

# FACULTY COUNCIL ON ACADEMIC AFFAIRS

January 15, 2009

Room SU 216  
1:40 P.M.-2:50 P.M.

## MINUTES

- Present:** Former Chair E. Kritikos, New Chair B. Stockdill, L. Davis, J. Hageman, M. Maksy, J. Meehan, D. Milsky, T. Scherman, J. Villegas
- Absent:** K. Ambriz, C. Moran, E. Nyadroh
- Ex-Officio:** Provost L. Frank, J. Haring-Hendon
- Guests:** Major Thomas MacMillan, Army ROTC, Loyola University  
Lt. Col. Jeff Collins, Army ROTC, Chicago Region

Chair Kritikos called the meeting to order at 1:43 p.m.

### 1. Old Business

- A memo drafted with regard to title varies courses has not yet been distributed. The memo includes a full list of classes (Excel format) and letter. The chair must sign and send the memo.

### 2. Approval of Minutes

M. Maksy (J. Hageman) move to approve minutes. 3 Abstentions (J. Villegas, T. Scherman, J. Hageman). Passed

### 3. Report from Chair

- This is Chair Kritikos' last session this semester as on sabbatical.
- FCAA should address the following issues:
  - Strategic Plan. Address soon as was on prior meeting agendas and not discussed.
  - Withdrawal policy – as suggested by CAS. Review 3 handouts for next meeting. The documents were presented by the curriculum committee of CAS. The extent of change is unclear. Provost Frank suggests we invite the Chair of the CAS curriculum committee and David Rutschman
  - Bylaws need revision, repair and update. Address weekly issues
  - L. Davis' curricular process and title varies items (as she will be on sabbatical through Fall 2009)

- Elections
  - 2 vacancies on FCAA for Resource Professionals, 1 vacancy for COBM constituency member. As Chair E. Kritikos and Vice-Chair L. Davis are on sabbatical.
  - Joaquin Villegas (Tim Scherman, Jon Hageman) – Motion to approve appointment of Brett Stockdale as Chair. Passed
  - Michele Kane will fill E. Kritikos’ (Education constituency) seat while she is on sabbatical.
  - Tim Scherman (Joaquin Villegas) – Motion to appoint Michele Kane. Passed
  - A special election is required for the COBM vacancy and RP vacancies.
  - To satisfy quorum standards, as specified in the FCAA bylaws, FCAA needs at least half its voting members present.

#### **4. Elections**

- B. Stockdill was appointed to FCAA by Chair E. Kritikos and elected as Chair of FCAA.

#### **5. Report from Provost**

- NEIU hired a new dean of CAS.
- The University hired a Director of Institutional Studies. The position is responsible for assessment and institutional studies. Blase Masini began on January 16. He reports to both the Associate Provost (Wamucii Njugo) and Provost Frank. This office will hire a fourth employee to help handle the heavy workload of the office.

#### **6. ROTC**

Lt. Col. Collins hopes that faculty and administration shall have no further questions regarding the MILS curricula and ROTC presence after today’s meeting. Lt. Col. Collins has visited campus on three occasions to field questions. Currently 9 NEIU students are enrolled in the Army ROTC program offered at DePaul University; the students receive transfer credits. Efficiency for NEIU students will be served if MILS curricula is offered at NEIU, as this will save NEIU students transportation and time spent commuting to other campuses offering the MILS curricula. The ROTC program is open to all students. ROTC curricula is currently offered at 14 campuses in Chicago, without a requirement to contract (enroll) in the Army. MILS 101, 102, 201 and 202 are entry-level freshman and sophomore classes – similar to first-year experience type programs wherein focus is upon time management, stress management and problem-solving, with the addition of leadership in group dynamics and organizations. The ‘new’ ROTC program focuses upon leadership development. The program constantly assesses strengths and weaknesses based on 16 leadership dimensions. The program includes a physical training event. Cadets are evaluated by advanced cadets. Students focus upon bolstering

their assessed weaknesses (conceptual thinking, critical thinking, mentality, etc.) to develop into competent, confident leader. Students are evaluated daily and self-assess daily. Senior students develop training plans. The MILS courses are taught from syllabi. The MILS courses progressively build upon one another, and concurrently teach in the context of similar events. A laboratory class is offered on all campuses on the same day. Content of the courses is similar. 2<sup>nd</sup> year students focus upon tactics at the squad level. 4<sup>th</sup> years students focus upon military law and advanced leadership situations. Enrollees visit Fort Lewis for tests to see if fit into the Army. Instructors do not have BA or MA degrees, but have 15 years of field experience. Officer instructors have BA degrees and, often, MA degrees. Army ROTC provides the background of each instructor to the Provost. The Provost decides if the individual is qualified to teach. Lt. Col. Collins has observed better success with sergeants teaching the first two classes, rather than officers. Lt. Col. Collins certifies instruction of new instructors, who undergo a 2-week training session. Instructors are evaluated via University feedback mechanisms and student surveys online. Student surveys go to high-ranking military officials who, in turn, provide feedback to Collins.

A FCAA member stated that the outcomes predictability of the MILS courses likely exceeds that of most NEIU courses. The Army ROTC program presents two stages. The initial stage spans two years and is presented as MILS 101, 102, 201 and 202. Eighty percent of students who participate in the first stage progress to the second stage, at the beginning of the third year, by contracting into the army. Some students (with unbalanced academic skills) are not allowed to progress to the second stage. The only overall benefit to NEIU students is time and transportation savings. The University benefits from a tuition waiver, the value of which grows arithmetically as a function of the number of students enrolled in the program. The contract for active duty and the National Guard is four years. In the aggregate, the cumulative national GPA for ROTC students is 3.1. The Chicago region GPA for ROTC students is 3.09. MILS courses are graded. A maximum of twelve credit hours may be earned through the ROTC program. Each university accepts a different of credit hours. Students may switch to a different branch of the armed forces at the end of the second year. Some air force students switch to army as the air force doesn't offer some aspects of the classes offered by army ROTC. Army ROTC curricula are offered through various departments. UIC ROTC reports to the Provost. Loyola and DePaul ROTC report to CAS.

Objections by the Women's Studies program are curricular challenges and mission-based challenges. The two bases of concern regard content of syllabi and potential discriminatory nature of the program ("don't ask, don't tell" and abilities). Lt. Col. Collins replied that the MILS curricula requires neither army nor military contract. It's a college elective open to anyone regardless of age, gender, etc. The "don't ask, don't tell" policy is public law, not military policy. Objections to this policy are noted but not relevant to MILS 101, 102, 201 and 202 as these classes are open to anyone. Exposure to a diverse population in MILS 101, 102, 201, and 202 is a basis of growth for students who become officers – and may help the next generation of officers to effectively lead. Physical disabilities do not preclude admission for the initial classes (basic course), similar to university courses.

Students who contract with army ROTC receive a monthly stipend and book payment, to a maximum of \$5,000 per semester. A few NEIU students currently enrolled in the basic course have contracted with army ROTC.

MILS 101, 102, 201 and 202 do not employ weapons. Only labs require weapons. Labs are not offered on NEIU campus. Most labs are offered at UIC in an enclosed facility. The police are contacted beforehand. The majority of weapons are rubber. It is not feasible to offer future labs at NEIU as would need more than 50 NEIU ROTC students.

Recruiting on campus is subject to NEIU policies. Army ROTC already recruits on campus. They will not table more than current practice. Courses will be offered whenever rooms are available on campus. Generally, labs are taught on Thursday afternoons (predominantly at UIC). Provost Frank stated that rooms are more available on Mondays and Wednesdays. Army ROTC courses generally are taught on Tuesdays and Wednesdays – yet remain flexible to adapt to NEIU room availability.

Historically, the greatest number of NEIU students enrolled at any time is unknown. Likely fewer than 12 students enrolled at any time. One ROTC instructor can handle a class of 15 students. A second instructor assists in larger classes (approximately 25 students). UIC and UIn-Gary accommodate 30 to 40 students per class. Chicago State typically accommodates 25-30 students per class.

ROTC instructors are not on NEIU payroll. ROTC instructors will assume any title consistent with NEIU policy. Part-time teachers at NEIU are described as “instructors”. UIC describes ROTC instructors as “Senior Military Instructors”. Active duty instructors are not eligible to join a union.

Online grading systems and curriculum are powered by a Blackboard account. All students have access to Blackboard. Textbooks, whether paper or online, are provided free of charge to students. A list of required readings was not included in the curricular proposal. The provided textbook lists readings. Readings may also be accessed through Blackboard.

The challenge by Women’s Studies must be addressed by FCAA. The Provost expressed need to resolve all issues soon. He suggests that FCAA hear the challenge at the next meeting. FCAA will then make a decision.

Can faculty audit MILS courses free of charge? Follow NEIU policy.

## **7. Report from Curriculum Committee**

BS – Earth Science. Program modification. Adding advanced chemistry courses.

