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Academic Senate Minutes

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Spring 2-18-2009

### Senate Meeting, February 18, 2009

Academic Senate  
*Illinois State University*

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**Academic Senate Minutes**  
**Wednesday, February 18, 2009**  
*(Approved)*

***Call to Order***

Senate Chairperson Dan Holland called the meeting to order at 7:00 p.m.

***Roll Call***

Senate Secretary Susan Kalter called the roll and declared a quorum.

***Approval of Minutes of February 4, 2009***

**XXXX-:** By Senator Bagnuolo, seconded by Senator Abdalla, to approve the Academic Senate Minutes of February 4, 2009. The minutes were unanimously approved.

***Presentation: Increased Criminal Activity in Campus Community and Response by ISU Police Department (Ron Swan, Chief of Police)***

**Ron Swan, Illinois State University Chief of Police:** First of all, there is a misconception that there is an increase in criminal activity on the campus of the university. I suspect that that may be attributed to the fact that in recent times, at least on three occasions since October last, there have been three Crime Alerts (e-mail notifications of criminal activity on or near campus) go out. It would, perhaps, leave the impression that there is an enhanced degree of criminal activity.

In reality, if you look at the stats from 2007 and 2008, you will see that in most crime categories, we have been fortunate in seeing a reduction, although not much of a reduction. If you look at it statistically, it appears to be a great reduction, but in reality, you talking about two occasions in one year and four occasions in the next. So, mathematically, it looks tremendous, but in reality, it's minimal.

Many of you are aware, but I suspect many of you are not, that our department patrols in different configurations. The largest component is the uniformed division. We patrol by motorized patrol, foot patrol, and, in weather which is acceptable, we use bike patrol. We also have a criminal investigation division; that is our detective element and component. If you look at us in comparison to the state universities in Illinois, when it comes to certain areas, we shine heads above them. If you look at the ratio of police officers at Illinois State University that have attained and earned baccalaureate degrees from an accredited college or university, we are number one in the State of Illinois. If you look at the ratio of female sworn officers to population, we are number one in Illinois. If you look at the number of command officers who are female, we are number one in the State of Illinois. If you look at inclusion as it relates to diversity and you consider universities which are outside the Chicago beltline, we fair above all. However, it is also true that those universities, which are in or near Chicago, fair better than we. It is not for a lack of trying on our part. That's a general consensus; I wanted to clear the air when it comes to increased criminal activity.

I have had several phone calls from students and others as it relates to a perception, and it's a true perception, actually, that you don't see a lot of police officers. Of course, that is a valid observation. Many of our officers are deployed on shifts. There are three patrol shifts, 7-3, 3-11 and 11-7, and, on average, we have two officers that are deployed in the field. So, when you look at a population and a university the size of Illinois State University, there is a good chance that you might not, in fact, see a police officer. We are also tasked with the responsibility of non-core responsibilities, such as door openings and closings, which should be relegated to a security function or a non-sworn component, which takes us away from our core mission. So I hope that

answers the question from those who have not seen a presence of uniform personnel.

**Senator Lonbom:** Last week, the *Chicago Tribune* had several articles about the anniversary of the shootings at NIU. In the articles, they credited the Chief of Police at NIU for the effectiveness of the response from the police department on campus. It sounds like you are overburdened by non-core tasks and I wonder, in the event of anything unexpected like that happening on campus, how well prepared you feel ISUPD is.

**Chief Swan:** First of all, I would like to give kudos to my colleague and Chief of Police at NIU. I think he has done a sterling job and continues to do so. They are very fortunate to have him as part of their community. Northern Illinois University, in comparison to ISU, is relatively close, as it relates to population, faculty and staff. However, they have been very, very fortunate in being able to accomplish a number of tasks, which we have been unable to do. Much of that has been done and attributed to the issue of the number of sworn members of their uniformed component, as well as their criminal investigation division. As I recall, but don't hold me to this because I don't remember the exact number, I believe that their population is somewhere between 2,000 and 4,000 or 5,000 larger than ours. If you look at the number of sworn police officers, we, at the moment, have 21. We are going to soon move up in the replacement of two that have left our agency and we have been authorized one more slot, which take us up to 24. Our sister university has 68 sworn officers, so they are, in fact, able to accomplish a number of tasks. In fact, they just announced another one just yesterday.

In an effort to reduce the possibilities of/prevent another disaster at Northern, they are deploying people in their criminal investigation division to attend functions unannounced. The only people who are cognizant of the fact of who they really are are the police and a small core group within the senior administration of the university. That may seem like something out of a movie script, but, in reality if you look at it objectively, you are putting police officers in positions in which they can act and they can act quickly. So you may find police officers who are dressed like students, because many of their officers, as are ours, are of that age group. Of course, if you do have a threat of that nature, it is not 'officers on the way', but police officers present at the place of the incident that makes the difference. I understand, and, of course, their chief understands, that there is always the opportunity in which you are going to have an event where you do not deploy officers in that fashion. I think it is a rather unique approach to trying to be proactive. Of course, it takes a lot of resources to do that.

I was asked at one point where I thought we should be in terms of sworn police officers. Of course, I guess you could say that we need to mirror Northern. Since they are 5,000 larger than us, you might think that since they have 68, we should have maybe 58. I don't think that that is realistic. I think what we ought to do is maybe benchmark, have maybe 30 sworn officers and work from there. We have a ways to go to get to 30, but I think that is where we should at least be, or start, and then work from there.

