

**Council on General Education Agenda**  
**April 25, 2017**  
**10-11:00 a.m., Stevenson Hall 140**

**Presiding:** Rocio Rivadeneyra

**Present:** Brian Aitken, Febin Chirayath, James Cunningham, Katherine Ellison, Amina Jinadu, Sally Parry  
Rocio Rivadeneyra, Jonathan Rosenthal and Joe Standridge

**Guests:** Derek Herrmann Meyers, Assistant Director Academic Services, University Assessment Office

Rosenthal called the meeting to order at 10:04 a.m.

**Action Items:**

**1. Approval of Minutes**

The question was called. Rosenthal made a motion to accept the April 11, 2017 minutes. Ellison seconded. 10 in favor, none opposed. The minutes were accepted.

**2. Anthropology 297, Lost Continents and Sunken Cities (proposed for Social Science)**

Parry reminded the Council that this course was originally proposed to fulfill the Humanities requirement. After spirited discussion, the original proposal was defeated at the previous meeting. After receiving feedback from the Council, the department re-submitted the course proposal to fulfill the social science requirement. Council members all agreed that the course was a much better fit for that requirement. According to Parry, the course has been re-submitted as a 100-level course and is currently working its way through the College Curriculum Council. She expected it to be approved at their next meeting. Rosenthal noted that the course is already scheduled as 297 for the fall semester, and if approved, advisors would need to be notified of the requirement designation.

The question was called.

10 in favor, none opposed. The motion passed.

Rosenthal will notify Chair Skibo with the Council's decision and will send a notice through the advisor listserv.

**3. Review of IDS Courses for INTO Students**

Rosenthal asked that this item be moved to an action item.

Rosenthal gave the Council background information with regards to INTO and reminded the Council that the information was considered confidential as negotiations are still ongoing. INTO is a British firm that recruits international students globally for partner institutions. Illinois State is currently in contract negotiations with the firm which is a very long process. Students are admitted to the program in one of two ways: either as a direct admit who meets all of our admission requirements; or as a student who needs to improve his/her English language proficiency before becoming a direct admit.

Those students needing to improve their English proficiency are enrolled in a Pathway program. Pathway programs consist of a combination of specific English courses in addition to General Education and/or other major courses. Dependent upon how proficient a student is/becomes, there are two Pathways available. The

first Pathway is two semesters in length and students would be required to take IDS 103, 104 and 105 in addition to two different courses from General Education or the major. The second Pathway is for students who are more proficient with English and consists of IDS 130 and 131, as well as three other courses from the regular curriculum. Students who successfully complete the Pathways may then be admitted to a major.

Melissa Leismer, Director of English Language Institute (ELI), created syllabi for the IDS courses that would be used for the Pathways. Leismer has a background in English as a Second Language. Rosenthal also explained that these courses were identified with IDS rather than English as they are more interdisciplinary in nature than typical English 101 sections. ELI incorporates student success coaching into their courses making them similar to our current Linc or Success 101 programs. Note-taking, listening skills, etc. are incorporated into each course as a way to help international students adjust to the United States higher education system. These courses will count as elective credit courses toward graduation but will not count for major credit.

Parry asked if we had received syllabi for the courses. Rosenthal responded that syllabi were just received the day prior to the meeting and are under review. He also mentioned that Illinois State is having to file an I-17 application for various governmental agencies to approve. This application needs to be filed by the end of this week. As such, the Council is being asked to approve the overall concept of the courses rather than the courses themselves at this point.

Parry expressed the concern that she viewed the courses as remedial, but they would count toward graduation unlike current courses we offer such as Math 102 and 104. Ellison had previously been asked by her chairperson to research INTO and raised concerns she found while doing said research. She was concerned regarding the ethics of using a for-profit firm to recruit for the University. While conducting research, she found that these firms often charge students excessive fees and there has been accusations of the exploitation of international students. She also found that most of these agencies create centers on campuses forming a "school within a school" and was concerned about the possibilities/availability of forming a partnership between ELI and the Department of English. Ellison mentioned that she was also apprehensive regarding the financial prudence of using INTO.

Parry did confirm that utilizing INTO would be financially wiser as the cost for successful overseas recruitment is well above the University's budget capabilities. Parry wondered if, after completing the IDS Pathway courses, if students would then be required to still complete English 101. Rosenthal confirmed that they would. However, Leismer has worked with Joyce Walker and Cheri Simonds so the IDS courses will help ensure students would be successful when taking English 101.