Minor in Applied Mathematics

TED BLBC 304 – Methods of teaching Elementary School

TED SCED 305K – Secondary teaching and seminar health services

Undergraduate Certificate in GIS (Geographic Info Systems)

TED ECED 402. Application of learning theories to ECED

T. Scherman (M. Maksy) – Motion to approve all aforementioned courses.  
Passed. J. Villegas abstains with regard to TED BLBC 304

## **8. Withdrawal Policy**

Recommended by Curriculum Committee of CAS. See handouts

## **9. New Business**

B. Stockdill (J. Villegas) motion to thank Chair Effie Kritikos for her service.  
Passed

## **10. Adjournment**

M. Maksy (J. Hageman) – Motion to adjourn at 2:55 p.m.

Respectfully Submitted,

Mostafa Maksy  
Secretary

## **FACULTY COUNCIL ON ACADEMIC AFFAIRS**

**January 29, 2009**

**Room SU 218  
1:40 P.M.-2:50 P.M.**

### **MINUTES**

**Present:** Chair B. Stockdill, J. Hageman, M. Kane, J. Meehan, D. Milsky, C. Moran, E. Nyadroh, T. Scherman, J. Villegas

**Absent:** K. Ambriz, M. Maksy

**Ex-Officio:** Provost L. Frank, J. Harring-Hendon

**Guests:** Christina Gomez, Cassandra Cantu, Erica Meiners, Shelley Bannister, Nancy Matthews, Michael Armato, Nora Turgeon, Tracy Luedke

### **1. Old Business**

- Chair Stockdill will meet with C. Moran and L. Davis regarding titles varies courses.
- Chair Stockdill will meet with the Provost regarding the Strategic Plan.

### **2. Approval of Minutes**

- January 15, 2009  
J. Villegas (T. Scherman) (M. Kane, abstention) – Motion to approve minutes.  
Passed

### **3. Report from Chair**

- See Old Business
- All members asked to review bylaws. Email feedback to Chair Stockdill.
- FCAA asked to consider representation proposals from WIFAC to determine how to reconfigure member constituencies.

### **4. Report from Provost**

- 71 HIS grant proposals were reviewed, ranked and forwarded to the President. NEIU received an extra appropriation from the State of Illinois for HSI initiatives. The President's Council will fund the 21 top proposals (with two exceptions – wherein timing is not appropriate). A few additional proposals may be funded later given other sources of funds.

The largest HIS project, separate from the aforementioned proposals, is development of a multicultural center. Space, rather than funding, is the greatest challenge to the project.

- On Tuesday, January 27, 2009, NEIU's power grid was down due to a ComEd power outage. NEIU's campus utilizes 3 sources of electricity which consists of 2 ComEd power lines (Lawrence and California), and "Co-Gen", a generator in H-Building. The Lawrence power line has been out of commission for weeks. On Tuesday, power on the California line was inadvertently truncated by an off-campus construction crew. The California line is not reliable. Thus, NEIU has used C-Gen as a source of power during the past month. However, on Tuesday, when the California line lost power, a

switch on the Co-Gen system was ‘confused’ and did not send power to campus (other than the H-Building, Fine Arts Building and Library). By 1130 a.m., the issue was identified yet not resolved. Power was back on within hours. Power in the California line was restored but will not be utilized on campus until power in the Lawrence line was restored on Thursday, January 29. Note that power surges may be the cause of preceding false alarms.

## 5. Women’s Studies Challenge to ROTC/MILS proposals

### Shelley Bannister:

- The Women’s Studies Department has concerns regarding syllabi and other details. A handout describes syllabi concerns.
- The course proposal checklist is a primary concern.
- No rationale – requirements not met.
- Courses all have same the name (problematic for students).
- No textbooks are identified.
- Grading. ROTC refers to use of the university percent grading system yet doesn’t indicate how grading points are distributed (1,000 possible points).
- Courses enrollment is not open to all students, as must be US citizen. Many undocumented students are enrolled at NEIU. What is effect of ROTC on campus for those undocumented students [vulnerable to capture as ‘illegals’]?
- 3 Physical training sessions are offered weekly, yet optional swim training does not gain credit for scholarship students.
- How may differently-abled students participate in the physical training program?
- Students must participate in fundraising events. Ethics? No grading assigned.
- Students must attend a military ball. No grading assigned.
- What is procedure for ‘disenrollment’ (punitive conduct if tardy, etc.)?
- Course content. Weeks of open section in syllabi (201) are not allowed in other NEIU syllabi. What tasks or skills are learned? Are these college-level tasks? As an example, is construction of a repel seat a college-level lesson?
- Weapon assembly and disassembly, during the third semester, is not a university level activity. Nor is marksmanship.
- Professors may not hold BA or MA degrees. The higher learning commission requires knowledge in an academic setting (i.e., a degree – one step higher than level at which teaching). Field training does not meet this standard.
- Required courses are held on other campuses (El Centro, the Center, etc.). As such, it is not unreasonably problematic for students to require transportation to other campuses to attend the ROTC curriculum.

### Mike Armato (Sociology):

- Are these courses aligned with NEIU’s mission statement and stated values? See handout. Diversity is an issue (students, ideas, experiences). NEIU must uphold a rigorous standard regarding inclusion. Issues concern sexuality, gender

orientation and nationality. Lifelong learning does not bear fruit in the MILS curriculum as many students cannot play this path out to fullest potential.

Cassandra Cantu (NEIU Student, US Air Force 2001 - 2007):

- The so-called leadership training, is not supported in practice, as she was required to be quiet (not speak when something wrong – contrary to the principles taught in MILS 101, 102, 201, 202). Ms. Cantu observed daily sexually harassment of women enrolled in military service. Her comments were turned against her (not leadership). Further, use of illegal drugs and liquor on base are not punished, but rapes largely go unpunished, without discussion of consequences. An officer laughed at her as he asked how a woman could be raped while carrying a weapon. She was sexually assaulted en route to the latrine. The incident was not reported – as she felt she would not be believed. The Los Angeles Times reported 3,000 rapes in the military services in 2006. 1 in 3 women in military service are sexually assaulted. Yet less than one-half of these cases were reported. Of reported cases, less than one-third were enforced. In sum, the rights of women are ignored in military service, suggesting that the ‘leadership’ training offered in MILS 101, 102, 201 and 202 is wholly ignored in practice and, thereby, without value.

Provost Frank:

- ROTC representatives have met with FCAA on three occasions. They provided a copy of textbooks, which were available for inspection. NEIU may determine whether an instructor’s qualification is adequate. The proposed instructor holds a BA and is a MA candidate. This is a nationally-accepted curriculum. 14 campuses in Chicago use this curriculum. ROTC is open to requested adjustments (assessment, etc.). The ‘don’t ask don’t tell’ policy is congressional policy, not set by the army. Although this policy is objectionable, it may change. This policy does not apply to MILS 101, 102, 201 and 202. The main reason to accept this curricula is to promote NEIU values and commitment to diversity – as it would be a violation of diversity to reject this program.

Chair Stockdill:

- Allow more time to review the challenge.

EXECUTIVE SESSION FOR FCAA TO DISCUSS AND VOTE

- It is unclear goal whether ROTC plans to expand presence on NEIU campus.  
Note: NEIU need not accept higher level courses.
- Enrollees may be undocumented (non-citizen) in army, but not ROTC.
- Homophobia, sexism, militarism – in practice – are legitimate concerns.
- Is FCAA’s role one of uniformity or critical thinking?  
MILS 101, 102, 201 and 202 do not satisfy NEIU standards. It is questionable whether these courses teach college-level skills? The textbooks seem basic with a high school reading level. Rigor and content are questionable.

- Diversity is not always easy to transact. There is an offensive element. The values of the university lead to acceptance. Diversity need not include sexism, homophobia and anti-immigrant practice. However, evidence presented implicates the army yet not the ROTC curriculum.
- The challenge raises valid syllabi issues and prescribes re-consideration of prior approval by the curriculum committee.
- ROTC was asked to provide a reading list and assignment guidelines at recent meeting, yet did not do so.
- All NEIU courses require a grade breakdown, text citation, syllabi, and rationale. Shall FCAA ask ROTC to respond to this list?
- Students should benefit from the process. What is effect on NEIU students who are interested in program?
- Chair Stockdill – PTSD, domestic violence, learning to kill, rape, homophobia – are curricular and substantive issues as FCAA must consider the skills acquired and intent of such skills.
- Provost Frank – The Chair’s statement is unfair to military – as the military is an essential aspect of the USA. We are beneficiaries of national defense, historically. No state can function without security.

**J. Hageman (D. Milsky) – Motion to rescind approval of MILS 101, 102, 201 and 202 in light of the challenges raised by the Women’s Studies program. 6 for, 0 against, 2 abstentions. Passed**

**6. Report from the Curriculum Committee**

No report

**7. Withdrawal Policy**

No report

**9. New Business**

No report

**10. Adjournment**

B. Stockdill (J. Villegas) – Motion to adjourn at 3:30 p.m. Passed

Respectfully submitted,

Andrew Sadock

Secretary

**FACULTY COUNCIL ON ACADEMIC AFFAIRS**

**February 5, 2009**

**Room SU 216  
1:40 P.M.-2:50 P.M.**

MINUTES

Present: Kim Ambriz, Chair B. Stockdill, Michele Kane, Mostafa Maksy, Janalyn Meehan, Dan Milsky, Cyndi Moran, Emmanuel Nyadroh, Joaquin Villegas

Absent: J. Hageman, T. Scherman

Ex-Officio: Provost L. Frank, J. Harring-Hendon

Guests: Jill Althage, Michael Armato, Laurie Fuller, Kate Hahn, David Rutschman, Laura Sanders

Chair Stockdill called the meeting to order at 1:42 p.m.

