

Illinois State University

## ISU ReD: Research and eData

---

Academic Senate Minutes

Academic Senate

---

Fall 10-8-2014

### Senate Meeting, October 8, 2014

Academic Senate  
brstoff@illinoisstate.edu

Follow this and additional works at: <https://ir.library.illinoisstate.edu/senateminutes>



Part of the [Higher Education Administration Commons](#)

---

#### Recommended Citation

Senate, Academic, "Senate Meeting, October 8, 2014" (2014). *Academic Senate Minutes*. 897.  
<https://ir.library.illinoisstate.edu/senateminutes/897>

This Article is brought to you for free and open access by the Academic Senate at ISU ReD: Research and eData. It has been accepted for inclusion in Academic Senate Minutes by an authorized administrator of ISU ReD: Research and eData. For more information, please contact [ISUReD@ilstu.edu](mailto:ISUReD@ilstu.edu).

**Academic Senate Minutes**  
**Wednesday, October 8, 2014**  
**(Approved)**

***Call to Order***

Senate Chairperson Susan Kalter called the meeting to order.

***Roll Call***

Senate Secretary Ed Stewart called the roll and declared a quorum.

***Approval of Minutes of September 24, 2014***

**Motion XLV-95:** By Senator Powers, seconded by Senator Whittington, to approve the minutes. The motion was unanimously approved.

***Parking Presentation (Julie North, Director of Parking and Transportation; Chuck Scott, Executive Director of Facilities Management)***

**Ms. North:** This project was a great project for Parking and Marketing and our students. We started talking about doing a customer service survey in spring 2013. We vetted our survey through Dr. Tim Longfellow and he was instrumental in creating the opportunity to work with two senior Marketing classes to analyze this survey. Marketing 367, section 1, and Marketing 367, section 2 were dedicated to it. We launched our survey in November of 2013. There were 8 data driven questions and 3 open-ended questions. 1,397 people took the survey and generated 3,000 comments. In section 1, the students reviewed the data driven questions and created tables and provided some description of those findings. The teams then coded the comments and identified the main themes within the data questions.

In the second section, the students coded the 3,000 open-ended questions and identified those main themes and incorporated them into tables as well. The third section was a whole set of additional themes specifically in line with those 3,000 comments. The majority of those who responded were faculty-staff with 52%. The next highest category was grad students with 36%. 81% of the students responding noted that they lived off campus. Question 4 asked what parking services do you use. Our findings showed that 83% utilized our programs to purchase a parking permit. The next most popular response was receiving citations with 29% of the respondents saying so.

From this, we know that our main focus for parking and transportation can be to strengthen our marketing tactics associated with Zimride, our social network ride-sharing program. The survey indicated that only 1% of our entire population knows that we have this program in place. Another 17% stated that they ride the bus to and from campus.

Question 5 was would you be willing to park remotely under certain variables. This question indicated that customers would be willing to park in remote lots if more value was created for them. Reducing the cost of a parking permit also came in at 56%. There were comments about a frequent shuttle service might cause commuters to park further from campus as long as it provided value. This year we did offer an annual permit for \$28 and we have six routes that come right by the transit shelter in S103, which is one block north of Gregory.

In question 6, we asked people to prioritize given the trade-offs for low cost parking, conveniently located parking and opportunities for alternative transportation. 71% of the survey respondents would prefer conveniently located parking adjacent to their campus destination as a trade-off to low-cost parking and opportunities for alternative transportation programs.

Question 7, we asked everyone to rate us on these variables: response time to questions. 33.42% responded in a neutral fashion; response time to inquiries, 34.12% were neutral; the quality of alternatives to driving to campus, for example ride sharing and transit were neutral, 43.5%; the ease of accessing information about

parking and transportation; 32.5% felt that it was easy to locate information from our website; and their overall satisfaction level and that was 29.98%.

Question 8—this again was our variables. We asked am I satisfied with the cost of parking permits. Strongly disagree, 29.38%. I am satisfied with the availability of campus parking and that was “disagree”, 34.82%. I am satisfied with the proximity of my parking space to my destination on campus and that came in at 23.34%. We also wanted to know if people felt it was important for parking to continue to develop sustainable transportation options. 36.88% were neutral on that.

We asked the question about disruptions to campus. They could be construction, repair and resurfacing and we found people to be pretty neutral at 30.54%. We asked do you know how our rates compare with other peer institutions and 30.21% indicated that they do not. The ability to provide free transportation for employees and students is strongly agreed at 51.34%. I generally view the Office of Parking and Transportation as a service department and not an enforcement department. That was factored in to be neutral.

The themes: positive customer service. It is very important to us to have good customer service. Many of the respondents said they had interaction with our department and they were positive. A lot of people mentioned that we were quick to fix the problem and were customer-service oriented. Citations: 6.8% of the people had interactions only involving parking citations. We do have an appeal process and we judge parking citations on a case-by-case basis. We have the Give Them a Break Program. We void the first hang tag violation and other programs to give people a break. I was surprised that 17% of those who took the survey had no contact with our office at all. Parking availability came in at 5.8% and 5.8% on pricing as well. Unfriendly staff, 9.9% of those who responded felt that their interaction regarding a parking citation was not necessarily positive. Fast service response—that pertains to our Motorist Assist Program and that is one of the areas that we need to increase awareness of. We have a free Motorist Assist Program and based on our survey results, not too many people are aware of those. That is something we provide to anyone parking on campus.