**Senator Waterstraat:** Chief, I just want to compliment you. In the past year, I have had two occasions to contact the ISU Police Department. I have been here for 21 years and hadn't had any disturbances by students until last year. In the past year, I had two incidents with students. One was a threatening student; the second was an alcoholic student. In both cases, when we contacted your department, officers responded within five to ten minutes. They were very professional. They explained the situation. They explained to me what they would do. They contacted your office. They stayed in the area for the period of time that they felt was appropriate. Probably, within an hour, I had gotten a call back from your office indicating that they had checked the background of the students, including firearm ownership. They checked those factors to allay any fears that the faculty may have had about these students. I must say, I was very impressed. I did not know what to expect, but what did occur was impressive.

**Chief Swan:** I certainly appreciate your comments and I might add that what we try to do when we hire our personnel is to be extremely, extremely selective and very, very inclusive. The first thing that we are looking for is people who have good interpersonal communication and human relation skills and who have sensitivity to gender and cultural factors. We have a foundation for that framework and we can build upon that.

**Senator Liechty:** Did I understand correctly that you said that certain kinds of functions, like locking up buildings, could be relegated to non-sworn officers and, if so, what is the demarcation between what a sworn officer and a non-sworn officer can do?

**Chief Swan:** A non-sworn officer is a security guard. They do not have the sworn powers of a police officer, which are arrest, search and seizure. Typically, the remuneration is less than that for a professional law enforcement officer. Their functions and the need for them is to be able to free up the police to work at their core mission, which would be aggressive patrol and to handle the incidents and the investigative processes that follow. The security guard's function is simply to literally walk the campus, look for windows that are unlocked, doors that ajar, lights that are on that shouldn't be on, and keep a record of that. They would open doors that needed to be opened for functions, which takes place quite a bit. Over the course of just one weekend, we literally open and lock hundreds and hundreds of doors and it does task us.

**Senator Sullivan:** The last crime alert that went out a couple of days ago was kind of vague. At the bottom of the message, it said, 'for more information, follow the web link.' I clicked on it, but the link did not work. I was wondering why that information was not up; I am not sure if it was a technical issue. Also, I wondered where else I could find that information besides clicking on that link.

**Sgt. Bonnie Devore, Administrative Assistant to Chief of Police:** I can address that. That is my mistake. In trying to work with several versions of that, we did not insert the correct link. I humbly apologize to you for that. You can go to the university's website, go to the "A to Z", look under the U's for University Police, and it will link you to our website. We have been placing the current crime alerts on the front page of that site and then there is an actual crime alert page where you can see all of the crime alerts. I am archiving those by year.

**Chief Swan:** We actually publish a crime report, which goes out to faculty, staff and students. We also use that opportunity to provide information, because the only time that I have, for the lack of a better term, a captive audience of parents and students is during the Preview Program. In 25 years, I have delegated that responsibility probably no more than 10 to 15 times. I think that it is absolutely critical that when parents and students come to this university that they hear this information from the Chief of Police and not from a junior member of the department, which is not to suggest that they couldn't do it as well as I, but it is simply a matter of the perception when the Chief actually presents the message. As you can imagine, the parents, and also the students, are extremely interested in that information, so we use every avenue we possibly can to get that data out. We go back five years so that you can look at the trends of crimes on campus and also those off campus in juxtaposition to ISU so that you get a sense of what is actually transpiring. You can also find that online.

**Senator Kalter:** Could you talk a little about what goes into the decision to send a crime alert out to the campus and what goes into the decision about the content of those alerts?

**Chief Swan:** We have to make certain that whatever that crime is, it falls within the purview of the Index of Crimes, which are a specific delineation of crimes set out by the FBI. Those include murder, rape, robbery and those types of things. Once we have made that determination, then we try to capture a short synopsis of

what has transpired and try to get it out as judiciously as we possibly can to the campus community. I think that is about 32,000 to 34,000 e-mails. The decision process works this way. The crime takes place, either on campus or in juxtaposition thereto, that being within the municipality. Defining juxtaposition is a difficult task because the federal law doesn't really give us a whole lot of guidance. Then that information is forwarded to my boss, Senior Associate Vice President Brent Paterson. Then he collaborates with our big boss, Vice President Steve Adams. Then a decision is made about whether or not the alert is dispatched. Once it has been decided that it be dispatched, I notify my administrative assistant by radio or by telephone and she facilitates the message to be dispatched across the university, in collaboration with other university technical staff.

**Senator Bagnuolo:** As someone who has heard your speech during the Preview Program several times, I would like to say that I think you do a great job relaying that information to the freshman students. Also, I was curious about how much value the ISU Police received from the opportunity to practice the CERT response with the Dunn-Barton-Walker Halls closing. Do you think that local police and fire departments benefited from that exercise?

**Chief Swan:** We benefited immeasurably. It is extremely rare that a police agency, including other response units, such as rescue and fire, have an opportunity to actually have a structure in place in which we can actually do some of the things that we are required to do, such as, for example, taking down doors. You can't really do that in a structure that you plan to use in the future because the door is destroyed. So we benefited from that immeasurably in several ways. It showed what tactics work and what tactics don't. Secondly, although we collaborate and have many meetings, discussions and table-top exercises with our sister law enforcement agencies, it showed the deficiencies and it showed the positives in working as a team in attacking and neutralizing a threat. Obviously, the scenario was set with a number of threats we were to neutralize. It helped us better identify things we can do to improve.

**Senator Mallory:** You mentioned that you had been asked previously to estimate what resources would be needed to increase your staff. I am wondering if those reports would be available for the faculty and staff to look at. If those are public information, where might we find them?