1. Old Business

Chair Stockdill met with Lesa Davis re: title varies courses.

2. Approval of Minutes

J. Villegas (D. Milsky) motion to approve. Passed

3. ROTC/MILS

C. Moran (D. Milsky) – Motion to rescind prior motion made during Executive Session for procedural reasons. Passed

C. Moran (J. Villegas) – Motion to rescind approval of MILS 101, 102, 201 and 202 in light of the challenges raised by the Women’s Studies Program

FCAA role regards curricular actions only. Curricular proposals for MILS 101, 102, 201 and 202 are not formatted the same as other curricula with regard to NEIU guidelines. The MILS programs must be sent through in same form.

Provost L. Frank – The procedure of this matter has been handled differently than all prior FCAA matters in last 7 years. ROTC representatives were asked to visit FCAA and Faculty Senate, and answered all questions. The function of FCAA, when challenges are made, is to attempt to mediate between challengers and initiators, for the purpose of resolving all issues and course approval. The two parties should meet to sort things out, if possible. Syllabi issues can likely be resolved – preceding a motion to rescind. Let ROTC respond to the challenge by providing any information requested by the challengers and FCAA. ROTC should not return until they have addressed all curricular issues (amended syllabi, etc.). Issues regarding principal might not be ironed out. Both parties should be present at the next meeting. ROTC submitted new syllabi and two texts. Some aspects of the challenge are easily addressed.

The challenge concerns in addition to curricular issues. The challengers claim that the general workings of FCAA are uncertain as the challengers were not provided with information regarding procedure for challenge protocol. The history of challenges has not been articulated in a clear manner.

C. Moran (J. Villegas) – Motion to withdraw prior motion to rescind approval of MILS 101, 102, 201, and 202 during Executive Session. Passed

C. Moran (J. Villegas) – Motion to send a critique to ROTC to revise syllabi, and have parties meet to discuss revised syllabi and broader issues. Passed

#### 4. Withdrawal Policy

Student withdrawals are numerous. Should NEIU limit the number of hours that students may withdraw? The Provost stated that we should not create too many policies which may become roadblocks for student advancement. We should reduce roadblocks. New policies may be adequate if they are instituted at the beginning of a catalog year (Fall semester).

J. Villegas (K. Ambriz) – Motion to table discussion until David Rutschman is present at a FCAA meeting. Passed

#### 5. Report from Chair

FCAA Bylaws feedback is requested. No policy regarding challenges is included in FCAA Bylaws.

## 6. Report from Provost

The President sent memo today regarding the financial future of the State of Illinois and NEIU. The national financial situation has deteriorated dramatically during the fiscal year. Discussion of state budget was delayed by impeachment hearings of former Governor Blagojevich. NEIU experienced a 2.5% budget cut during the 2008 – 2009 academic year. The rate of further budget cuts for 2009 – 2010 is unknown.

## 7. Report from Curriculum Committee

Co-Chairs not present. No curricular proposals to review.

## 8. Writing Intensive Faculty Advisory Committee

Kate Hahn – WIFAC sent a message to the Chair of FCAA to visit WIFAC membership issues. FCAA asked to have constituencies on WIFAC for diverse representation. Membership issues such as constituency membership, term limits, staggered elections, election of Chair must be determined. Alternatives are:

- 1) WIFAC members appointed by FCAA;
- 2) Departments could nominate constituency members who are appointed by FCAA; or
- 3) WIFAC members could be elected by the faculty in a university-wide election.

Discussion. Elected positions with self-nominees guarantees motivated membership. Democracy looks better but has worked poorly for specialized committees as few people self-nominate (due to workload). To solicit participation, it seems that department solicitation may be effective with subsequent FCAA appointment. Options I and II are essentially identical, so employ Option II.

J. Villegas (M. Maksy) – Motion for membership of WIFAC to be nominated by a joint effort of FCAA and 3 respective colleges CAS, COE, COBM solicit members who are then appointed by FCAA. Passed

### ISSUE TWO:

M. Maksy (J. Villegas) – Motion that J. Villegas and E. Nydroh represent FCAA as FCAA constituency members of WIFAC. Passed

Note: WIFAC lacks representation from COE

9. New Business

Global Studies Task Force – The Chair of GSTF seeks FCAA to appoint Dennis Gramanos as member. He expresses great interest and is the first applicant. Membership on GSTF is not constituency-based. GSTF consists of a 15-member committee of 15 and Advisory Council. The Chair of FCAA sent a memo to non-contributors last semester.

GSTF chair can present rationale for their recommendations to FCAA and send a memo to the FCAA chair regarding the recommendation of Dr. Grammenos.

10. Adjournment

M. Maksy (J. Villegas) – Motion to adjourn at 2:55 p.m.

Respectfully submitted,

Andrew Sadock

**FACULTY COUNCIL ON ACADEMIC AFFAIRS  
Minutes**

**February 19, 2009**

**Room SU 216  
1:47 P.M.-2:45g P.M.**

Present: Kim Ambriz, Chair Brett Stockdill, Michele Kane, Mostafa Maksy, Janalyn Meehan, Dan Milsky, Cyndi Moran, Emmanuel Nyadroh, Tim Scherman, Joaquin Villegas

Absent: Jon Hageman

Ex-Officio: Provost Larry Frank, Janice Harring-Hendon

Guests: Professor David Rutschman

Chair B. Stockdill called the meeting to order at 1:47 p.m.

1. Old Business

Motion: D. Milsky (T. Scherman) - to approve Dennis Grammenos and Paul Schroeder-Rodriguez for membership in the Global Studies Task Force; D. Milsky will send the memo to B. Stockdill, who will send it out to the membership. Passed.

2. Approval of Minutes

Motion: M. Kane (M. Maksy, T. Scherman, abstaining) Passed, pending wording regarding approval process of GSTF membership approval and one misspelling.

3. Withdrawal Policy

Report from Prof. David Rutschman:

Initially investigation targeted the repeating of courses. The pattern of the repeating of courses, however, did not appear to be as serious as the pattern of withdrawals from courses. We compared this institution's withdrawal policies with others in the state and nationwide and found it neither the most liberal nor the most restrictive. There are three parameters in the withdrawal policy: 1) limit to the number of hours of withdrawn courses, 2) shortening the period to withdraw within the semester, 3) the requirement of an advisor's signature for withdrawal. It was recommended to me to focus on advising.

Discussion:

T. Scherman suggested that faculty commit to earlier notification of student's progress and spoke out in favor of faculty mentoring to lighten advising load.

C. Moran spoke in favor of a university authorized early alert system via Blackboard to remove the personal sting of an academic warning.

Provost Frank agreed to explore this possibility.

D. Milsky spoke out against drop policies in general.

B. Stockdill inquired about a requirement of advisor signature, and Provost Frank responded by pointing out a shortage of advisors.

Janice Harring-Hendon pointed out that a limit on the number of hours would be difficult to implement, that here is a built-in withdrawal remedy in the financial aid policy, that there are 'stacks' of exceptions for withdrawals after the eleventh week waiting to be processed at this time, and that there is no advisor requirement for students with 45 or fewer credits or an undeclared major.

Motion: B. Stockdill (J. Villegas) that the counsel await feedback from other colleagues gathered by representatives from the other colleges: J. Villegas (College of Education), and M. Maksy (College of Business). Passed.

4. Report from Chair

FCAA Bylaws feedback is requested. Discussions are occurring this spring. A language requirement for majors in the Arts and Sciences remains a future possibility. It is at the college level consulting stage. I do not think they voted yet.

#### 5. Report from Provost

- Provost Frank met with the ROTC representatives and brought up the objections from the Women's Studies department and gave them a checklist for course submissions. The representatives agreed to meet with representatives from Women's Studies, suggesting March 12<sup>th</sup> or 13<sup>th</sup>. The revised syllabi would be circulated as well.
- B. Stockdill suggested that both sides appear at a future meeting of the FCAA on March 19<sup>th</sup>. Provost Frank agreed to ask the ROTC representatives, and B. Stockdill will ask the Women's Studies representatives to appear at the FCAA.
- The Service Conference is on the 18<sup>th</sup> and 19<sup>th</sup> of March. The retention issue will be the focus and ways to address students' complaints that they feel they are always getting the 'run-around'. Staff is encouraged to attend.
- University Day is April 2. The focus will be academic excellence and innovation, defining the individual and public goals of the baccalaureate and masters degrees.

Discussion: T. Scherman brought up the American Diploma Project, a nation-wide project that aims to achieve alignment between high school and college academic benchmarks. Chris Koch of ISBE has signed on.

