Based Learning				
CPSC	4345	Collaborative Assignments/Projects					
ECON	2302	Diversity/Global Learning					
EDEC	3371	Writing intensive	Common Intellectual Experience				
EDEC	4440	Writing intensive	Common Intellectual Experience	Community Based Learning			
EDEC	4441	Writing intensive	Common Intellectual Experience	Community Based Learning			
EDEC	4450	Writing intensive	Common Intellectual Experience	Community Based Learning			
EDEC	4451	Writing intensive	Common Intellectual Experience	Community Based Learning			
EDEC	4480	Writing intensive	Common Intellectual Experience	Community Based Learning			
EDEC	4481	Writing intensive	Common Intellectual Experience	Community Based Learning			
EDEC	4490	Writing intensive	Common Intellectual Experience	Community Based Learning			
EDEC	4491	Writing intensive	Common Intellectual Experience	Community Based Learning			
EDEC	4499	Writing intensive	Community Based Learning	Capstone			
EDUC	3320	First Year Experience	Common Intellectual Experience	Writing Intensive			
EDUC	3321	First Year Experience	Common Intellectual Experience	Writing Intensive			
EDUC	4360	Internships/Fieldwork	Diversity/Global Learning				
EDUC	4370	Internships/Fieldwork	Diversity/Global Learning				
EDUC	4999	Capstone and Capstone Projects	Internships/Fieldwork				
ELED	3301	Writing intensive	Common Intellectual Experience	Community Based Learning			
ELED	3302	Writing intensive	Common Intellectual Experience	Community Based Learning			
ELED	3303	Writing intensive	Common Intellectual Experience	Community Based Learning			
ELED	4401	Writing intensive	Common Intellectual Experience	Community Based Learning			
ELED	4460	Writing intensive	Common Intellectual Experience	Community Based Learning			

HIP Requirements
REQUIRED Coursework Undergraduate Programs

Discipline	#	HIP	HIP	HIP	HIP	HIP	HIP
ELED	4463	Writing intensive	Common Intellectual Experience	Community Based Learning			
ELED	4466	Writing intensive	Common Intellectual Experience	Community Based Learning			
ELED	4999	Writing intensive	Community Based Learning				
ENTR	3100	Common Intellectual Experiences					
ENTR	4100	Common Intellectual Experiences					
ENTR	4500	Common Intellectual Experiences					
ENTR	4900	Common Intellectual Experiences					
HLAD	3101	Collaborative Assignments/Projects	Undergraduate Research	Diversity/Global Learning			
HLAD	3102	Diversity/Global Learning	Collaborative Assignments				
HLAD	3103	Undergraduate Research	Diversity/Global Learning	Collabortive Projects			
HLAD	3104	Diversity/Global Learning	Collaborative Assignments				
HLAD	3105	Writing intensive	Undergraduate Research	Diversity/Global Learning	Collaborative Projects		
HLAD	3106	Diversity/Global Learning	Undergraduate Research				
HLAD	3107	Diversity/Global Learning	Collaborative Assignments	Undergraduate Research			
HLAD	3108	Diversity/Global Learning	Collaborative Assignments	Undergraduate Research			
HLAD	3109	Diversity/Global Learning	Collaborative Assignments	Undergraduate Research			
HLAD	4099	Diversity/Global Learning	Collaborative Assignments	Undergraduate Research	Internships/Fieldwork		
HLAD	4101	Diversity/Global Learning	Collaborative Assignments	Undergraduate Research			
HLAD	4103	Diversity/Global Learning	Collaborative Assignments	Undergraduate Research			
HLAD	4104	Diversity/Global Learning	Collaborative Assignments				
HLAD	4105	Diversity/Global Learning	Collaborative Assignments	Undergraduate Research			
HLAD	4106	Diversity/Global Learning	Collaborative Assignments				
HLAD	4107	Diversity/Global Learning	Collaborative Assignments	Undergraduate Research			
HLAD	4108	Diversity/Global Learning	Collaborative Assignments	Undergraduate Research			
HLAD	4901	Diversity/Global Learning	Collaborative Assignments	Undergraduate Research	Capstone Projects		
HLSC	3100	Writing intensive					
HLSC	3150	Writing intensive					
HLSC	3200	Writing intensive					
HLSC	3300	Diversity/Global Learning					
HLSC	3400	Writing intensive					
HLSC	4100	Writing intensive					

HIP Requirements
REQUIRED Coursework Undergraduate Programs

Discipline	#	HIP	HIP	HIP	HIP	HIP	HIP	HIP
HLSC	4300	Writing Intensive						
HLSC	4890	Internships/Fieldwork	Capstone					
MATH	3137	Specifics not offered						
MATH	4171	Specifics not offered						
MCOM	4361	Community Based Learning	Undergraduate Research	Diversity/Global Learning				
MCOM	4968	Capstone and Capstone Projects						
MGMT	3100	Diversity/Global Learning						
MGMT	3200	Writing intensive						
MGMT	3210	Diversity/Global Learning						
MGMT	4600	Collaborative Assignments/Projects	Capstone and Capstone Projects	Diversity/Global Learning				
MGMT	4900	Capstone and Capstone Projects	Common Intellectual Experience	Collabortive Projects				
MGMT	4500	Collaborative Assignments/Projects						
NUR	5500	Capstone and Capstone Projects						
NUR	6145	Writing intensive						
NUR	7181	Writing intensive						
NUR	8102	Writing intensive						
NUR	8103	Writing intensive						
NUR	8104	Writing intensive						
NUR	8107	Internships/Fieldwork						
NUR	8108	Internships/Fieldwork						
NUR	8109	Internships/Fieldwork						
NUR	8110	Internships/Fieldwork						
NUR	8946	Capstone and Capstone Projects	X					
NUR	8947	Capstone and Capstone Projects						
SOC	3200	Collaborative Assignments/Projects	Diversity/Global Learning	Service Learning				
SOC	3600	Collaborative Assignments/Projects	Undergraduate Research					
SOCS	3200	Collaborative Assignments/Projects	Diversity/Global Learning					
SOCW	2100	Service Learning						
SOCW	3600	Writing intensive	Collaborative Assignments					
SOCW	3700	Service Learning						
SOCW	4200	Capstone and Capstone Projects	Writing Intensive					