**Chief Swan:** I have done I think eleven studies in 25 years doing comparative analysis between us and our fellow universities in a wide potpourri of areas, everything from the budget that is allocated for operation to the personnel lines of the universities. I have looked at the number of police officers as it relates to populations of other universities, how we fair in inclusion and diversity to other law enforcement agencies, and also where we compare in education to other universities. I think, as I remember, there are eleven categories in the study. The most recent one was completed perhaps a year ago. The second part of your question was, is it available. It is not on the website, but I am sure that it can be made available through the Office of the Vice President, but that is not a decision for me to make.

**Senator Fazel:** After a crime occurs on campus and you send a crime alert, what else does the police department do to capture the suspect or prevent the crime from happening again?

**Chief Swan:** What we try to do to prevent incidents from occurring is multifaceted. One thing we do is we have two people who are certified crime prevention specialists. We sent them to the most prestigious crime prevention institute in the United States in Florida. They have come back and provided literally hundreds of programs, everything from how to reduce workplace violence to how to reduce your vulnerability to theft and chemical rape throughout the campus. So, one of the things that we do, and other agencies do, is to try to attack this proactively, trying to prevent it before it happens through education. Even though I am tenacious

about speaking to parents and students, it is hard to quantify what fruit is born off that tree. I go into that with the attitude that if I can save one student or one faculty member or one staff member from being assaulted through my efforts, it is all worthwhile. One of the other things we do, which we employ periodically, but not often, because, quite frankly, we have only two full-time detectives, is have our detectives walk the campus. I would like to have more detectives doing this because I think it is a good deterrent. I think it is a troubling time. After 911, the world has changed and we need to understand that we probably need a greater presence of law enforcement to protect us. So, those are just some of the things that we do.

**Senator Abdalla:** In the Student Government, we talk a lot about the blue lights that are scattered about campus. Could you expand on the significance of the blue lights and whether they are effective tools? Should we be looking at getting more blue lights in more areas?

**Chief Swan:** I don't want to diminish the role of the blue lights, but if you were to ask me today would I rather have more resources put into more blue lights or more police officers, I want more police officers. Secondly, are they effective? You can answer that two ways. They are effective in the sense that they are a deterrent. Light throughout the campus or in a building or parking lot is also a deterrent. How often are they used? They are used infrequently.

When the blue lights are used, probably 95% are instances in which people use them as a joke or like a toy. The other 5% are valid uses of that instrument; they are reports about, for example, someone illegally using a skateboard on one of our sidewalks or about people that simply get too much heat during the summer. Occasionally, they are used for someone being attacked, or, at least on one occasion, we had someone who thought somebody was being attacked. Actually, it was some students who were playing. How many calls do we get on those that are serious? They are infrequent is a reasonable statement, but I think that they are a good tool and that they serve a valid purpose. Your last question was, do we need more of them. I think that I would have to extrapolate and say, if you are going to give me more police officers first, then we will talk about blue lights.

**Senator Holland:** If you had one thing for us to take away to make everybody safer, what would that be?

**Chief Swan:** I think that one thing that is a great concern of mine, among others, has to do with being proactive. If you are going to leave a beverage unattended, pour it out immediately and get a fresh beverage, because we are seeing throughout the United States a dramatic increase in GHB and other drugs being used for the purpose of immobilizing people for chemical rape. So, if I could depart with one thing, that is one that is very important. Secondly, don't walk alone, walk in groups. I am not trying to instill fear in anybody; I am simply trying to provide statistical data, which means that if you walk in groups of two or more, your chances of being attacked diminish diametrically. So, I guess those are two things that come to mind immediately.

**Senator Holland:** We have one question from the minutes of our last meeting. There was a question about an eight-day delay in reporting a crime on campus between the Normal Police and the ISU Police.

**Chief Swan:** That is probably referring to the incident that took place in the underpass on Business 51/Main Street and College Avenue. The individual was attacked, according to the victim, by three individuals. They pushed him against the concrete supporting wall and he sustained injuries during the robbery. The incident took place in the middle of the night. It was investigated by the Normal Police Department. We did not become aware of it until a few days later. When that did transpire, I crafted what I thought would be the appropriate language, sent it up the chain of command, and, ultimately, that was released. I might also point out that just this morning, I had a conversation with Chief Kent Crutcher of the Normal Police Department

and I will be meeting with him and members of his staff to try to craft a more judicious way to get information to us on incidents which would fall within the purview of the Clery Act, which would allow us and afford us the opportunity to put out a more judicious and speedy response.

The Academic Senate expressed its appreciation to Chief Swan for addressing the questions and concerns of the members of the Senate.

### ***Chairperson's Remarks***

**Senator Holland:** Essentially, I just want to encourage everybody to get involved with Founders Day tomorrow. There are lots and lots of activities, starting with a bell ringing ceremony at 10:00 a.m. I believe that shortly thereafter, anybody who wants to ring the big bell out on campus can do so; they will be set up for you to do that.

### ***Student Body President's Remarks***

**Senator Mason:** Yesterday, our off-campus senators put on a constituent-contact event. They went out and got results of more recycling surveys that they have been working on since last semester, so we should be putting out our recycling report very shortly. Our Fee Board and our Budget Review Commission are working very diligently right now. The Budget Review Commission should be finishing up writing its report very soon. The Fee Board will be finishing up this month. This past weekend, we cosponsored, with ISU's Association of Residence Halls, the Illinois Residence Halls Association Conference. We had many people who came out and volunteered and I think that the conference went very well. We are working on putting on another Pack the Place and Pack the House event before our term is up.