#### 6. Report from Curriculum Committee

Psyche 202 writing intensive course is to be circulated.

#### 7. Adjournment

C. Moran asked that a future agenda item be to question why GPA's tie in with 090 classes.

M. Maksy (J. Villegas) – Motion to adjourn at 2:55 p.m.

Respectfully submitted,  
Mostafa Maksy

## FACULTY COUNCIL ON ACADEMIC AFFAIRS

### Minutes

March 5, 2009

Room SU 217

1:47 P.M.-2:45 P.M.

- Present:** Kim Ambriz, Chair Brett Stockdill, Michele Kane (for Effie Kritikos), Mostafa Maksy, Janalyn Meehan, Emmanuel Nyadroh, Tim Scherman
- Absent:** Dan Milsky, Jon Hageman, Effie Kritikos (on sabbatical), Cyndi Moran, Joaquin Villegas
- Ex-Officio:** Provost Larry Frank, Janice Harring-Hendon, Dean Kate Hahn, Alice Medenwald,
- Guests:** Professor Abhijit Banerjee

*Chair B. Stockdill called the meeting to order at 1:47 p.m.*

- 1. Motion to approve Minutes of February 19<sup>th</sup> meeting:**  
(M. Kane, M. Maksy) passed, pending corrections.
- 2. Presentation of a Draft Proposal: “Change in the Grading Scheme at NEIU: moving from a straight letter based grading scheme to an expanded version,”** by Prof. Banerjee (handout).

This proposal has won support from the College of Arts and Sciences Academic Affairs Committee.

Prof. Banerjee argued that an expanded grading system would provide a means for a more accurate representation of student performance because most faculty members use a detailed or a numerical system before the final grade is entered, be more fair to students whose performance is equated or differentiated in the present system by a more blunt instrument, and result in improvement in student motivation. He also listed objections that the present grading system works, the expanded system would result in grade inflation and the change would present administrative and logistical challenges. Anecdotal evidence of no grade inflation after a change in the grading system, the principle that academic practices should not be determined by administrative convenience and the desirability of increased

student motivation served to respond to the objections. A review of peer institutions' policies showed that both grading systems were in use.

Discussion:

M. Maksy and E. Nyadroh pointed out that the expanded grading system has been proposed some years ago at the University and did not get the necessary support, in particular from the College of Business Management.

M. Maksy requested universal feedback.

T. Scherman asked if there was a mechanism to attain universal feedback on a proposal before it goes in front of FCAA.

Provost Frank pointed out that a transition would be hard for faculty and students as well as administratively and cautioned that an expanded system might lead to overemphasis on grades.

B. Stockdill countered that in his experience less grade related griping occurs with the expanded system in use.

A. Medenwald discussed the administrative challenges in the change and deemed them considerable. She and J. Harring-Hendon agreed to make an assessment of the cost and effort.

**Motion** (T. Scherman, M. Maksy):

Feedback from the other colleges be gathered regarding the proposal for an expanded grading system by the FCAA membership and the administrative team make an assessment of the cost and effort by May 7, 2009. Passed.

### **3. FCAA presentation of the problem of 090 courses and the GPA to the administrative team:**

There are 6-8 090 courses offered by the University as a service to help students transition from high school to college. A large number of incoming students take these courses. Currently 090 courses count in GPA calculations but not as credits towards graduation. Students and even advisors are often lured by the presence of 090 courses on a transcript into thinking the required number of credits for graduation has been met.

Discussion:

A. Mendenwald stated that a mechanism could be used to prevent the 090 courses from entering into the GPA calculations.

**Motion** (Scherman, Ambriz):

The administrative team, J. Harring-Hendon and A.Mendenwald explore the possibility that courses below the 100 level count for credit for Financial Aid but not in the cumulative GPA. Passed.

### **4. Report from the Curriculum Committee:**

- a. Jon Hageman will work on a set of criteria for proposals to be on the FCAA webpage
- b. The revised curricular proposal form is the work of Lesa Davis who is no longer a member. She will meet with the COBM, the COE and the Graduate College to go over sticking points and is almost finished. Chair Brett Stockdill will ask her to send on the results to the membership.

**5. Report from the Provost:**

For the past two years, TESOL has been separating from the Linguistics Department although the same faculty members teach courses in both units. A proposal for a Master's degree in TESOL has been approved by IBHE. The issue at hand is the linguistics or TESOL minor. The Linguistics Department has maintained that the institution of a TESOL minor and the change to TESOL prefixes of courses formerly with the LING prefix would have to go through the governance process. The Provost authorized the prefix change.

Discussion:

T. Scherman pointed out that the issue was one of precedence and suggested that the change be accepted by FCAA with the caveat that the Provost's decision was ad hoc. This interpretation was agreed upon by consensus, and Chairman B. Stockdill will report it in a memo to J. Kaplan-Weinger.

**6. Adjournment:**

Motion to adjourn (Scherman, Maksy) passed at 2:45P.

Respectfully Submitted,  
Mostafa Maksy  
Secretary

**FACULTY COUNCIL ON ACADEMIC AFFAIRS  
Minutes**

**March 19, 2009**

**Room B-146**

Present: Chair Brett Stockdill, Mostafa Maksy, Dan Milsky, Janalyn Meehan,  
Cyndi Moran, Joaquin Villegas

Absent: Kim Ambriz, Michele Kane for Effie Kritikos (on sabbatical), Emmanuel Nyadroh, Tim Scherman

Ex-Officio: Provost Lawrence Frank

Guests: Professor Mary Ellen McGoey, Foreign Languages and Literature

Chair B. Stockdill called the meeting to order at 1:48 p.m.

1. Minutes

Motion (J. Meehan, M. Maksy) to approve Minutes of March 5<sup>th</sup> meeting: passed, pending corrections.

2. Curriculum Committee Report

*French BA, French K-12 Certification:*

Proposal Defense: Prof. McGoey, present to discuss the French BA, French K-12 Certification, argued that placement and advisement suffice to determine a student's French knowledge. The Department would add a note in the catalogue about the placement procedure. Prerequisites under the Banner system bar enrollment and discourage otherwise qualified students. The issue at hand is the low numbers of students enrolling in upper level courses. Prerequisites should therefore be removed since they bar otherwise qualified students such as students from Francophone Africa. The department is in the midst of enrollment and therefore the change would serve best if it were to happen as soon as possible.

**Discussion:** C. Moran stated that she believes that the instruction "Consent from the instructor" can be implemented within Banner. C. Moran and J. Meehan put forth that their departments have removed prerequisites in favor of informing the enrolling student of strongly recommended previous course work. J. Meehan expressed concern with the message student users were getting from the Banner system. M. Maksy suggested that, since the professor gets different information, professors learn how the Banner system appears the student user. The Provost advised against eliminating prerequisites for the major and certification altogether.

**Motion** (Moran, Maksy): French BA and French K-12 Certification curricular changes passed pending the addition of language requiring consent of the instructor to the registering student to be placed on the April 2nd agenda. Passed.

*Psych 202 Writing Intensive*

Discussion: J. Hageman suggested that a set of guidelines be published that specifies how a WI proposal meets FCAA approval. These criteria should match

the criteria on the college level. The CAS has published an adequate guideline on their website. The question is whether the COBM and COE have the same. M. Maksy agreed to send the COBM rubric to J. Hageman. J. Villegas will contact Donna Larson about publishing the COE guidelines. B. Stockdill suggested merging the CAS and COBM versions and passing them on to the COE. J. Villegas mentioned that Angeles Eames has the data from the Outcomes Assessment Task Force, which went throughout the University and developed a checklist, objectives and feedback loops for syllabi review. ???

**Motion** (Villegas, Meehan) to approve Psych 202 curriculum proposal. Passed

#### *Management 370*

Discussion: J. Hageman, Provost Frank and J. Villegas agreed WIFAC will review the proposal and make the routine changes necessary.

**Motion** (Maksy, Villegas) to approve Management 370 pending WIFAC signature. Passed.

#### *PSCI 251*

**Motion** (Moran, Maksy) to pass PSCI 251. Passed.

#### *PHIL courses*

D. Milsky defended the change in course numbers arguing that they were designated as 200 level courses in order to bring students from other majors but the intent did not pan out. J. Hageman noted that the full bibliographic information in the PHIL 320 reading list and that a book mentioned in the syllabus is not on the reading list. B. Stockdill added that complete bibliographic citations should be in the FCAA guidelines for curricular proposal approval.

**Motion** (Hageman, Meehan) to approve PHIL 212, 261, 262. Passed.

3. Old Business re: Withdrawal Policy, Grading Expansion proposal, 090 level course grade exclusion from GPA calculations, foreign language requirement

J. Meehan stated that the COE has not yet discussed a withdrawal policy or grading expansion proposal, and M. Maksy stated that the COBM has not had the meeting where the issue would be introduced. B. Stockdill pointed out that Janice Haring-Hendon and Alice Medenwald are scheduled for the May 7 meeting to bring the administration perspective of the grading proposal. B. Stockdill reported that the CAS has not had a discussion about the foreign language requirement, and J. Villegas reported that the COE has been approached on the issue.