Rosenthal addressed the questions raised by the Council. He pointed out that INTO was an initiative supported by President Dietz and that various institutions recruit in many different ways using agencies similar to INTO. INTO has been the one least fraught with issues and pointed out that financially, INTO does not charge students any more than what we currently charge out-of-state students. INTO does charge a little more for housing as they tend to provide enhanced services. Illinois State does not have the resources to recruit at the level that we need and we do not have the ability to screen agents. INTO would screen agents on behalf of the University. Rosenthal also pointed out that the IDS Academic English classes are similar to credit-bearing foreign language classes taken by U.S. students. In fact, they would be at a relatively advanced level, so are worthy of academic credit.

INTO would have a center on campus. This center would include an evaluator with experience in auditing international transcripts, an admissions professional; an Academic Director who could/would be an individual to coordinate with the Department of English; and a Program Manager who would monitor the progression of

students through the Pathways, the need for support mechanisms, etc. There would be a revenue sharing agreement in place. With declining demographics and increased competition, higher education in Illinois needs to be entrepreneurial in order to broaden the funnel. As such Illinois State began the RFI process in an effort to increase our international enrollment.

Ellison asked if the increased demand on support services had been discussed as the Visor Center would not be enough to support these students. Rosenthal confirmed that increasing available services is being discussed and that with the joint venture that would be created, it would be possible to bill the venture so that support service staff could be increased. Ellison also questioned if these students would be more spread over the different majors rather than just Business, Computer Science and Engineering. Rosenthal confirmed that while those majors, along with several in CAST, would most likely be the largest impacted, these students could change majors just like other students.

The question was called.

Seven in favor, two opposed and one abstained. The motion passed.

#### **Information and Discussion Items:**

#### **4. Diversity Requirement – Next Steps**

Doris Houston spoke to the Council at the last meeting regarding the possibility of creating a domestic diversity requirement for graduation. As the Council seemed to be in consensus to move forward and the Council does not typically meet in the summer, Rivadeneyra wanted to outline the next steps/tasks so that work can begin in earnest in the fall. Rosenthal reported that Heartland Community College confirmed that the Illinois Community College Board requires all community colleges to include a diversity requirement as part of the curriculum. This requirement is handled differently by the community colleges. Some require students to take a course from a list of courses. At Heartland, by taking certain courses meeting the requirement and designated with a “D”, students fulfill the requirement. Transfer students who enter Illinois State with an Associates degree will have met the new diversity requirement. It was noted that transfer students can still meet IAI requirements without having earned an Associates degree. If these students have taken a course at their community college that has a “D” designation, the requirement would be met here as well.

Parry believed the Council should move toward defining what this is requirement-wise and noted that the request would eventually need to be put in front of the Academic Senate. She also pointed out that the Council would need to be careful when defining the requirement so not as to confuse it with the current AMALI/Global Studies requirement. Rosenthal agreed that we need to have a definition and will contact Tony Walesby from the Office of Equal Opportunity and Access. Walesby is familiar with benchmarking and best practices and would be a good resource going forward. Simmons has started researching requirements at the other Illinois public institutions and has put together a list of current diversity courses from the catalog based on key words. Rivadeneyra wondered how often these courses were offered. Simmons will research the courses for the past five years and will share the results.

Parry mentioned that given the outcomes from the *Climate Survey*, this is a good time to be doing this. Rosenthal noted that the process to change a graduation requirement is a lengthy one and requires at least seven steps prior to even making it before the Academic Senate for approval. It will most likely take a least a year before the proposal goes before the Senate.

During her visit, Houston suggested that a sub-committee be formed to start the work on the requirement. Rosenthal asked how the group should be composed. Rivadeneyra would like to serve on the committee and suggested Maura Toro-Morn. Parry suggested Houston, Rosenthal suggested Toure Reed from History and Ellison suggested Paul Ugor from English. While the original Climate Task Force was comprised of faculty and staff from both academic and non-academic areas, it was suggested that as this would be an academic requirement, only academic faculty and staff should be involved on the sub-committee. It was also suggested that each college have representation on the sub-committee, as well as, student involvement. Rivadeneyra asked if any of the student members were interested in serving, to please let her know.

As it is hard for the Council to meet over the summer and the students are not on campus, Rosenthal suggested that the Council try to do benchmarking, research best practices and work on defining the requirement over the summer. Parry agreed that the more information that can be given to the sub-committee when it convenes in the fall, the better. She agreed to assist with IAI information and refine the diversity course list Simmons created over the summer. Aitken will look into course capacities once courses are determined. Rosenthal will speak to Provost Murphy to see if she would like to call for an official charge for the sub-committee.

Parry pointed out that some majors already have a diversity requirement built into the program and questioned if the requirement should be handled as an exemption or by course. She leaned toward using the course as it would be the most fair if a student took the requirement course but later left the major. Establishing and using a course list would also be easier for the degree audit system to handle. Rosenthal mentioned that the Council will also need to determine if socioeconomics would qualify as a measurement of diversity.

Meeting adjourned: 10:59 a.m.

Respectfully submitted,  
Soemer Simmons