### ***Administrators' Remarks***

- ***President Al Bowman - Absent***
- ***Provost Sheri Everts - Absent***
- ***Vice President of Student Affairs Steve Adams - Absent***
- ***Vice President of Finance and Planning Steve Bragg - Absent***

### ***Committee Reports:***

- ***Academic Affairs Committee***

**Senator Stewart:** The committee met today. We had a guest, the manager of Barnes and Noble Bookstore, come and talk to us. This was part of the Textbook Affordability Act that is coming down the pipeline. The manager talked about a lot of issues that were very educational and they want to try to form a textbook advisory committee to get input from faculty and students and to also communicate to everyone ways that faculty members can order textbooks so that it costs students the least amount that it could. We will be talking with Executive Committee Members about how to go about forming that committee.

**Senator Liechty:** Did they say anything about what their markup is on textbooks?

**Senator Stewart:** No, they really didn't get into that at all.

- ***Administrative Affairs and Budget Committee***

**Senator Kalter:** We met tonight and finished up work on the Presidential Commentary Report. I want to thank all of my committee members for their work on that. We will be forwarding that to the Executive Committee, with the Academic Impact Fund Report, for its next meeting.

· **Faculty Affairs Committee – Committee did not meet in Chairperson Paul Borg’s absence.**

· **Planning and Finance Committee**

**Senator Fazel:** Tonight, we met and discussed the Institutional Priorities Report for 2009-10 that we will be presenting to the Senate later in the semester.

· **Rules Committee**

**Senator Solberg:** We met this evening and discussed several items. We will be coming forward with something on the Athletic Council’s proposed bylaws changes. We also made some decisions on the Library Committee Bylaws changes, which we will be forwarding to the Executive Committee. We also discussed the makeup of the Executive Committee and that discussion will continue in a couple of weeks.

**Action Items:**

**02.09.09.02 Policy on Dress Codes- Draft 4 (Academic Affairs Committee)**

**Senator Stewart:** I would like point out that since the last time we introduced the Policy on Dress Codes as an Information Item, a few things have been added. In the first bullet point, it reads, “Dress codes should be developed in fair and open consultation with all affected groups.” “Fair and open” was added to kind of underscore the idea that this shouldn’t be a casual conversation in the hallway and that it would be a dialogue. The second bullet point was added, which was a suggestion from a member of the Executive Committee. It reads, “Dress codes must be specifically tailored to the individual course to which they apply and may not be of general applicability.” In other words, there should be a real purpose behind a dress code and usually safety is a major issue, as the third bullet point points out. Other than that, this is pretty much what we introduced as an Information Item before.

**Motion XXXX-:** By Senator Stewart to approve the Policy on Dress Codes, as revised.

**Senator Mallory:** I would like to speak in favor of the Policy on Dress Codes, but I am wondering if it is appropriate to suggest a slight change in the text.

**Senator Holland:** It can be a friendly amendment if they accept it.

**Senator Mallory:** I realize that this might change the intent of the second bullet point considerably, however, in the College of Nursing, if we were to write a dress code for every single course, that would be quite extensive. In fact, our dress code applies primarily to all of our undergraduate courses. Would it make any sense at all that, in that case, it could apply to an individual course or specific program of study?

**Senator Holland:** Senator Stewart, is that a friendly amendment?

**Senator Stewart:** I think it would significantly alter the meaning and we would have to probably take it back to committee if that were suggested.

**Senator Holland:** My suggestion for the nursing program is that they put that on file as a dress code reference in the syllabus for each course.

**Senator Stewart:** Nursing is kind of an exception to everything already.

**Senator Mallory:** But this specifically says that it must be specifically tailored to an individual course.



**Senator Holland:** But if it is all essentially the same tailoring, you could use the same specifications for every course.

**Senator Stewart:** If you look at the third bullet point, I think that it is covered there. It says that ‘dress codes may be applied in specific circumstances, e.g., clinical settings, performance or presentation, in compliance with OSHA and K-12 policies, for work in schools, health departments and other external standards’.

**Senator Mallory:** It is just that second one that would make it really difficult. It you feel that we are not going to have a problem, that you are not going to come and be the ‘dress code police’...

**Senator Stewart:** No, we are not; that is not the point of this policy.

**Senator Holland:** Are we taking it as a friendly amendment?

**Senator Mallory:** I can withdraw it.

**Senator Holland:** You haven’t actually moved it yet. If you want it to be debated, you can make an actual motion. In that case, we would then have to debate it and vote on it.

**Senator Mallory:** I really phrased it as an inquiry, did I not?

**Senator Holland:** Yes, you did, so it is not a friendly amendment.

**Senator Bagnuolo:** As a student, I am very happy with the changes that you have made and I think that all of my concerns that I stated the last time this was presented have been settled. I like the second bullet point a lot.

**Senator Stewart:** We, as a committee, looked at the minutes from the meeting in which you raised your concerns and really made an effort to try to address those concerns.

**Senator Solberg:** I have a concern with the second bullet point, specifically with, for example, the Marketing Department. You have a major in which there is a dress code for the upper division classes, which would require business casual. This would be left with being tailored to the specific course that would, essentially, go class, by class, by class, as opposed to if the department, as a whole, believed that it was appropriate for the major to have the students do that for the purposes of professionalism. Would you address that please?

**Senator Stewart:** I am not sure what you are asking. Does anyone else on the committee want to respond to that?

**Senator Holland:** I think that is a very similar issue to Senator Mallory’s concern.

**Senator Solberg:** If I were to propose language, it would be that ‘dress codes would be tailored specifically to the individual course, major, sequence or program’, so that if a program or a major wanted to do that, it would be appropriate to do so, as opposed to me, being one professor in the department, who says, ‘no, I don’t want to’ and have a different standard in my class.

**Senator Stewart:** And you think that it would be inappropriate for a professor to exercise their academic

independence to decide for themselves?