4. Announcements

The Council on Technology would like to have an FCAA member on the committee. They have a meeting on Tuesday March 31, and they meet once or twice after

5. Report from the Provost

Provost Frank met with representatives from the Linguistics department and discussed the graduate program. Disputes still occur about particular courses in the minor, but the level of general agreement has increased. The Linguistics department complains of having too few courses with the LING prefix now that TESOL minor courses are getting the TESOL prefix.

6. Adjourn: Motion (Moran, Maksy) at 3:00PM. Passed.

Respectfully Submitted,  
Mostafa Maksy  
Secretary

**FACULTY COUNCIL ON ACADEMIC AFFAIRS**

**Minutes**

**April 9, 2009**

**Room B-152**

Present: Chair Brett Stockdill, Kim Ambriz, Michele Kane for Effie Kritikos (on sabbatical), Mostafa Maksy, Dan Milsky, Cyndi Moran, Emmanuel Nyadroh, Tim Scherman

Absent: Janalyn Meehan, Joaquin Villegas

Ex-Officio: Dr. Janice Haring-Hendon, Alice Medenwald

Chair B. Stockdill called the meeting to order at 1:48 p.m.

1. Minutes

Motion (M. Maksy, D. Milsky) to approve Minutes of March 5<sup>th</sup> meeting: passed, pending corrections.

2. Curriculum Committee Report: Music undergraduate and graduate curricular proposals

Discussion: J. Hageman reminded the meeting that the Music Department is going through an accreditation process and therefore has put forth a number of proposals and stated that the Curricular Committee reviewed the proposals and recommends them for approval.

**MOTION** (T. Scherman, D. Milsky) to approve the following curricular proposals.

Undergraduate Music curricular proposals

Course Changes:

MUS Undergraduate course list of credit hour changes

MUS 118 WWI

MUS 124, 125, 115, 116, 117 (credit hour changes)

MUS 151M percussion

MUS 152 A-Z

MUS 351M percussion

MUS 352 A-Z

Deletions:

MUS 153 A-Z

MUS 353 A-Z

New Courses:

MUS 119 WWII

MUS 150 A-Z

MUS 222D Music Theater

MUS 222E Voc Ens - Production

MUS 250 Junior Recital

MUS 300 Senior Recital

MUS 342 World Music

MUS 350 A-Z

Program Modifications:

MUS Emph 1a

MUS Emph IIa Mus Ed Vocal

MUS Emph. Ib Instru Perf

MUS Emph IIb Mus Ed Instru

Graduate Music curricular proposals

Course Changes:

MUS Graduate list of Credit Hour Changes

MUS 452 A-Z

[MUS 452M](#)

Deletion:

[MUS 453 A-Z](#)

New Courses:

MUS 405 Form and Analysis

MUS 414 Music Theater

MUS 415 Music Production

MUS 450 A-Z

Program Modifications:

PROG MOD MUS MA MUS ED

PROG MOD MUS MA PED!

Abstentions: E. Nyadroh.

PASSED.

3. Report from the Chair: Withdrawal Proposal, COBM and COE perspectives

M. Maksy reported that he heard no objections from the COBM faculty towards the policy change proposal although he was not sure the faculty had read the proposal carefully.

M. Kane that the proposal was circulated and met with no opposition from the COE at the departmental meetings.

[Handed out to attendees: “NEIU Developmental Course Policy Change Request options re: Course Withdrawal policy”]

Discussion:

Dr. Harring-Hendon stated that the proposal was difficult to understand and that the limit by number of credits of dropped courses option posed an administrative nightmare. Shortening the deadline for withdrawal is less problematic. She therefore suggested that the withdrawal policy change involve a shortening of the deadline to withdraw rather than a limit on total credit hours of dropped courses.

T. Scherman stated that the expense would be worthwhile if an improved withdrawal policy would improve retention.

C. Moran suggested that if the professor's signature were required for withdrawal, more as a matter of formality rather than as permission, opportunities for a mutually beneficial dialogue between faculty and students would open up.

D. Milsky agreed that this requirement would address the disturbing message of an anonymous "I give up" that the professor receives with withdrawals under the present policy and might help to curb the 'A mongers', and T. Scherman added that students are often too easily defeated and could maybe use such direct encouragement.

Chair

Stockdill commented that withdrawing students block access to the class for others, are not seeking help of advisement and are therefore an uncounted expense under the present policy. Perhaps the signature requirement could be a suggestion for a friendly amendment to the policy change proposal.

T. Scherman pointed out that the proposal would have to go back to CAS if the signature requirement was added as an option.

A. Medenwald stated that someone would have to manually process withdrawing students in this scenario.

T. Scherman suggested that withdrawals be done at the departmental level.

Dr. Harring-Hendon warned that students might just 'walk' if they encounter too many hurdles to withdrawals.

M. Kane asked how many students withdraw every year, and T. Scherman estimated that hundreds do, many from a few courses in particular.

Chair Stockdill asked A. Medenwald if she could do the research to bring to the FCAA the administrative perspective on the implementation of a requirement of the professor's signature.

#### 4. Developmental courses and the GPA.

Dr. Harring-Hendon discussed two avenues of exploration taken with regard to developmental course status. The first option is that the courses do get calculated in the GPA but do not count as earned credit. At present they count as earned credit but do not count as course credits for graduation. This would involve a major script rewrite that is estimated at 250 University employee hours since for financial aid purposes the course would have to count. The second option is that the developmental courses do not count as earned credit nor are they calculated in the GPA. The work required would be significantly greater and there would be a greater number of students on academic probation.

#### Discussion:

T. Scherman argued that the current situation is wrong from an education point of view since the developmental courses are high school level.

C. Moran expressed interest in student feedback and wondered what the mechanism for obtaining this is: should the Student Government be asked?

D. Milsky argued that the issue was the value of an NEIU degree not student opinion.

J. Harring-Hendon made the point that whatever the decision is, it should allow

enough time for transition and communication since the policy changes would touch a lot of processes. Enrollment has made a call-out to other schools to see if any Banner using institution has made a similar change that could be communicated to lessen the effort required.

E. Nyadroh wanted to know the exact costs before the policy change were to be voted on.

T. Scherman and D. Milsky agreed that cost would not affect their votes.

M. Maksy stated that this estimation would be problematic given that the work would be done by an NEIU employee.

A. Medenwald offered to ask her colleagues if another school has made a similar policy change and what the costs were.

D. Milsky wondered why this issue did not come with IBHE reviews.

T. Scherman offered to ask his colleagues at IBHE about another school making a similar change.

**MOTION** (Moran, Scherman): That Developmental Courses neither be counted as earned credit nor be calculated in the Grade Point Average with the appropriate time allowed for the change in policy and the proper communication of the policy change. Abstentions: E. Nyadroh. **PASSED.**

## 5. Report from the Chair

### FYE Courses

The curricular proposal of a course labeled FYE that had never been reviewed or published by FCAA show the Provost's signature on the Curricular Transmittal Form. It seems that First Year Experience courses bypassing FCAA approval is a violation of the principle of shared governance. If other out-of-college courses go through FCAA, why should FYE courses be any different? T. Scherman, D. Milsky and C. Moran agreed. Chair Stockdill agreed to write a memo reminding the Provost of the procedure as understood.

### WIFAC membership appointment by FCAA

Professor Kate Hahn would like nominations for members of Writing Intensive Faculty Advisory Committee for fall semester, 2009.

### Future Meetings

Informal agreement was reached that the April 30, 2009 meeting should be 'virtual': that is, an email vote to approve published curricular proposals.

At the May 7th meeting, the FCAA will decide on a curricular proposal deadline to communicate to the departments and programs.

D. Milsky wondered if the title varies streamlined process memos have been sent out to the departments, and B. Stockdill affirmed that it was.

B. Stockdill stated that most proposals that have come to the FCAA only recently will have to wait for approval in fall semester, 2009.

Grade appeal case: A faculty member of the COE experienced the overriding of a student's grade by the Dean without a written explanation and will appear before the Faculty Senate at its next meeting.

Discussion: B. Stockdill stated that the behavior of the Dean was in violation of the spirit of shared governance and wondered who had written the policy of the grade appeal process. The FCAA should look into amending the policy with more specific wording that promotes transparency of the process.

**MOTION** (Scherman/Nyadroh): that a letter be sent from the FCAA notifying the Dean advising good practice in the form of a written explanation to the faculty member of the decision to change the student's grade. **PASSED.**

University Day:

University Day should not be on days when there are classes when "we are all drowning," and the event is received, therefore, with no enthusiasm. C. Moran stated that students were being left out of the event and that it would be more appropriate for the day to serve as an opportunity for faculty, staff and administration to interact. T. Scherman stated that the meaning of the event has been lost and that University Day should be on a day when classes are cancelled .