HIP Requirements

REQUIRED Coursework Undergraduate Programs

Discipline	#	HIP	HIP	HIP	HIP	HIP	HIP
SOCW	4300	Capstone and Capstone Projects	Undergraduate Research				
SOSC	3200	Diversity/Global Learning					
SOSC	4110	Common Intellectual Experiences					
SOSC	4200	Diversity/Global Learning	Collaborative Assignments	Undergraduate Research	Writing Intensive		
SOSC	4500	Collaborative Assignments/Projects	Undergraduate Research				
SOSC	4900	Common Intellectual Experiences	Learning Communities	Undergraduate Research	Diversity/Global Learning		Captone

2012

Curriculum Plan for General Education

Prepared by the General Education Task Force for the Faculty Senate

Recommended curricular framework and student learning outcomes for general education at Governors State University

Ann Vendrely, Chair GE Task Force
Governors State University
9/4/2012

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EXECUTIVE SUMMARY

This report represents almost nine months of work by the General Education (GE) Task Force investigating the best practices in undergraduate education. The task force developed these recommendations using a consensus model and cooperation. The task force views general education as encompassing all four years of study at GSU. We have created recommendations that span the full four years, from the expected student outcomes as a standard for learning and into courses for the first year experience, specific second year courses, a unique third year course, and a culminating capstone course. This report will present new student learning outcomes, a cohort model based on learning communities, revised distribution requirements for general educa`tion courses, recommended teaching strategies and assessment strategies. We acknowledge the assistance of many faculty and staff beyond the task force that helped us in our work and that will help us refine and implement this plan. Please recognize that this curriculum is a work in progress, based on the best current evidence applied to the unique opportunities present at GSU.

PURPOSE OF THE REPORT

The General Education Task Force respectfully submits this report to the GSU Faculty Senate in support of our recommendations to update general education at GSU with the following:

1. New student learning objectives for general education courses,
2. Adoption of a cohort model with at least three thematic course sequences for students to take the majority of their courses in the first three semesters with the cohort group,
3. Revised distribution requirements for general education,
4. Adoption of high impact practices so that each GSU undergraduate experiences at least five, and
5. Use of an electronic portfolio system for students to self-assess their progress and for faculty to monitor achievement of student learning outcomes.

STUDENT LEARNING OUTCOMES

In cooperation with the GSU Committee on the Assessment of Student Learning Outcomes (CASLO) the task force has crafted a set of learning outcomes for GSU undergraduates. The learning outcomes are organized in four areas, which are: foundational knowledge, practical skills, social responsibility, and integrated learning. These outcomes are designed to be comprehensive and measurable. They are presented beginning on page 6 of this report.

OVERVIEW OF COHORT MODEL AND THE THEMATIC APPROACH

The task force has adopted a cohort model that promotes learning communities and requires full time attendance. Students will elect to join one of a three different themed groups based on their individual interests. Students within each theme will take courses together, sometimes as a "group of the whole" and other courses will be taken as smaller sections. For example, a course that meets the requirements for IAI as Humanities may have all the students from the cohort theme together (up to 90 students) but

the same group would meet as 3 sections of 30 students for First Year Seminar I. This group would also take Writing Composition, but the group would be further divided into 6 sections of 15 students each for this course. This model provides structure and clear expectations for all students. It ensures that they take required courses in a timely manner and in an appropriate sequence in preparation for courses in their selected major and minor areas. These cohort groups will study together during the first three semesters at GSU creating strong group identity and social support. Faculty will work together within the cohorts to facilitate learning and community building. Peer mentors will be used beginning in the first semester to help first year students adjust to the expectations of college and successfully progress through courses. Additional narrative explaining the cohort model appears on pages 10-13 of this document, as does detailed information about the course sequence.

REVISED DISTRIBUTION OF REQUIRED COURSES

The task force recognizes the importance of maintaining similar standards to other public institutions in Illinois and affirms the full participation in the Illinois Articulation Initiative (IAI). Courses required for general education should meet the standards for IAI and be fully approved by that body. The task force recommends some modifications to the current catalog display for the distribution of required general education courses to accommodate to the new curriculum and student learning outcomes. The requirement for two courses in Mathematics would be changed to one. Two additional GSU specific courses would be added as detailed on page 8 of this report.

HIGH IMPACT PRACTICES

The task force has addressed issues of teaching and learning with extensive study into the best methods for delivering undergraduate instruction. This research has led us to recommend the adoption of what the Association of American Colleges and Universities (AAC &U) has designated as "High Impact Practices." These are powerful teaching methods that go beyond class lectures to promote deep and engaged learning by students. The AAC&U lists ten practices that we have integrated into the cohort model to be used across all four years of a student's experience at GSU. In addition, we recommend an additional practice of "peer mentoring" be added and implemented at GSU. Further discussion of all eleven practices follows later in this report on page 5.

ACTIONS

Following review of this report, the task force recommends continuation of our work as we develop the following:

1. Three distinct course sequences that integrate the new general education requirements with the existing majors using three distinct themes
2. Suggested syllabi guidelines and content for the new general education courses that meet IAI requirements and the needs of GSU students:
    a. Preparation for Fall 2014 will require creation of the following new courses:
        i. Six paired IAI courses from a variety of disciplines,
        ii. One First Year Seminar Course, and

          iii.   IAI Written composition I

    b.   Preparation for Spring 2014 will require creation of:

          i.   Six paired IAI courses (may be some of the same courses as Fall offerings),

          ii.   Three stand alone IAI courses, and

          iii.   IAI Written Composition II course

3. Expanded recommendations regarding the content and structure of the proposed new courses: Major Exploration (elective for second year student), GE Seminar: Introduction to the Major (required for third year students), and Scholarly Capstone

4. Work with the University Curriculum Committee and Educational Policies Committee to prepare the curriculum for implementation

THE TASK FORCE

The work of the General Education (GE) Task Force began in December 2011 with a charge from the GSU Faculty Senate stating, "The Faculty Senate will establish a Task Force, comprising approximately ten to fifteen members, including two per academic college, one from University Library, and two or more Provost appointees and volunteers for the purpose of investigating best practices for general education and making recommendations for GSU general education requirements, in consultation with the appropriate Senate standing committees and other university committees."