**Senator Solberg:** In this context, I wouldn't phrase that as an 'academic independence' or an academic freedom issue, but rather an issue of course content as opposed to my way of thinking about issues and things like that. In that sense, if you phrase the issue as academic independence, nobody wants to say that I am against academic independence, but I think that that is a different issue.

**Senator Bagnuolo:** The way in which the second bullet is worded would apply to the Marketing Department specifically using their dress code toward those higher level courses. However, if you said "programs or majors", I don't think that they would fit that bill because their dress code does not apply to the lower level courses. The dress code in the Marketing Department only applies to the upper level courses. I think it's similar to the nursing program in which they would probably have a blanket dress code for their 200 and maybe 300 level courses, but nothing for their lower level courses.

**Senator Stewart:** I would also like to point out that the third bullet point talks about the relevance to the program and specific academic performance, which also references the Faculty Responsibility to Students Policy, which talks about academic performance.

**Senator Thompson:** Senator Stewart had asked what committee member recollections were. It does say "course" not "class", so I don't think that this gets into a professor's decision. The dress code would apply to a course of multiple sections. I think that it is very clear in the second bullet point that they are saying dress codes should be decided at the course level, not a group of courses. So, it would not necessarily prevent a department from saying these courses would have dress codes, but, the way this is written and the way in which I remember our committee discussions going, dress codes would need to be justified for each course for which there was a dress code as opposed to senior status or junior status or something like that. I think we should be clear about what we are voting on. The way that the second bullet reads, it establishes a dress code on a course-by-course basis.

**Senator Holland:** I believe that that was the general intent.

**Senator Stewart:** Yes.

**Senator Carnahan:** I do have a concern. If we pass this policy, what will happen to the dress codes, which are in effect now, that may not have necessarily been established in the manner we have here?

**Senator Holland:** I don't think that it alters them at all unless a concern is raised from a constituent in those courses.

**Senator Carnahan:** Would it be fair to say that if a dress code was established prior to this and it was not established in a "fair and open" manner, it could be reconsidered?

**Senator Stewart:** I believe so, yes.

**Senator Sullivan:** The student has to raise the complaint and then from there, it is forwarded on to the appropriate people to make the dress conform to this policy.

**Senator Carnahan:** So there is a method for dealing with that?

**Senator Holland:** Students can always protest any of the dress codes. I don't think it has ever been done before.

**Senator Solberg:** Senator Thompson, maybe my initial comment was ill-founded if I am making a difference between a class and a course. If there is, for example, a Marketing 340 course that is taught by three different instructors, it can be determined that in those three different classes that business casual will be the attire of the dress code, assuming it complies with everything else?

**Senator Thompson:** Yes, that was the intent of the committee. If there is a reason, whether the course be a course in theatre or a course in special education where they are going out to the schools, that students need to dress in a certain way, on a course-by-course basis, it is reasonable to establish a dress code as long as it can be justified based on the other bullet points. That was my understanding of the intent of this policy.

**Senator Solberg:** I have heard you speak about safety issues and performance issues. What is the committee's feeling about a dress code for, for lack of a better phrase, professional attire desires?

**Senator Thompson:** I think the committee did not want to jump into every possible scenario. I think we wanted to have a policy that makes sense for the university, and other committee members can comment as well. If someone did raise an issue about something in Marketing, it is not like we thought we should make a forgone conclusion about what that resolution should be.

**Senator Gudding:** The policy purposely underscores and references the Faculty Code of Ethics' Faculty Responsibility to Students Policy (addendum to Faculty Code of Ethics) and all of the things that are contained within that policy as they relate to academic assessment and issues relative to attire and how that relates. I know that the Marketing dress code is referenced under that sort of larger umbrella.

**Senator Solberg:** So if there is a course and I am one of three faculty members and if it has been determined for proper purposes what the dress code might be, did the committee consider the outcome if I decided that I didn't want to go that way? Would that just be handled within a department?

**Senator Thompson:** I would assume that that would be handled in a department. This is the university's guidelines for when it would be appropriate for a department or a unit to establish a dress code and if somebody who is teaching one of those courses in a department felt that the dress code was wrong, I think that is an issue for the department to either revisit the dress code to see if it makes sense or to tell the instructor that these are our expectations. We did not discuss that.

**Senator Van der Laan:** Looking at the third bullet point, I still don't see any correlation between academic performance and how someone dresses. So I have a hard time countenancing that point in that statement.

**Senator Stewart:** I think that we, in parenthetical lists, tried to give some examples of what we meant. It is usually for health and safety or if you are going outside of the university for clinical purposes.

**Senator Holland:** I would not really want to dictate to any department or unit what constitutes academic performance. If Marketing feels that it is a legitimate academic concern and it prepares their students better to be more competitive in the world, I am not in Marketing, so I am not going to argue with them.

**Senator Gudding:** It is contained in the Faculty Code of Ethics' policy; again, the Policy on Dress Codes references that. The second to last bullet point asks that the rationales be clear, so one would expect whatever

department decided to institute a dress code would have to say why.

**Senator Van der Laan:** I guess Dan put his finger on it; it is about the definition of “academic” and we don’t care to define academic.

**Senator Holland:** That certainly would be a long laundry list if we tried to do that.

**Senator Kalter:** To me, your question is bringing up the difference between whether you are going to be graded on the dress code or not. You can have a dress code in a course without being graded on it, saying something like, ‘we have safety issues and students need to wear a certain kind of outfit, but we are not necessarily going to take off points from your grades’. It is possible to do that, I believe. Please correct me if I am wrong. However, when somebody creates a dress code for a course and attaches it to a grade, that attachment has to be justified as academically valid. That’s how I am reading it.