6. Motion for adjournment (Maksy, Nyadroh) 2:58 passed.

Respectfully Submitted,  
Mostafa Maksy  
Secretary

**FACULTY COUNCIL ON ACADEMIC AFFAIRS  
Minutes**

**April 16, 2009**

**Room SU-216**

- Present: K. Ambriz, J. Hageman, M. Kane , J. Meehan, D. Milsky, C. Moran, E. Nyadroh, T. Scherman, B. Stockdill, Joaquin Villegas
- Absent: M. Maksy (presenting a research at an accounting conference in St. Louis, MO)
- Ex-Officio: Dr. Lawrence Frank, Janice Haring-Hendon
- Guests: Prof. Michael Armato; Prof. Shelly Bannister; Prof. Deberah Bernstein; Prof. Christina Gomez; Prof. Laurie Fuller; Prof. Tracy Leudke; Prof. Nancy Matthews; Prof. Chris Toffolo; Lt. Col. Jeff Collins (Army ROTC, Chicago Region); Major Thomas MacMillan (Army ROTC, Loyola University); Col. Sharon Wisniewski; Ken Barrio, student; Nora Turgeon, student; Angel Velez, student

*Chair B. Stockdill called the meeting to order at 1:40 PM.*

**1. Minutes**

Tabled.

**2. Curriculum Committee Report:**

**SOCIAL WORK 303**

**CMTC 430**

**CMT MA**

**LING 454      MOTION TO APPROVE ALL (Scherman/Villegas) PASSED.**

CHEM 109 FYE      More paperwork needed.

READ/ELP      Missing paperwork

ACAD      Need to be sent in a format that can be more easily opened.

### 3. ROTC Challenge

The Women's Studies Department circulated the following objections to ROTC's partnership with the university:

- a. while the meaning to the title of professor in ROTC is at odds with the meaning of the title in the university, the ROTC demands that their faculty be represented in university governance bodies, and this has problematic implication for governance
- b. full information of the agreement has not been disclosed,
- c. the ROTC requires facilities, full program support and enrollment minimums from the host university
- d. ROTC courses discriminate against gay students, undocumented students and conscientious objectors,
- e. their scholarships require enlistment,
- f. free-speech would be curtailed on campus by ROTC policy that stipulates against campus activities that tarnish the image of the military.
- g. Objections to the course syllabi include:
  - no adequate rationale and no coordination with other departments or integration of courses with university facilities such as the library,
  - no specification of grading policy, accommodation of differently-abled students in physical training sessions and
  - course content not being at the university level.

Prof. O. Perlow circulated a memo reporting that the Sociology Department voted unanimously to support the Women's Studies Department.

Prof. N. Matthews circulated a letter objecting to the presence of ROTC on the grounds of its being part of the excessive militarization of our culture, its values being at odds with the university values and its purpose is military recruitment.

Prof. C. Tofolo asserted that when ROTC is taken on by some institutions, the result is initially lucrative for the host institution, but the funding from the military drops off and the host institution loses financially. Once ROTC is accepted by an institution, it is very hard to dissolve the relationship.

Prof. M. Armato argued that the ROTC program treats students in a paternalistic fashion, does not in fact honor diversity and exists for the purpose of military recruitment, all of which are inconsistent with the university's mission and strategic plan..

Prof. L. Fuller objected to the syllabi's reading lists for being repetitive and the content of the proposed courses for being unworthy of college credit. Also she said that the proposals did not have enough contact hours, no criteria for faculty status and conflicted in content with courses taught in other departments.

Prof. Christina Gomez expressed concerned that a Hispanic Serving Institution was being targeted for recruitment with ROTC's appearance on campus.

An NEIU student and veteran expressed concern about the statistical patterns and reports of a markedly high incidence of sexual assault in the military and reports of incidents not adequately addressed by military authorities would mean a presence of faculty whose code of conduct is different from the university's code of conduct regarding sexual harassment.

### **ROTC defense:**

Major T. MacMillan

- stated willingness to be part of the NEIU culture and interest in input relating to the syllabi.
- clarified that NEIU would in fact not be the host institution but rather in a partnership program with UIC, which would be the host institution.
- asserted that critical thinking is the bedrock of ROTC education since critical thinking is crucial to leadership training for adaptation to the diverse situations of the new military- urban, natural catastrophes, etc.
- explained that the first two years of ROTC does not require a contract and is therefore open to all.
- defended the syllabi saying that programs that get created on the fly are not included. He stated he did not know what the course content will be of the various courses from one semester to the next as he gets this information from his operations and training officers in curricular reviews at the end of each semester.
- denied that ROTC has the purpose of recruitment stating that the purpose of ROTC at NEIU would be to ease the transportation burden of NEIU students who are enrolled in ROTC programs at Loyola and DePaul.
- argued that ROTC at NEIU would attract returning veterans who have the benefit from the Montgomery Bill of three years of study on a college campus.
- stated that he does not have an extensive analysis of the cost to the host or partner institution.
- stated that the sexual harassment issue is being addressed more aggressively. He denied that ROTC seeking an Hispanic serving institution in particular and stated that ROTC is seeking individuals with a capacity for leadership.

Col. Sharon Wisniewski reiterated that the military is not what it was years ago. She agreed that the problem of incidence under-reporting and inadequate addressing of sexual assault in the military is a leadership problem, added that the military has the same issues as other institutions in society and averred that the military is “extremely sensitive” regarding the topic. She reiterated ROTC’s emphasis on diversity and critical thinking.

**Discussion:**

Prof. Toffolo disagreed that ROTC’s presence on campus would be attractive to veterans, reporting that she has had some returning students who are veterans and do not want the presence of the military on their campus; instead they seek a respite from their military experience, which one veteran described as an effort towards atonement for things he did which he said were unspeakable while in active duty. He objected to ROTC’s use of critical thinking as a tool to manipulate rather than one of empowerment.

Lt. Col. J. Collins responded to the concern about ROTC participation in faculty governance stating that NEIU faculty would approve the final nomination of ROTC faculty who would teach on the campus.

T. Scherman stated that he would like the opportunity to teach on a campus with ROTC so that, as an educator, he could dialogue or debate with military education, seeing it up close. He also noted the Lt. Col.’s clarification that barring gay students, undocumented students and conscientious objectors applies only to signing the contract that is required after two years of ROTC education.

Prof. Bannister objected, stating that the faculty has not been given printed information of the partnership agreement.

C. Moran objected to the term “ineligibles” in Lt. Col. J. Collins’ statement of ROTC policy.

Chair Stockdill agreed with the objection to the reading list, dismissal of the library as a resource, no specificity of course syllabi content and the unclearness of the partner relationship. He added that the ROTC’s inclusion of gay students, undocumented students and conscientious objectors is inconsistent with broader US Army policy.

Prof. M. Armato argued that the masculinized culture rather than the leadership of the military is the underlying cause for the problem of high incidence of sexual assault, under-reporting of sexual assault and the military’s history of deficient addressing of sexual assault incidents. Lt. Col. J. Collins responded with an invitation to Prof. Amato come to ROTC as a guest instructor.

B. Stockdill argued that ROTC would be receiving preferential treatment if its course proposals were to be approved because they do not meet university standards and that, in light of recent engagements of the U.S. military around the world, the presence of ROTC on campus undermines the authoritative ground of civilian education. J. Meehan disagreed, stating that approving the ROTC's military science courses would make a stronger university

J. Villegas agreed that recruitment is the underlying goal of the ROTC's intended presence on campus; Lt. Col. J. Collins stated that recruitment is not the military's intention for ROTC's presence.

J. Hageman stated that he would vote yes in accordance to the diversity clause of the NEIU university mission.

**MOTION (Scherman, Meehan) TO APPROVE MILS COURSE PROPOSALS.**

**FAILED.**

**YEA: J. Hageman, J. Meehan, E. Nyadroh, T. Scherman**

**NEA: K. Ambriz, M. Kane, C. Moran, D. Milsky, J. Villegas**

**MOTION TO ADJOURN (Hageman, Moran) APPROVED 2:55PM**

*Respectfully Submitted,  
Joaquin Villegas*

**FACULTY COUNCIL ON ACADEMIC AFFAIRS  
Minutes**

**May 7, 2009**

**Room SU-219**

*Present:* K. Ambriz, J. Hageman, M.Kane, M.Maksy, C. Moran, T. Scherman, B. Stockdill, Joaquin Villegas

*Absent:* J. Meehan, D. Milsky, E. Nyadroh

*Ex-Officio:* Dr. Lawrence Frank, Janice Harring-Hendon

*Guests:* Prof. Gregory W. Anderson, Physics

*Chair B. Stockdill called the meeting to order at 1:45 PM.*

1. ***Motion of April 2, 2009 FCAA Meeting Minutes approval with corrections*** (Scherman, Maksy) **passed** (Villegas abstaining).