The General Education Task Force has met at least twice a month to investigate best practices and consider their implementation here at GSU. Members of the task force have reviewed research reports, read websites and reports from other institutions, discussed general education with colleagues at other institutions, and attended national conferences. Members of the task force have attended meetings of the faculty senate and other committees on campus. This work will continue as our recommendations are shared and refined.

This document presents the curricular framework for revised General Education at GSU. These recommendations bring together both innovative and well-established teaching and learning practices to provide GSU students with a liberal education aligned with the GSU mission, "Committed to offering an exceptional and accessible education that imbues students with the knowledge skills, and confidence to succeed in a global society. GSU is dedicated to creating an intellectually stimulating public square, servicing as an economic catalyst for the region, and being a model of diversity and responsible citizenship."

Committee Membership: Voting members include John Yunger, David Rhea (replaced Elizabeth Todd-Breland) , Gökçe Sargut, Stephen Wagner, Maristela Zell, Lisa Helm, Clare (Xuequin) Tang, Javier Chavira, Ann Vendrely, Steven Russell, Jason Zingsheim, Shea Dunham, Linda Geller. Guests include CAS Dean Reinhold Hill, Kerri Morris, and Angela Latham (replaced Tom Buller).

HIGH IMPACT PRACTICES

Through extensive research, the Association of American Colleges and Universities (AAC&U) has identified ten key teaching practices that promote higher student retention, persistence, and success. The GE Task Force has adopted many of these "High Impact Practices" for general education courses and strongly recommends them to the undergraduate programs. Intentionality is important for building these teaching strategies into the curriculum. They can provide scaffolding for learning that is deep and life-long. Many GSU programs already use these teaching tactics and they have been incorporated into the new courses for first and second year students, but it is important to ensure that every student has the opportunity to learn using these powerful practices. The AAC&U lists the following as High Impact Practices; information is from their website (http://www.aacu.org/LEAP/hip.cfm):

1. **First-Year Seminars and Experiences** that bring together groups of students and faculty and "place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies"

2. **Common Intellectual Experiences,** such as courses that are organized around a theme
3. **Learning Communities** to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors
4. **Writing-Intensive Courses** to hone composition and editing skills
5. **Collaborative Assignments and Projects** which combine two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences
6. **Undergraduate Research** that incorporates the scientific method, ethics, data analysis and writing
7. **Diversity/Global Learning** address diversity, world engagement and social responsibility
8. **Service Learning, Community-Based Learning** to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community
9. **Internships** explore career opportunities
10. **Capstone Courses and Projects** allow students to demonstrate integration of all aspects of the curriculum as a genuine culminating experience

In addition to these approaches to teaching, the GE Task Force recommends structured **peer mentoring** as an additional high impact practice. The GE Task Force recommends that every GSU student participate in at least five of these high impact practices and has built many of them into the first two years of study.

STUDENT LEARNING OUTCOMES

A subcommittee of Ann Vendrely, Kerri Morris, and Reinhold Hill cooperated closely with members of the GSU Committee on the Assessment of Student Learning Outcomes (CASLO) to develop specific undergraduate learning outcomes. Both groups drew on the work of the AAC&U and the Lumina Foundation's work on undergraduate degree profiles. The entire GE Task Force reviewed and revised these learning outcomes.

The purpose of general education at Governors State University is to prepare students to participate in a dynamic and diverse world. It provides students with a broad foundation of knowledge and facilitates social responsibility, as well as practical and intellectual skills that generate capable citizens. Through in depth study in a specific area of interest applied to the wider world, disciplinary learning is integrated with the general education. Each of these areas of development is explained in the learning outcomes outlined below.

The learning outcomes are organized into four areas, which are: foundational knowledge, practical skills, social responsibility, and integrated learning.

Foundational Knowledge outcomes address topics that make up the core courses in general education and provide a basis for understanding more specific information in the major area of study. The core courses include the study of culture and politics, physical and natural sciences, and the arts. At the conclusion of the curriculum, the student will be able to:

- Explain the boundaries and practices of human cultures, the physical and the natural world.
- Investigate key terms related to human cultures, the physical, and the natural world, both historical and contemporaneous.
- Construct a cultural, political or technological argument about the natural or human world through a written project, laboratory report, exhibit, performance or community service design; define the distinct patterns in this alternative vision; and explain how these patterns different form current situations (Engaging diverse perspectives).
- Frame a complex scientific, social, technological, economic or aesthetic challenge or problem from the perspectives and literature of at least two academic fields and propose a "best approach" to the question or challenge using evidence from those fields.
- Produce, independently or collaboratively, an investigative, creative or practical work that draws on specific theories, tools, and methods from at least two academic fields.
- Identify current economic, biophysical, and social challenges holistically.
- Articulate the importance of place and demonstrate a commitment to an ecologically sound, socially just and economically viable planet.