**Senator Stewart:** Right.

**Senator Hoelscher:** I think that I am in agreement in principle. I think I understand the spirit of what we are trying to do here, however, in my syllabus, I always write, ‘when meeting with a client, all dress is business casual.’ Am I leaving myself open because that can be open to protest now by students since it is not done in some ‘fair and predetermined’ manner? Does this stop me from putting that in my syllabus?

**Senator Stewart:** I don’t think so. I don’t think that that was the intent.

**Senator Thompson:** ‘When meeting with a client’ is what is in your syllabus?

**Senator Hoelscher:** Yes, it’s just a statement in my syllabus.

**Senator Thompson:** Well, that could be justified because that is a meeting with a professional client.

**Senator Hoelscher:** What worries me...

**Senator Stewart:** Look at the third bullet point. It says ‘other external standards’ and you have definitely tied it to an external standard.

**Senator Hoelscher:** The thing that concerned me had to do with the ‘fair and open’ consultation, because students don’t get to see this ahead of time. However, they get to read my syllabus before they sign up for the course. Is that acceptable?

**Senator Holland:** I think it certainly would be. That case is specifically covered in the actual policy, ‘meeting with external constituents’.

**Senator Hoelscher:** I was more concerned about the consultation.

**Senator Holland:** Students can always protest.

**Senator Long:** I think that the policy is well-worded; it covers most of the loopholes concerned with all dress codes in various courses and departments. As a student, I think that it is very clear-cut what is acceptable and that there are ways that if you feel that academically you have been treated negatively by a

dress code policy, you can protest that.

**Motion XXXX-:** By Senator Long, seconded by Senator Sullivan, to Move the Question. The motion was unanimously approved.

**The vote on the motion to approve the Policy on Dress Codes was done by a roll call vote.**

The following Senators voted in favor of approving the policy: Senators Briggs, Budikova, Colaric, Conant, Davis, Dumelle, Ellerton, Fazel, Fettner, Gudding, Hallsten, Hoelscher, Holland, Kalter, Krug, Liechty, Lonbom, Long, Lund, Mason, McLoda, Merth, Miller, Owens, Peterson, Preston, Solberg, Spialek, Spiek, Stewart, Stier, Sullivan, Thompson, Thornton, Waterstraat, Wilkinson.

The following senators voted against the approval of the policy: Senators Abdalla, Carnahan, Hochhauser, Mallory, Van der Laan.

The following senator abstained: Senator Gifford.

The vote was 36 to 5, with one abstention, and the motion was approved.

**01.25.09.02** *Academic Department Chairperson/School Director Responsibilities, Appointment, Compensation, Terms, Evaluation Policy-Second Revision (Administrative Affairs and Budget Committee) (See Senate Packet of 2/4/09 for this Document)*

**01.25.09.01** *Academic Dean Responsibilities, Appointment, Compensation, Terms, Evaluation Policy-Second Revision (Administrative Affairs and Budget Committee) (See Senate Packet of 2/4/09 for this Document)*

**Senator Kalter:** In the policies, we simply turned around “department/school and chair/director” so that it reads “department chair/school director”; that makes more sense. For the chair’s policy, on the second page in the bullet points, we changed “research” to “scholarly and creative productivity” and added to that phrase “and service”. We added a couple of lines about the ASPT Policy in both policies and we added the word “salary” so that the ASPT would actually include evaluation of faculty members for salary, not just for other ASPT issues.

In the chair’s policy, we crossed out the word “philanthropic” in the last bullet point; we made a similar change in the dean’s responsibilities policy. In the dean’s policy, in the last bullet point, we also added “fundraising in support of the college’s goals and the goals of its departments and programs”.

For leaves and sabbaticals, page 3 in both policies, we simply opened up the possibility that a chairperson/director or dean would not have to step down after five years in order to get a leave or sabbatical. In the “Selection Procedures”, we added “Interim” to “Acting Deans” and “Acting Chairs”. In the dean’s selection procedures, we changed the following sentence to read, “Acting/Interim Deans shall have the same responsibilities and authority as all other Deans, and compensation commensurate with other Deans”. We, essentially, added the word, “commensurate”, for compensation.

**Motion XXXX-:** By Senator Kalter to approve, as amended, the academic chairperson/director policy. The motion was unanimously approved.

**Motion XXXX-:** By Senator Kalter to approve, as amended, the academic dean policy. The motion was unanimously approved.

**Information Item:****02.05.09.02 Baccalaureate Degree Programs Policy – Addition of Language Re: Ten-Limit for Prerequisites (Academic Affairs Committee)**

**Senator Stewart:** What we have is the idea that some material is time sensitive and that some memories are time sensitive and that after about ten years, a course taken as a prerequisite for another course might not be usable or helpful for the student and that a ten-year limit be put on prerequisite courses. There is a proposed catalog statement, and this is not something that will be obligatory for everyone, but if you wish to take advantage of it for certain courses, you would be obliged to write it into the catalog for the courses it would be required for. One of the issues was not just to put it into the catalog, but also into the Baccalaureate Degree Programs Policy, which is policy 2.1.9. Basically, what has been done is that the proposed catalog statement, which is an example, is placed as letter M in the “General Requirements for Graduation” section of the baccalaureate policy. It is the bold-faced and underlined language and is basically the same word-for-word language (as the catalog copy example).

**Senator Bagnuolo:** Did your committee discuss the possibility of offering an exam or some kind of evidence that the student still understands or knows the material? I think it would be a shame for a non-traditional student to return to school after potentially working ten years in a field and then not being given credit for something they have been working on since they took a course ten years earlier. For example, Math 145, Calculus, doesn't change every ten years. I would like to see added to the policy the alternative route of a student taking an exam to show that they still understand the material. I am speaking for non-traditional students, because you would have to be a non-traditional student to leave and return with a prerequisite at or beyond the ten-year limit.