2. **Curriculum Committee Report:**

***Motion of PHYS 211, 212 approval (Scherman, Villegas) passed.***

Re: 20 streamlined curricular proposals in English:

ENG 318I to 362

ENG 45A to 415

ENG 441A to 418

ENG 441D to 419

ENG 437C to 432

ENG 448D to 46

ENG 448H to 467

ENG 449F to 468

ENG 449M to 471

ENG 454 M to 481

ENG 449O to 482

ENG 447J to 484

ENG 454C to 485

ENG 325A to 372

ENG 325 B to 326

ENG 318N to 370

ENG 442A to 429

ENG 437A to 429

ENG 437W to 431

ENG 450E to 428

*Discussion:*

Chair Stockdill circulated an email with the following concerns:

318I: Okay, but needs new course #.  
318N: No syllabus.  
425A: Handwritten form (Do I ask for too much?); no course objectives or grading scale.  
325A: No reading schedule.  
437A: Okay, but no grading scale (Do those of you who teach grad courses provide these?).  
437?: Okay, but no new #.  
437W: No syllabus.  
441A: Okay, but no new #.  
442A: Okay.  
444A: Handwritten form; no reading schedule or grading scale.  
447J: Okay, but no grading scale.  
448D: Okay, but no grading scale.  
448H: Okay, but no grading scale.  
449O: No reading schedule.  
449F: No new #, no assignment weights or grading scale.  
449M: Okay, but no new # or grading scale.  
449N: Okay, but no new # or grading scale.  
450A: Excellent, but no new # (use as model).  
450E: Okay!  
454C: No course objectives.  
454M: Okay, but no new #

T. Scherman complained about the order and the number of courses for simultaneous review.

B. Stockdill, T. Scherman, J. Hageman and J. Villegas discussed the possibility of providing a general standard for syllabi.

General agreement was reached to provide feedback of concerns to the Department of English.

3. **Withdrawal Proposal** (Dr. Herring-Hendon, Alice Medenwald)

Provost Frank reported that the discussion of the withdrawal proposal at the Provost's Council reached a negative conclusion in spite of Dr. Rutschman's defense.

- The proposal was found to be complex, confusing and restrictive in its advisor consultation requirement since the advising system at the university is in need of improved efficiency.
- The shorter deadline for withdrawal seemed to the council to be not student friendly; limiting the number of credit hours of withdrawn courses, too unwieldy to implement.

- The council concluded that the original focus on repeated drops should be revisited by a task force.

#### 4. **Grade Expansion Proposal**

Provost Frank reported that the Provost's Council was positive in regard to the proposal, and recommended that a survey of faculty and students on the matter.

Alice Medenwald foresees no obstacles to implementing the proposals.

T. Scherman disagreed that students should be consulted.

A discussion ensued about how students opinion is to be surveyed. Provost Frank volunteered the Office of Institutional Research and the FCAA volunteered D. Milsky (absent) if willing to meet as a subcommittee this summer to implement the survey.

*Motion that FCAA with Faculty Senate if it is willing to solicit faculty and student opinion about grade expansion (Moran, Villegas) passed.*

#### 5. **WIFAC appointments- College of Arts and Sciences, two humanities vacancies and two math and science vacancies; College of Education, two vacancies; College of Business and Management, one vacancy**

The membership reviewed the nomination submissions for WIFAC member appointments:

Humanities:

- Teddy Bofman, English Language Program by Chair Nthirageza;
- Prof. Martyn de Bruyn, Political Science by Chair Leaman ;
- Monika Mihir, Geology and Environmental Studies by Chair Howenstine;

Math and Sciences:

- Joel Olfelt, Biology by Chair Kasmer.

*Prof.s De Bruyn and Olfelt were appointed by the FCAA for the Writing Intensive Faculty Advisory Committee.*

#### 6. **MAPP Testing**

Provost Frank reported that the MAPP testing, a standardized test to evaluate outcomes in General Education is proposed by the Advisory Committee to be given every three years rather than every two years. General Education has its own imbedded evaluative instruments.

*Motion to approve of MAPP testing every three years (Scherman, Villegas) passed.*

#### 7. **Grade Appeal Issue**

Chair Stockdill stated that he spoke to Dean Gillette and decided that the problem was not in fact one of academic integrity and therefore not an FCAA issue.

*Against the original decision made in the FCAA meeting of April 9<sup>th</sup>, it was agreed that in light of the results of further inquiry, no memo to the dean should be sent.*

8. **FYE and Temporary Course Status**

C. Moran initiated a discussion and suggested that the Toni Scott and Barbara Sherry be notified that, given that the First Year Experience program will be in its third year, the original FYE courses need to be proposed to the FCAA. *It was agreed that a reminder memo of temporary course status expirations should be sent to the FYE program..*

9. Adjournment (Maksy/Villegas) 2:52PM. Passed.

Respectfully Submitted.,  
Mostafa Maksy, Secretary

April 2, 2009: Brett Stockdill, Chair, to FCAA members, per email:

“As you know our meeting this week has been postponed until next week. Given that the deadline for changes for next year’s catalogue is this Friday, April 3rd, I propose that we vote virtually on the curricular proposals listed below. I have consulted with the Curriculum Committee, and they have reviewed the proposals and suggest we approve them. (Thank you for such thorough and quick work, Jon and Tim et al!) Thus, we have a virtual motion from Tim Scherman and a second from Jon Hageman to approve the following proposals (please note the one “pending...”).

TED SCED 303 I/V (change from 2 to 3 credit hours)

G&ES 390 (new course)

393 (new course)

Graduate Certificate (in Geographic Information Systems)

CMTM 205 (course title change)

260 (catalog description change)

360 (catalog description change)

361 (catalog description change)

366 (catalog description change)

Course prerequisite changes

CMTM 367 (new course)

Major (program modification— major requirements)-- PENDING WIFAC  
APPROVAL OF CMT 200

Minor (program modification— minor requirements)

If you have any questions for discussion, please let us know. If not, please signify your aye’s, nay’s, and abstentions by responding to this e-mail. Thank you very much. I have also included feedback from Cyndi Moran on the CMT proposals below.”

Cyndi Moran, Communication Media and Theatre, per email:

“I’m going to quickly offer my personal feedback re the CMT proposals; should the curriculum committee want additional information from my chair, we can get it. But I did write and submit the major and minor proposals, and can at least offer my own view.

For the major: It's interesting to me to read Tim's perspective of the scale of the modifications- in all honesty, to US the changes seem slight. But on paper, it really does seem more substantive. In all honesty the changes are not nearly as large as they appear- much of what we're proposing to implement is what has become practice, intentionally, over the years.

Intermediate course req changes:

We have often substituted courses in our intermediate coursework requirements to reflect the growth of our offerings, and to provide a more balanced range of options from the three areas (comm, media and theatre), and to reinforce the interdisciplinary nature of the major. In our proposal, we break the intermediate requirements into the three specific areas more for clarity than change, and the additional requirement at this level really reflects what students do anyway. Most students wind up taking three courses of this level in order to have the necessary foundations and prereqs to take the 300 levels in each area- e.g. CMTM 260 Intro to Video is the prereq for our 300 level production courses, CMTM160 Art of Film is the prereq for most 300 level film theory/history courses, etc. We think this additional preparation is necessary for success at the 300 level, and this additional requirement reflects that need and current practice.

Additional required course- CMTC200 Theories of Communication, Media & Theatre (WI):

In our proposal, the truly substantive change is the additional required course, CMTC200. This change stems from our last assessment plan in which we identified the need for theoretical introduction to and a multi-disciplinary orientation earlier in the program. The course was added last year, and piloted this year. This additional course was already in the works when the mandate for WI courses developed, and it is a natural to serve as a WI course for our program. We want students to have the discipline specific writing skills addressed at the 200 level, and this course will achieve that and allow us to touch on several of our program objectives. Tim raised concern about the WIFAC status- the course is currently in the WIFAC hopper for approval, and Dr. Potee has been in the semester long workshop with Kate Hahn retooling this specific course according to the WIFAC guidelines.

Practicum changes:

The changes in the part of the major are not substantive but again bring the major requirements formally in line with current practice and in keeping with our goals for all CMT majors to have hands-on experience in all three areas. In media and communication, the other required coursework achieves this goal; for theatre the theatre practicum (CMTT139) is our best tool.

Minor proposal for media:

Tim reported that you all did not receive the proposal; I can't explain that lack. The link on the CASAAC website is not working anymore for it, so I've attached it. The media minor program changes passed at CASAAC at the last meeting with CMT's other proposals. I hope providing this information is appropriate and in line with how other departments answer such questions."

**Motion:**

**The following curricular proposals were approved by the FCAA on Thursday April 2, 2009 by majority emailed vote:**

- **TED SCED**
  - Instrumental**
  - Vocal**
- **CMTM**
  - 205**
  - 260**
  - 360**
  - 361**
  - 366**
  - Prerequisite Changes**
  - 367**
  - Major**
  - Minor**
- **G&ES**
  - 390**
  - 393**
  - Grad Cert**

“Virtual” Meeting of FCAA per email, April 30, 2009

April 29, 2009

Chair Stockdill:

Colleagues,

As is our custom, we will meet on the first and third Thursday of the month. Thus, our next meeting is Thursday, May 7th, followed by Thursday, May 21st.

FCAA may not be able to review all proposals that reach us in late April, let alone May.

We are not responsible for the length of time it takes departments to submit things or for the length of time it takes college committees, deans, the GenEd Committee, and the Grad Committee to approve proposals. We also have other issues to discuss (grade expansion, withdrawal policy, etc.). Thus, we (especially members of the Curriculum Committee) might well consider a deadline for review of curricular proposals. Those proposals received after the deadline will simply have to wait until the fall.