Practical Skills are both practical and intellectual practices that help a student demonstrate the knowledge that they have gained. These skills are used throughout the general education curriculum and represent the ability to think critically, creatively and solve problems. In addition, skills in both written and oral communication, information literacy, quantitative literacy, and teamwork are promoted. At the conclusion of the curriculum, the student will be able to:

- Evaluate theories and approaches to problems through multimodal communication (analytic inquiry).
- Incorporate diverse evidence in multimodal projects, papers, or performances with appropriate citations.
- Evaluate the relative merits of competing resources with respect to clearly articulated standards (use of information resources).
- Translate verbal problems into mathematical algorithms; construct valid arguments using the accepted symbolic system of mathematical reasoning; and construct accurate calculations, estimates, risk analysis or quantitative evaluation of public information through presentations, papers or projects (Quantitative fluency).
- Generate evidence-supported and well-developed arguments, which reflect sound interpretations and analysis of social and ethical issues.
- Construct multimodal forms of communication for appropriate audiences, using relevant disciplinary conventions.

- Develop collaborative practices of learning in order to function responsibly in a diverse public square.
- Construct an individual or group project related to a problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs or techniques.

Social Responsibility represents the development of personal and social obligations that help the student succeed in a global society. Topics for study in this area include civic engagement, intercultural knowledge, ethical reasoning and appreciation for lifelong learning. At the conclusion of the curriculum, the student will be able to:

- Frame an ethical question or challenge using scholarship from the student's major field and at least one other discipline.
- Explain diverse perspectives on a contested issue and evaluate insights gained from different kinds of evidence that reflect scholarly and community perspectives.
- Recognize individual cultural positions and embrace other perspectives, including non-Western and non-dominant ways of knowing generated by diverse peoples.
- Develop and justify a position on a public issue and relate this position to alternative views within the community or policy environment.
- Collaborate in developing and implementing a community based project, evaluating the process and, where applicable, weighing the results.

Integrative Learning describes the work of combining the knowledge gained early in the general education courses with the more specific knowledge gained in the area of the major. This category represents synthesis of knowledge and advanced accomplishment. At the conclusion of the curriculum, the student will be able to:

- Complete a field-based assignment in the course of study that employs insights from others; evaluate a significant question in relation to concepts, methods or assumptions in at least two academic fields; and explain the implications of learning outside the classroom.
- Construct a summative project, paper or practice-based performance that draws on current research, scholarship and/or techniques in the student's major field with information from at least two disciplines.

DISTRIBUTION OF REQUIRED COURSES

Students must complete the distribution requirements with a grade of "C" or better in each course. Requirements may be met either by presenting acceptable transfer courses as evaluated by the GSU Admission Office or completing courses that were specifically approved for meeting the relevant general education requirement at Governors State University.

- **Communication:** 3 courses (9 credit hours), including two courses in writing (6 credit hours) and one course (3 credit hours) in oral communication.
- **Mathematics:** 1 course (3 credit hours).

- **Physical and Life Sciences:** 2 courses (7 to 8 credit hours) with one course selected from the life sciences and one course from the physical sciences, including at least one laboratory course.
- **Humanities and Fine Arts:** 3 courses (9 credit hours) with at least one course selected from humanities and at least one course from the fine arts.
- **Social and Behavioral Sciences:** 3 courses (9 credit hours) with courses selected from at least two disciplines.
- **GSU Specific Courses:** 2 courses (5-6credit hours) First Year Seminar (3 credit hours) is required for all students who begin at GSU as first or second year students; General Education Seminar: Introduction to the Major (2-3 credit hours) for all GSU Students (including transfers)

TOTAL: 12-13 courses (42-44 credit hours)

Students who have completed an Associate of Arts or an Associate of Science from an Illinois Public Community college; completed the Illinois Articulation Initiative General Education Core Curriculum, or completed a bachelor's degree from one of the 12 State Universities of Illinois have automatically completed the first five requirements above.

Several programs have additional general education requirements and those are listed under the individual degree requirements.

DEGREE REQUIREMENTS

The following general requirements for the bachelor's degree are minimum standards established by the university. Colleges and individual majors may determine additional, more specific requirements that will be incorporated into an approved student study plan. To graduate with a bachelor's degree, an undergraduate student must meet the following minimum university degree requirements:

1. Complete a minimum of 120 credit hours.
2. Satisfactorily complete the university online orientation.
3. Complete a minimum of 40 upper-division credit -hours, which may include upper-division transfer credit hours.
4. Satisfy the university general education course requirements.
5. Complete a Capstone project relevant to the major area of study.
6. Be in academic good standing with a minimum 2.0 cumulative G.P.A.
7. Satisfy the residency requirements.
8. Demonstrate that all degree requirements, as defined in the approved student study plan, have been met.
9. Remove all grades of incomplete (I or E) by the graduation processing date.
10. Meet all financial obligations to the university.
11. Satisfy the university policy on technology outcomes for students.
     12. Complete the collegial and university procedures that cover implementation of the above requirements.

In addition to the requirements stated above, an undergraduate may:

1. Apply to degree requirements no more than 18 credit -hours earned as an undeclared student.
2. Apply to degree requirements no more than 12 credit -hours earned in the pass/no credit grading option.

3. Apply to degree requirements no more than nine credit hours earned in independent studies

DESCRIPTION OF THE COHORT MODEL

Much of this work on the cohort model and course sequences was directed by the GE subcommittee on the First Year Experience. This subcommittee included Jason Zingsheim, Maristela Zell, Gökçe Sargut, Shea Dunham, and Steven Russell.

The GE Task Force recommends a cohort model for general education that promotes a learning community. The purpose is to promote community membership among the undergraduate students. This will help students connect their curricular learning with their lives as responsible members of the communities in which they live. Early courses are designed to be trans-disciplinary to help the student integrate knowledge and practice, combine different models of thought (i.e. scientific, creative, analytical, literary, quantitative, and qualitative) for the skills that characterize liberal education. Students will be encouraged to develop critical skills, global citizenship and ethical reasoning. They will develop intellectual curiosity and information literacy. Sustainability is embedded in the curriculum, preparing students to face current economic, biophysical and social challenges holistically.