**Senator Stewart:** The idea is that it is a general statement. It is up to the department to place this as catalog copy for something they think is time sensitive, but you can always go to the individual professor and talk to them.

**Senator Holland:** Most classes, like calculus, do have competency exams on which if you can score sufficiently high enough, you can test out of the class. I know that there are a number of exams like this in the Physics Department.

**Senator Bagnuolo:** I understand that those exams are available. I am just concerned that a professor or a department would make a decision when such alternatives for the student are not available.

**Senator Ellerton:** Would it be in order to suggest alternate wording for, ‘prior to an advance registration period will not automatically be accepted’? Should consideration be given to wording such as, “may not automatically be accepted”? That may get around some of the problems raised. The other one is that the word “normally” be used—that it would not “normally” be accepted. That would need to be used judiciously in terms of the position that appears, but that may solve the problem.

**Senator Stewart:** I think that the wording, ‘will not automatically be accepted’ kind of precludes that there might not be an exception. Because it is not automatically accepted doesn't mean that it won't be accepted. Again, one of the ideas behind this was to actually help the student because if the student does not have the prerequisite abilities, they are wasting their time trying to take the upper level class if they are not prepared for it. It is not meant to put an impediment in front of the student, but to actually prevent them from taking a course, failing a course, and then having to go back and get the prerequisite skills and then trying again. So I would say that with this policy in place, if you feel that you do have those prerequisite skills even though you

took the course ten years ago, go talk to the professor and get a waiver.

**Senator Mallory:** Does this preclude us from making prerequisite courses more recent?

**Senator Stewart:** Less than ten years? We did debate that. This is supposed to be a university-wide policy and if every unit starts making exceptions and making it shorter and shorter, then it becomes a hodge-podge and not a university policy.

**Senator Mallory:** So we can't make it shorter?

**Senator Stewart:** No.

**Senator Mallory:** I really don't like that.

**Senator Bagnuolo:** Would the committee have any interest in stating within the policy that a competency exam being available for a course is necessary for this policy to be applicable? In that case, with this ten-year requirement as the rule, there would have to be a competency exam available for the student to take. I think that is only fair.

**Senator Carnahan:** With a competency exam available, isn't it possible for any student to take that exam in an attempt to skip a prerequisite course.

**Senator Holland:** You can do that now.

**Senator Carnahan:** Really?

**Senator Holland:** I am not sure that you can do that for every course, but there are a lot of courses in which you can do that. I am not sure that you get credit for the course, but you have met the prerequisite.

**Senator Kalter:** Given Senator Mallory's concern, how did the committee come up with the ten years?

**Jonathan Rosenthal, Assoc. Vice President of Enrollment Management and Academic Services (EMAS):** We benchmarked other university policies and this is typical.

**Senator Kalter:** Did those other universities have nursing colleges?

**Assoc. Vice President Rosenthal:** We looked at a few. Do I remember if they have nursing colleges? Probably not off the top of my head, but one of the committee's points of discussion is that you can pick a number. We are very sensitive to Senator Bagnuolo's concern about non-traditional students. If you put it too low, you really get in the way of degree completers with perfectly reasonable paths, but that are a little slower than typical. So, ten years is out there in other university catalogs with various professional programs where I would say, like nursing, the field evolves very quickly.

**Senator Holland:** Would it be objectionable to put a different time limit for different colleges? Again, Mennonite is special in every way.

**Senator Mallory:** We are not the only ones who may have an issue with this.

**Senator Holland:** I know that. I definitely want medical people who are up to date in their abilities.

**Senator Mallory:** I can think of other disciplines. The field may not advance all that quickly, but if it has been ten years, since you have had a course and you have not worked in the field, then that is an example. Would the committee consider that certain programs may need allowances in this area? It is not that they would want to put barriers in place for students who are qualified to enter their programs, but rather that there are some prerequisites that might be more important than others.

**Senator Fazel:** Right now, there is no limit, right? So this is an improvement as far as Business and Nursing is concerned, colleges in which a lot of changes are happening. Right now, there is no limit; you could have taken a prerequisite over 20 years ago. Do you have certain limits now in the College of Nursing and how long are those?

**Senator Mallory:** I would have to go back to check for sure, but I think what we are looking at right now is about six years.

**Senator Fazel:** So even though in the university documents we don't have that limit, Nursing does have that limit? Can that continue?

**Senator Holland:** Is that spelled out in the Nursing section of the catalog?

**Senator Mallory:** In our admission requirements, I believe it is.

**Senator Holland:** In the admission requirements, but once you are in?

**Senator Mallory:** I am not sure what you mean.

**Senator Holland:** When you look at the catalog copy, right now for taking, for example, Math 146, it says, 'Math 145 with a C or better'. The change would be, 'Math 145 with a C or better taken within the last ten years'.

**Senator Mallory:** I don't think that it is course specific, but it is program specific, so to be admitted to the program, you have to have taken the prerequisite courses within a specific time period.

**Senator Holland:** That is an admission requirement and not course specific, so I think you could still hold on to that.

**Senator Van der Laan:** I am wondering whether the language in the proposed policy catalog statement doesn't allow for a fair amount of flexibility. Saying that it simply, of course, might not automatically be accepted means it might be accepted or it might not. Then I wonder, too, if the 'taken within ten years' underlined there is necessary. For different courses, can't it be decided on a year-by-year, course-by-course, person-by-person basis?