-BS

From: Scherman, Timothy

Sent: Thursday, April 30, 2009 1:16 PM

Today’s virtual meeting considers the following proposals, received after the MILS debate but before April 21, which was the deadline we set for consideration today.

ACAD 101 B  
101C  
102B  
102C  
102E

ELADEDFN 418A

ZHON Colloquium proposal (just a name change it seems, from Lesa Davis)

For our next meeting (May 7), we have the following proposals already on the docket:  
PHYS 211 and 212

English Streamline Proposals for a seemingly infinite number of courses

AT THIS VIRTUAL MEETING, I think we should also consider the following request/inquiry from Non-Traditional Degree Programs. Please weigh in on these issues between now and midnight tonight. If we agree to proceed with NDP, they have NDP 341, 342, and 351 and BA in Interdisciplinary Studies Concentrations proposals to be considered at the next meeting as well, but as you read, you will see there are complications.

“...As you can imagine, figuring out an assessment plan for a program in which students follow a wide variety of paths to complete their degrees is even more challenging than it is for a traditional program with one (or a few) coherent curricula! I met again with Angeles Eames yesterday (for 2.5 hours!) to try to hammer out a good plan. From that discussion, it appears that the “best practices” plan requires even further curriculum development, for example, a cornerstone course and a capstone course. The NDP Advisory Council would of course have to do a lot more work to develop these, and there

are serious questions of resources (faculty to teach them, and people to do the actual assessment work) that can't be answered at this time. We do have SOME components of an Assessment Plan that can be implemented next year (and even partially this year), so we're not at the zero point, we're just not at some ideal place in this process.

I would like to go ahead and propose our curriculum change and courses to FacAc, even though the Assessment Plan is still a work in progress. One proposal is to allow students the option of pursuing concentrations (we are proposing 7 possible ones) that could be noted on their transcripts. This was something recommended by the external reviewer, and supported strongly by the provost. The other proposals are three one credit hour courses that would offer nontraditional students more flexibility in completing their degrees." (Nancy Mathews, Justice Studies)

-TS

Jon Hageman:

ACAD 101B has no readings listed, though book chapters are assigned in the schedule...what's the book?

ACAD 101C has no publication date for the required reading; how recent is it?

ACAD 102B and 102E has no calendar/schedule and it's also difficult to tell if the reading is current.

Otherwise these first four courses look fine.

ACAD 102C seems strange to me...why have a separate class for those who received a D or less? Why not adjust the grading scale in the ACAD 101C so that if students get below a 70% it's considered an F and they must retake the class? Or am I missing something?

If the changes were made to 101B, 101C, 102B, and 102E, I'd vote to approve them. I'd like to learn more about why we need an extra class (102C) for those who don't do well in 101C.

ELADED FN 418A has a form and cover letter, but no syllabus...? Nothing to approve here, right? Did I miss something here, too?

The ZHON rename looks fine.

-JH

B. Stockdill:

Thanks, Jon. I concur that the ZHON name and number change look fine. Also, yes, there appears to be no syllabus for ELAD 418. As for the ACAD courses, ACAD 101B, 101C, 102B and 102C all have a great deal of overlap. It's unclear how they fit together. Can students take all four (assuming they get a D or less in ACAD 102C)? This seems problematic. In addition, to Jon's comments, I noted that:

ACAD 101B contains several weeks for which there are no readings. There are no assignment guidelines (or even a list of specific assignments) or a grading scale.

ACAD 101C has no assignment guidelines and the grading "scale" is very confusing.

ACAD 102B has no assignment guidelines or grading scale (or list of specific weights for assignments). In addition, there is no class/reading schedule.

ACAD 102E has no guidelines for the research paper or "showcase." It does not have a

syllabus, only a “tentative outline.”

I suggest we provide ACAD with feedback so they can revise their proposals.

Just to clarify: ACAD 102E has a partial syllabus; it’s missing a class schedule and reading schedule.

-BS

Kim Ambriz:

I also think that the ZHON name and number change look fine, and since there is no syllabus for ELAD 418, there is nothing to approve. Maybe we should get them to send one for approval at the May 7th meeting? Or if that is too soon, the May 21st meeting? And I agree with the comments made about all of the ACAD proposals and Brett’s idea about supplying feedback for revisions.

-KA

Brett Stockdill:

We have **Jon’s motion** to approve ZHON 375 (course name and title change) with a second from **Kim**. There seems to be a need to wait on ELAD 418 because the proposal is incomplete and to provide feedback on the ACAD proposals so there is no motion on these proposals (if they revise their syllabi by next week, we can consider them then).

Thank you.

-B

I, also, vote "aye" on the motion.

Michele Kane

I vote "aye" too.

Joaquin Villegas

Aye.

Dan Milsky

I vote yes also.

Mostafa Maksy

T. Scherman: Aye.

This motion makes sense to me- "aye!"

Cyndi Moran

Colleagues,

Thank you for your votes. *The motion passes (ZHON 375 name and number change).*

See you all next Thursday.

-Brett Stockdill



As for English:

ENG

318I: Okay, but needs new course #.

318N: No syllabus.

425A: Handwritten form (Do I ask for too much?); no course objectives or grading scale.

325A: No reading schedule.

437A: Okay, but no grading scale (Do those of you who teach grad courses provide these?).

437?: Okay, but no new #.

437W: No syllabus.

441A: Okay, but no new #.

442A: Okay.

444A: Handwritten form; no reading schedule or grading scale.

447J: Okay, but no grading scale.

448D: Okay, but no grading scale.

448H: Okay, but no grading scale.

449O: No reading schedule.

449F: No new #, no assignment weights or grading scale.

449M: Okay, but no new # or grading scale.

449N: Okay, but no new # or grading scale.

450A: Excellent, but no new # (use as model).

450E: Okay!

454C: No course objectives.

454M: Okay, but no new #.

See you tomorrow.

-Brett

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On 5/20/09 9:02 AM, "Scherman, Timothy" <[t-scherman@neiu.edu](mailto:t-scherman@neiu.edu)> wrote:

#### SOC 319A to 349 Topics in Race: Black Movements

Seems odd to outlaw the expression "God Bless You" so specifically on a syllabus. Goals of the course are outlined on syllabus, but there seems no specific relation to program assessment. Chair's signature was not on streamline form.

#### SOC 320C/B to 352 Topics in Race, Sex and Class: Sociology of HIV/AIDS

Strong rationale for keeping this course! Again no Chair's signature on streamline form. Again great objectives, but mysterious relation to overall program. OK, that's facetious, but it would be nice to have it spelled out somewhere so students see where things fall into the overall picture.

#### SOC 320C to 353 Topics: Race, Sex and Class

Syllabus is structured BEAUTIFULLY, but the title of this class and perhaps the description itself seems far too broad. That is, "Race Sex and Class in Popular Culture" is a subject crossed or covered or dealt with in probably scores of courses across the University--certainly in several English courses currently offered. "The American Dream" aspect helps narrow things a bit, but whether this course was generally meant to "vary" (as the designation indicates) in subject matter from term to term, now that it will be a permanent course, it would seem a good time to focus it--at least in the title. Again, Chair should have signed the streamline form.

#### BIO 305 WIP General Ecology

This one looks fine to me!

#### NDP 341--Human Rights

I like the idea of this course, and all the appropriate kinds of information seem to be proposed if not filled in, but I'm wondering about meeting for so long on so few days. Would 5 weeks provide students more time to read and digest material? Course outcomes seem great, but again, links to program assessment will have to be filled in when there's an assessment plan for the program.

#### NDP 342--Environmental Justice

Looks good to me, though this is a whole helluva lot to aim for in a one-credit course. As a student I could imagine being frustrated by a lack of time to go into any depth...

#### NDP 351--Time Management

While this sort of course would seem very appropriate for returning students or students in the NDP, even as a one-credit course I find this course a bit light for a college-level endeavor. If there are only four weeks, and for the first week there's no reading assignment...? In short, could this be made PART of another course?

## BA in Interdisciplinary Studies Concentrations for NDP

Generally, this seems like a very interesting revision of the current NDP. The various "concentrations" do seem to provide useful "boxes" into which programs might be designed--or themes to carry over from course to course. That said, the construction of those courses would be a critical element. Who would advise these students in their selection of courses? How many do we have in NDP? I'm not as concerned with "staffing" the courses, as they are courses that are taught on a fairly regular basis it seems, but in an ideal world, the choices would be made in advance, and that means every department would/should start to get more serious about having course offerings set for a period of one or two years in advance at a minimum. 18 credits is a minor, not a major, although with the required pre-req that would make 21 credits. In my mind any "full" program should be 30 hours at least. Perhaps courses RELATED to the concentration (and not just any old course taken somewhere else) could be transferred in, but again, advisor/approval is absolutely key on that.

Overall, I don't think I could pass this proposal without answers to these questions in some detail, and I'm not sure the advising question can be answered right away, but I do think the proposal invites serious consideration of several key issues that bear on RETENTION of all students--most important of which are advising and course planning.