Likewise, faculty involved in undergraduate education will form a learning community as the teaching cohort. The curricular sequence will encourage curricular innovation as faculty explore new ways to teach and to enrich their student's learning. The faculty will be encouraged to use contemplative pedagogies that are grounded in wholeness, addressing all aspects of student's development, including intellectual, social and emotional. These pedagogies emphasize learning as a collaborative, mutual process and dismantle the construction of learning as individual, passive and isolated.

New students entering GSU will elect to join one of three thematic groups which will form a learning community (the cohort). Students within the cohort will take up to 13 credit hours together each term and take an additional 3 hours independently. These cohorts will have 3-4 courses scheduled together for the Fall and Spring Semesters of their first year and Fall Semester second year. The purpose of the model is to foster a learning community that is supportive of the general education learning outcomes and provides social support to students through peer mentoring.

Each of the three cohorts will take a slightly different sequence of courses during their first three terms on campus. Courses are paired by semester to ensure that students experience a variety of content areas while having explicit links between the content provided by instructors. There is a progression in the two First Year Experience (FYE) courses that occur during the fall and spring semesters. These courses will focus on developing critical skills, global citizenship, ethical reasoning and other skills.

The scheduling of cohorts will ensure that participating students complete the courses required for general education in a timely manner. Although they will have less choice in the topics that they study, they will be assured of enrollment in the courses that they need and will be prepared for upper division courses in subsequent years. All courses in the cohort will be designed to meet Illinois Articulation Imitative (IAI) guidelines that allow transferability to other Illinois institutions.

In addition the faculty involved in those 3-4 courses will form their own learning community to intentionally link the course content to the theme of the group. The FYE courses will foster curricular innovation and contemplative pedagogy.

COURSE SEQUENCE

Year	Fall Semester	Spring Semester	Summer
Final HS year	Begin admissions process	HS Graduation GSU Admission and course selection	**Summer prep** in specific areas as needed, such as communications, quantitative, critical thinking, study skills
1st year	**Cohort Courses** including First Year Seminar (12 credit hours): **Individual courses** (3 credit hours): Other requirement or Elective	**Cohort Courses** (12 credit hours) **Individual courses** (3 credit hours): Other requirement or Elective	Optional
2nd year	**Cohort courses** (9-10 credit hours) Individually begin pre-requisite courses to major (3 - 6 credit hours)	Optional: Major Exploration Course(2 credit hours) Select Major & Minor Continue pre-requisite courses	As needed
3rd year	**GE Seminar: Introduction to Major** (2-3 credit hours): (required for transfer students and those who started at GSU taught by the major) Courses in Major & Minor	Continue courses in Major & Minor including Writing Intensive Course	As needed
4th year	Courses in Major Courses in Minor	**Complete Capstone** (in major or interdisciplinary)	GRADUATION

Notes:

- General Education Cohort Courses total 33-34 credit hours; 30-31 of those hours match Illinois Articulation Imitative (IAI) required courses and will be fully transferable; the other 3 hours represent First Year Experience content (First Year Seminar)

EXAMPLE OF LEARNING COMMUNITY COHORT COURSES IN THE FIRST SEMESTER

Fall 2014 Semester by Theme (all courses run concurrently)

1. Theme A
   a. Thematic Cluster – 6 credit hours; 1 section of 90 students
      i. IAI Humanities (3)
      ii. IAI Social & Behavioral Sciences (3)
   b. First Year Seminar: Section A – 3 credit hours; 3 sections of 30 students
   c. IAI Writing Comp I – 3 credit hours; 6 sections of 15 students
   d. Elective (non-cohort) – 3 credit hours; variable sections of variable students
2. Theme B
   a. Thematic Cluster – 6 credit hours; 1 section of 90 students
      i. IAI Life Science (3)
      ii. IAI Fine Arts (3)
   b. First Year Seminar I: Section B – 3 credit hours; 3 sections of 30 students
   c. IAI Writing Comp I – 3 credit hours; 6 sections of 15 students
   d. Elective (non-cohort) – 3 credit hours; variable sections of variable students
3. Theme C
   a. Thematic Cluster – 6 credit hours; 1 section of 90 students
      i. IAI Math (3)
      ii. IAI Physical Science (3)
   b. First Year Seminar I: Section C – 3 credit hours; 3 sections of 30 students
   c. IAI Writing Comp I – 3 credit hours; 6 sections of 15 students
   d. Elective (non-cohort) – 3 credit hours; variable sections of variable students

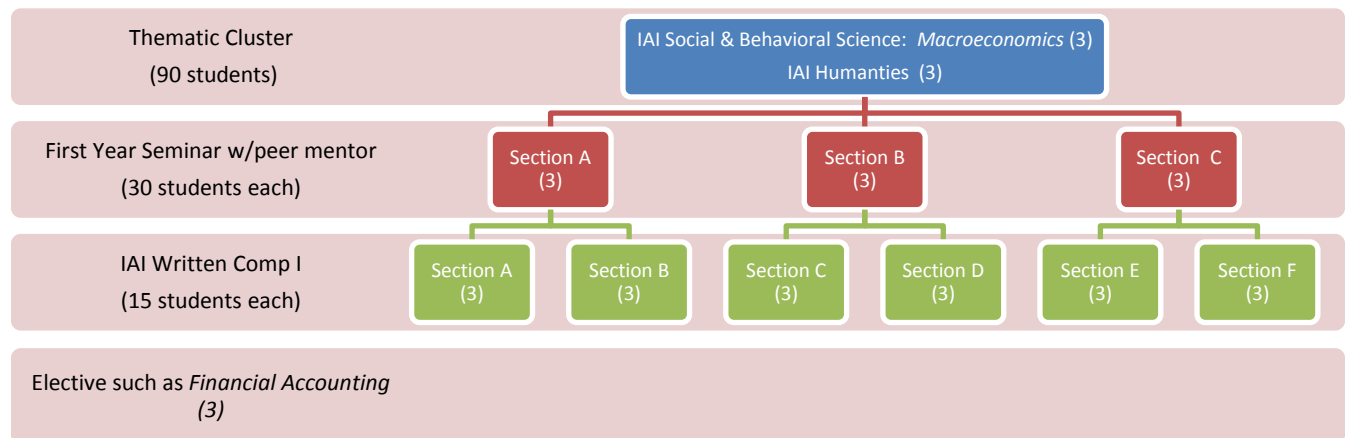## EXAMPLE OF THE COURSE SEQUENCE FOR THEME A OVER THE FIRST 3 SEMESTERS:

1. Fall 2014
   a. Thematic Cluster – 6 credit hours; 1 section of 90 students
      i. IAI Humanities (3)
      ii. IAI Social & Behavioral Sciences (3)
   b. First Year Seminar: Section A – 3 credit hours; 3 sections of 30 students with peer mentor
   c. IAI Written Comp I – 3 credit hours; 6 sections of 15 students
   d. Elective (non-cohort) – 3 credit hours; variable sections of variable students
2. Spring 2015
   a. Thematic Cluster – 6 credit hours; 1 section of 90 students
      i. IAI Physical Science (3)
      ii. IAI Fine Arts (3)
   b. IAI Humanities (3) includes content built from FSY - 3 credit hours; 3 sections of 30 students
   c. IAI Writing Comp II – 3 credit hours; 6 sections of 15 students
   d. Elective (non-cohort) – 3 credit hours; variable sections of variable students
3. Fall 2015
   a. Thematic Cluster – 7 credit hours; 1 section of 90 students [variable lab sections/online]
      i. IAI Life Sciences (3)
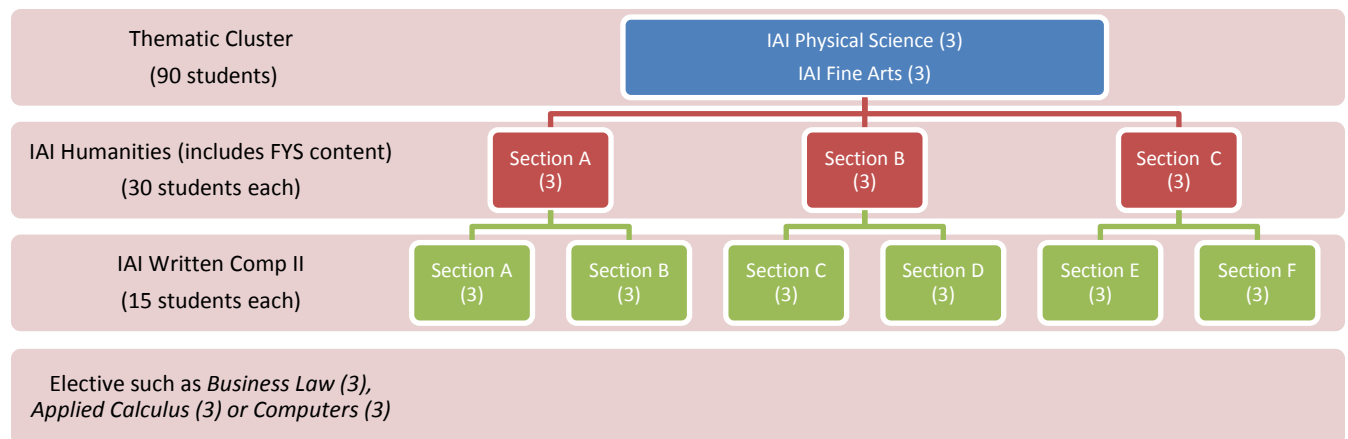   ii. IAI Life Science Lab (1)

    iii.   IAI Social & Behavioral Sciences (3)
   b.   IAI Oral Communication – 3 credit hours; 6 sections of 15 students
   c.   Elective (non-cohort) – 3 credit hours; variable sections of variable students
4. After 3 semesters these students have completed the following IAI eligible general education required courses:
   a.   Humanities- 2 courses (6 credit hours)
   b.   Social & Behavioral Sciences- 3 courses (9 credit hours)
   c.   Written Composition I & II (6 credit hours)
   d.   Physical Science (3 credit hours)
   e.   Fine Arts (3 credit hours
   f.   Life Sciences with lab (4 credit hours)
   g.   Oral Communication (3 credit hours)

VISUAL EXAMPLE OF COURSE SEQUENCE FOR THEME A (ABOVE)

Fall 2014: this sequence would meet the requirements for students interested in accounting, health administration, or business administration

Thematic Cluster (90 students)	IAI Social & Behavioral Science: *Macroeconomics* (3) IAI Humanties (3)					
First Year Seminar w/peer mentor (30 students each)	Section A (3)		Section B (3)		Section C (3)	
IAI Written Comp I (15 students each)	Section A (3)	Section B (3)	Section C (3)	Section D (3)	Section E (3)	Section F (3)
Elective such as *Financial Accounting* (3)						

Spring 2015

Thematic Cluster (90 students)	IAI Physical Science (3) IAI Fine Arts (3)					
IAI Humanities (includes FYS content) (30 students each)	Section A (3)		Section B (3)		Section C (3)	
IAI Written Comp II (15 students each)	Section A (3)	Section B (3)	Section C (3)	Section D (3)	Section E (3)	Section F (3)
Elective such as *Business Law (3), Applied Calculus (3) or Computers (3)*						

Fall 2015

Thematic Cluster (90 students)	IAI Social & Behavioral Sciences (3) IAI Life Sciences with Lab (4)					
IAI Oral Communications (15 students each)	Section A (3)	Section b (3)	Section C (3)	Section D (3)	Section E (3)	Section F (3)
Electives such as *Finite Math (3) or Business Law (3)*						

After 3 semesters these students have completed the following IAI eligible general education required courses:

1. Humanities- 2 courses (6 credit hours)
2. Social & Behavioral Sciences- 3 courses (9)
3. Written Composition I & II (6)
4. Physical Science (3)
5. Fine Arts (3)
6. Life Sciences with lab (4)
7. Oral Communication (3)

In addition, they have completed GSU specific First Year Seminar and several pre-requisite courses for a major.