**Senator Stewart:** Jonathan says no. That would be a non-policy policy.

**Assoc. Vice President Rosenthal:** That would be whim and caprice, not policy; but, seriously, the policy as it is written for a prerequisite makes this enforceable. You brought up the fact there is nothing now that allows us to enforce anything like this. This policy moves us towards something that is enforceable.



**Senator Bagnuolo:** I am curious if there is anyway that the rest of the colleges could look at including rules similar to the way in which the Nursing College has it, so it could be on a college-by-college basis and not a university-wide thing. I think if you try to fit all of these different categories and courses in colleges all under the same umbrella, you run into a lot of walls, unless it is on a more direct level and could be fought on or concerns brought on a more direct basis, such as within a college.

I think it would be quite a difficult thing to look through the course manual to find randomly ‘must be taken within ten years’. If you put it in the policy for the actual college or department, it would make a little more sense and you would not have as many loopholes or problems. I just don’t know if it should be a university-wide rule.

**Senator Holland:** This is just allowing a department to do this if they want to.

**Senator Stewart:** It doesn’t force them to do it.

**Senator Holland:** If they don’t want to put it in, they don’t have to. It certainly is not a requirement that anything ten years old be considered out of date.

**Senator Fazel:** Senator Stewart, you mentioned that if a professor decides that a specific student does not have to have taken a prerequisite within the last ten years, the professor could waive it because of the student’s experience and other things, could we perhaps just add, “at the discretion of the instructor this could be waived”?

**Senator Stewart:** This is catalog copy that the instructor is writing and putting in, so they are the ones in control of that.

**Senator Fazel:** But I am speaking in terms of students having a way out of this. Having that language would make it possible for a professor to agree to do that for a specific student.

**Senator Stewart:** I don’t see any reason why a professor could not write that into the catalog copy.

**Senator Fazel:** So they could do that?

**Senator Stewart:** Yes, it’s your class.

**Senator Holland:** Right now, you will see a lot of catalog copy that says, ‘C or better or consent of the instructor’.

**Senator Hoelscher:** I think that Senator Fazel is talking about something completely different. We have 17 sections of 385. We have a lot of professors with a lot of sections and only one person is going to write that catalog copy.

**Senator Holland:** Right, that is going to be written by the department.

**Senator Fazel:** But let’s say out of ten professors, four of them would like to do it this way, but others do not. Then the copy in the catalog could indicate that this is a requirement, but it could be waived by the professor. Then people could be flexible. Is that correct?

**Assoc. Vice President Rosenthal:** It's just a point of fact that prerequisites are waived all of the time by individual faculty members, so I don't think that it needs to be written in.

**Senator Holland:** Is our registration system smart enough to go back and look at a student's record, see that it corresponds to the catalog that they did not take it within ten years and then reject them?

**Assoc. Vice President Rosenthal:** If you vote to approve this, it will be.

**Senator Holland:** That's the new one that we are buying.

**Senator Stewart:** And then the student being rejected can't get into the class unless they get a waiver from the faculty member.

**Senator Kalter:** Before I ask my question, I just want to clarify that I don't think that that is the new one that we are buying. I think that is HR. Is that right, Jonathan? There is no new mainframe that is going to be purchased for registration?

**Assoc. Vice President Rosenthal:** Our student information legacy system is not changing, but it is smart enough. I worked with the registrar to see how technically feasible this is. If you vote in favor of this policy, it can be done.

**Senator Kalter:** I would ask if the committee could go back and consider whether it is necessary for every single department to use that catalog copy, "taken within ten years". Departments are going to have to through their catalog copy completely to put this in, because each course to which this applies has to be changed by the department. I am not sure why it has to be something standard like 'taken within ten years' rather than taken within X years and have that department decide that amount of time for each course, given that it is that complicated. So I would just ask the committee to talk about the question, 'does it have to be that standard across the board?'

The Academic Affairs Committee will consider the recommendations of the Senate and return the policy to the Senate as an Action Item at a later date.

### *Communications*

**Senator Gudding:** In the event you are not here at the Senate meeting on Wednesday, March 4<sup>th</sup>, you can come and listen to Cecil Giscombe, a really amazing poet, who used to be a faculty member here and is now teaching at UC Berkley. He will be at the CVA Gallery on March 4<sup>th</sup> at 7:00 p.m.

**Senator Bagnuolo:** On Friday, at 9:00 a.m., there will be a Board of Trustees meeting in this room. At 2:00 p.m., you are invited to the dedication of the Julia N. Visor Academic Center, over between Hewitt and Manchester Halls. If you haven't seen it, it would be worthwhile going over to check it out.

**Senator Stewart:** On Thursday at 4:00 p.m. in CVA 149, Jay Ryan is coming to give a talk. Jay Ryan is a young man who is multitalented. He plays in a band and he graduated from the U of I with a degree in painting. While he was working in his band, he started making silk screen posters advertising his band, then started advertising his friends' bands and then started advertising bands around the country and then bands around the world. He is a poster artist extraordinaire with a marvelous sense of humor. You will enjoy his

talk. I almost hesitate to advertise it here because in 149, there is limited seating and I think we already have people coming from Champaign and Chicago and all over. Eric Garcia, who we announced last time, will be here March 3<sup>rd</sup>. The opening of his show is from 5:00 p.m. to 7:00 p.m. in the University Galleries. He is giving a gallery talk on Wednesday, March 4<sup>th</sup>, from noon to 1:00 p.m. He is an excellent upcoming Mexican-American artist who also has a great sense of humor. You would enjoy him.

### ***Adjournment***

**Motion XXXX-:** By Senator Bagnuolo, seconded by Senator Hoelscher, to adjourn. The motion was unanimously approved.