FIRST YEAR SEMINAR

The purpose of the first year seminar course is to orient new students to college expectations. The course will be designed and taught using current best practices from the wealth of research available on first year experiences.   Close cooperation will be needed between core faculty and support staff to include all appropriate content. First year seminar I will include critical skills, ethical reasoning, information literacy, global citizenship, intellectual curiosity, and community membership. The course will be taught using curricular innovation, contemplative pedagogy, and trans-disciplinary teams. Electronic portfolios, used for student reflection and assessment will be introduced during these courses.

During the second semester, a designated IAI course will continue the development of critical skills such as thinking, reading, writing and speaking and will add content in technological literacy and sustainability. Engagement with our most enduring questions, including a focus on illuminating larger patterns and managing diverse sources and forms of information will be addressed.

SECOND AND THIRD YEAR EXPERIENCES

A GE subcommittee consisting of Lisa Helm, Xuequig (Clare) Tang, David Rhea, and Angela Latham completed the initial work in this area. They found that only a limited number of elite schools offer a second year experience and almost none offer a third year experience.   The focus for most second year

courses was to help students declare a major and explore different career paths. The Task Force expects that GSU will continue to have a strong contingent of students that transfer here in their junior year and thus felt strongly that it would be important to have a course designed to integrate the transfer students with the students who started at GSU in the first year.

As a result of these findings and much discussion, the task force recommends that second year students continue with the cohort group during the fall semester as outlined in the previous section. During the second semester of the second year, undeclared students could take an optional course for 2 credit hours tentatively titled "Major Explorations" that would introduce the variety of majors and minors available at GSU and possible career paths. Those who have selected majors would progress with pre-requisite lower division courses.

In the fall of the third year, the task force recommends requiring students to take a course, tentatively titled "GE Seminar: Introduction to the Major…" for 2 or 3 credit hours. This course would welcome and integrate the junior transfer students with the freshman-admitted students to GSU student earning outcomes. The course would provide foundational information about the major, the methods of inquiry, terminology used by the field and electronic portfolios. Many GSU majors already have a course like this that would serve as examples as all majors develop this content. This has the potential to be a very innovative and helpful for all students.

POSSIBLE THEMES

The campus-wide workshop on March 27, 2012 on "Innovation and Creativity in General Education" was led by Carol Geary Schneider of AAC&U. Faculty, staff and students participated in the sessions and suggested a variety of themes. The ideas were wide reaching and creative, making it difficult for the task force to decide, so at this time those themes have not been selected. As the courses are developed for the cohorts and faculty commit to working with the cohorts, they will have a role in selecting the themes for the cohorts.

Many themes that have been discussed by the task force, but the most commonly discussed ones that have direct ties to the GSU Mission Statement, include the following:

Civic Learning & Democratic Engagement: According to "A Crucible Moment" this topic includes moral discernment and character, navigation of political systems, public problem solving with diverse partners, compromise, civility and mutual respect. This theme would address the GSU mission statement, "intellectually stimulating public square, serving as an economic catalyst for the region, and being a model of diversity and responsible citizenship."

Globalization: This theme would include the expansion of human connections across geographic borders; understanding of local cultures and customs, appreciation of other cultures. This theme could include requirements for foreign language competency and global studies. It would encourage cross-cultural study, perhaps international study. It would help to meet the GSU mission statement "succeed in a global society."

Sustainability: According to Wikipedia, this topic includes long-term maintenance and responsibility, which has environmental, economic, and social dimensions, and encompasses the concept of stewardship, the responsible management of resource use. Students in this theme could explore issues

of human's relationship with the physical world; how humans impact each other; and how economics interact in the world. It would help meet the GSU mission statement for "responsible citizenship."

Social Justice: This theme would explore the principles of equality and solidarity, understand and value human rights, and recognize the dignity of every human being. In addition this theme could include ethical decision making, understanding cultural diversity and biases, and working for public change.   It would address the GSU mission statement, "intellectually stimulating public square, …..being a model of diversity and responsible citizenship."

Further discussion with faculty and potential students is critical to determining the best theme areas for GSU and "Big Questions" that could guide study within each theme. Additional work in this area will continue during this academic year.

ELECTRONIC PORTFOLIO SYSTEM

Electronic portfolios are recommended for tracking student progress throughout their undergraduate experience at GSU. This platform will allow assessment of both general education and degree program outcomes.   The first year seminar courses will introduce the system to students and allow them to post samples of their work.   As students select their major and minor areas, additional artifacts and reflections will be recorded on the portfolio.

Transfer students will begin use of the portfolio when they arrive at GSU and will be responsible to track their learning during their time at GSU.

All students will include their scholarly capstone project on the portfolio. This system will allow faculty to evaluate student learning on general education and major-specific expected student outcomes. Faculty development will be needed to assist faculty in designing the format for the portfolio and for judging the performance levels when completed.

FOREIGN LANGUAGE

The GE Task Force has investigated standards and guidelines for requiring students to demonstrate competency in a second language and global studies.   There are several options for determining competency, such as standardized testing and completing courses.   The addition of this requirement would prepare GSU students for success and offer a well-rounded education. However, in some majors, it appears to create an unnecessary burden.

At this time, the task force recommends continued study of the topic.   One possibility would be to include the foreign language requirement in one of the themed cohorts but not the others.   Another option would be to differentiate the requirements for a Bachelor of Arts degree to include foreign language while a Bachelor of Science degree would not require it.

UNDERGRADUATE RESEARCH

The subcommittee of John Yunger, Javier Chavira and Linda Geller has investigated the best practices in the area of undergraduate research, one of the recommended high impact teaching practices. The task force supports the integration of appropriate research methods into each major in preparation for completion of the scholarly capstone project. Recognizing that research methods are different for each

discipline, the committee recommends appropriate upper division course work in each discipline. The first year seminar course will prepare students by including information literacy, technology literacy and ethical reasoning. Each discipline is encouraged to develop one to two course sequences in research/scholarly methods that will cover important methodologies used by that discipline. Likewise, participation in the annual GSU Student Research day will be encouraged. Several undergraduate programs at GSU already have strong research courses which can serve as a model for other disciples who need to develop expertise in this area. GSU will consider joining the professional organization, the Council on Undergraduate Research to further develop our course offerings and enhance the student's experience in this area.

SCHOLARLY CAPSTONE

A subcommittee made up of Stephen Wagner, Ann Vendrely and Terry Allison reviewed best practices in the area of capstone courses, another of the high impact learning practices. The task force recommends that all undergraduate majors at Governors State University have a capstone course of at least three credit hours that occurs in a student's last academic year. Majors are free to create more than one capstone course, providing a choice for students, or may link more than one course in the final academic term as a capstone experience.

The capstone course or linked courses must meet the General Education Outcomes of Integrative and Applied Learning demonstrating synthesis and advanced accomplishment in the major through the application of knowledge, skills, and responsibilities to new settings and complex problems. Advanced undergraduate level of intellectual and practical skills will be demonstrated through the capstone: inquiry and analysis; critical and creative thinking; written and oral communication; and other knowledge, skills, and responsibilities appropriate to the undergraduate major.

The purposes of the capstone experience are to provide a genuine culminating learning experience for students that integrate the knowledge and skills from the general education curriculum into the major area of study. The capstone will meet specific general education requirements but in most cases will be designed and taught within the major. It will allow for assessment of student learning relative to the major and general education.

While each major can design an appropriate capstone experience or several options for their students, the following expectations should be met across all disciplines: the capstone is taught by dedicated and qualified (full-time) faculty, it must be taken near the end of the course of study, and it may be one or two semesters long (minimum 3 credit hours). The capstone should develop student ownership, responsibility and engagement. For majors that do not have a capstone or areas where interdisciplinary study is appropriate, an interdisciplinary capstone will be developed and offered for those students.

Design options for capstone experiences:
a. Research based
    i. Completion of a research project appropriate to the discipline
    ii. Significant writing to describe project and demonstrate achievement of the learning objectives regarding writing and integration
    iii. Verbal presentation of findings to demonstrate achievement of oral communication and integration
    iv. Reflection on learning
b. Internship based (includes student teaching)

    i. Completion of a significant summary of performance
    ii. Collection of artifacts demonstrating achievement of the learning objectives
    iii. Reflection on learning
c. Interdisciplinary
    i. Integration of at least two different disciplinary approaches
    ii. Group project with individual accountability—written and verbal presentations
    iii. Reflection on learning
d. Creative senior project
    i. Integration of artistic principles into a designated medium appropriate for the discipline
    ii. Incorporates written and verbal explanation
    iii. Reflection on learning
e. Service learning project:
    i. Engagement with community needs
    ii. Group project with individual accountability
    iii. Collection of artifacts demonstrating achievement of the learning objectives
    iv. Reflection on learning

GENERAL EDUCATION PROPOSAL: IMPLEMENTATION ISSUES

FACULTY CONSIDERATIONS

For New General Education Courses (Including First Year Seminar, General Education Seminar: Introduction to the Major and Capstone courses)

1. Provide training and support for faculty to:
   a. Design and develop course syllabi
   b. Teach capstone courses to meet learning outcomes and maintain student motivation
   c. Assess student learning in such a way that it can be used to improve student learning in general education and the major
2. Develop a review process for new and revised courses that meet specified requirements
3. Collect summative data from instructors/departments on a regular basis (2 or 4 years) to document general education learning outcomes and provide evidence for assessment of courses in the major from the capstone courses
4. Implementation issues
   a. Specify policies for the approval of these courses at GSU
   b. Development of new courses and revision of existing to meet the new standards
   c. Investigate VALUE rubrics or other options for standardized assessment
   d. Sponsor workshops to assist faculty in development of courses and application of assessment methods
   e. Designate a group to regularly review assessment reports or the capstone products for assessment of general education learning objectives
5. Create faculty learning communities particularly for those teaching the First Year Seminar and Cohort courses

Train faculty in the use of Electronic Portfolio system for assessment of individual programs and general education content

Support faculty in the development of additional lower division courses including training on IAI standards and approval processes

STAFF AND ADMINISTRATION CONSIDERATIONS

1. Design appropriate admission standards for new first year students, addressing both high performing students (International Baccalaureate and Advanced Placement credit hours) and lower performing who may need assistance in one area of study
2. Begin advising and course selection shortly after admission before courses start with cooperation of support staff and faculty
3. Design and implement a "Bridge Program" for incoming first year students that may need additional social or academic support prior to fall courses
4. Design appropriate "Honors" courses in the lower division to integrate and build on current undergraduate honors courses
5. Support faculty review committees, particularly Curriculum Committees as they review new courses for the General Education program and the creation of lower division courses within the majors
6. Communicate with staff of the Illinois Articulation Initiative (IAI) to expand the scope of GSU as a "granting institution" for general education credit hours and begin the review process for newly developed IAI courses
7. Secure funding to support the development of these new programs and structures for GSU
8. Expand support services to address tutoring needs in lower division courses
9. Consider development of co-curricular activities to meet the needs of new students

Governors State University Focused Visit Report
Current Resource Room List

Document III – Appendix B (item b): List of Documents in Resource Room

1. Academic Policies (http://www.govst.edu/policy/list.aspx?sort=a)
2. Brand and communication strategy reports (Simantel)
3. Conceptualization Study: On-Campus Housing (Architects report) and Student Housing Market Analysis
4. 2009 GSU HLC Self Study including
   - Self-Study Report
   - Snapshot
   - Self-Study Addendum
   - Assurance Report
5. Institutional summary data and lists
6. Institutional surveys