I really want to thank the two student classes. A lot of work went into this survey analysis. These students also provided six marketing reports and six marketing campaigns to help us move forward and improve in our communications and make people aware of the programs that we have. This was a great project.

**Senator Powers:** Can you explain the Zimride Program and how that benefits students?

**Ms. North:** Zimride is a social media ride-sharing program and it's only open to ISU faculty, staff and students. You can go to the link on our website and post a ride and those rides are matched automatically with other people who post rides. You get the opportunity to volunteer to be a driver or a rider. It has a backup Pay Pal system if you wanted to charge your rider. The greatest thing about that program is that it automatically calculates the CO2 level reduction based upon the number of rides that actually happen. There are also other reporting tools within that ride-share program.

**Senator Stewart:** In the past, I used the Motor Assist Program quite frequently. It was excellent. I think the information for that is in the envelope that we get our hang tags in. Maybe you could put it on your website.

**Ms. North:** It's there; it's just driving people to know that it is there and we are working on improving our marketing.

**Senator Joyce:** Is the motor-assistance program for people that are in meters?

**Ms. North:** Yes, it is for anyone who is parking on our campus.

**Senator Joyce:** What are the services within that?

**Ms. North:** We will charge your battery; air your tire; get gas for you; unlock your vehicle to get keys out. We give away free ice scrapers and from time to time, we pick up our shovels and help students dig out when people are caught in the snow.

**Senator Cassata:** Is there a chance that the Hertz on Demand Program will ever return to campus?

**Ms. North:** There were four vehicles that were here and they were underutilized, so two were removed.

**Chuck Scott, Director of Facilities Management:** Two spaces went to the Town of Normal and they have since gone away as well because we just haven't had the ridership. There hasn't been the demand.

**Senator Cassata:** Are rates on your website for two semesters or is it per semester?

**Ms. North:** That rate is for a school year.

**Senator Breeden:** SGA has gotten some complaints about parking on the south side of campus. What happens if the next class is also a larger class and becomes juniors and seniors. Are we doing something as we look forward, adding spaces or doing something for the future?

**Ms. North:** We are aware of the demand in south campus. We are planning to add additional spaces when the dorms come down in the south campus area. Over the last few years, we gained spaces through the Clark Station, purchasing that, and then providing parking in Weavers and when the Outdoor Store came down. So little by little we are increasing our supply.

**Senator Kalter:** I have a question that came in from former Senator Glascock. We have been having a conversation about the south university parking. He says, "Last spring, they did add some extra spaces in the south parking lot. These were handicapped spaces that they converted to general parking spaces. That was about 24 spaces and seemed to work at the time, but now, those stay full as well. When Senator Alt says they converted 176 pay lot spaces to faculty-staff parking last year, he doesn't mention that they also took away all the spaces for faculty-staff parking in the parking lot right across the street from Colby-Atkin. Those are now commuter spaces so the simple solution it seems would be to take some of those commuter spaces and give them back to faculty-staff. I think for us to find parking during peak hours, we need to have a few extra spaces that might not be fully utilized all day." Essentially, the question he is asking is can those commuter spaces be converted back and do we have shorter term solutions than the ones you just mentioned.

**Ms. North:** Last year, we added 176 spaces into the ground level of the South University garage. The G lots, those are all commuter lots, and faculty and staff can park in student commuter lots, but students can't park in the red faculty-staff surface lots. So we will consider when we are adding those spaces in south campus whether they are faculty-staff. We are working toward some options that will increase faculty-staff parking in the south campus area.

**Senator Kalter:** This has been a several year kind of issue over there, so if we maybe do something that is a little bit different. I don't know if it's a communication issue, but pretty much every fall I get emails from former Senator Glascock, so there is an ongoing issue. We have out a Monday/Wednesday/Friday and a Monday/Wednesday survey. I did happen to read a comment about 75-minute classes and how our metered spaces are for one hour. Can those be converted to 90 minutes?

**Ms. North:** We have a few of those on campus right now and we can increase those meters to meet the needs of the students.

**Senator Kalter:** Overall, what are the next steps, especially in response to where there is dissatisfaction?

**Ms. North:** I think that we can always improve in our customer service and our interactions with people. Parking needs are of a variety and are diverse, so we try to accommodate those working with the department who sees paren and other types of visitors on our campus. We are going to be adding parking in the south campus. The Monday/Wednesday/Friday concept, that's a really good opportunity to diversify the permit structure and do Monday/Wednesday/Friday permits. That would turn over our spaces more than they are turning now.

**Senator Johnson:** Recently, the Student Government Association has been trying to draw attention to the fact that designated driving for pay is illegal without a taxiing certification, so how does the Zimride get around that?

**Ms. North:** I will have to research that.

**Senator Crowley:** A couple of years ago, there was an effort to assess the level of use of our current spaces. I see some spaces that are designated for the handicapped across from Bone in the North University parking lot and they are hardly ever occupied. I wonder what can be done to think about whether that is a good place to designate handicapped parking. People who need such parking may not be served by that distance from anything.

**Ms. North:** We do have the opportunity to reallocate spaces as long as we meet the state guideline requirements for the number of ADA spaces on campus. We can certainly look at that.

**Senator Winger:** How much revenue does parking and transportation generate in a year?

**Ms. North:** It's less than \$5 million.

**Senator Kalter:** I think I can say that people can also email additional questions to your office.

**Ms. North:** Absolutely. Please call me if you have any questions or any issues.

#### *Letter to the Senate*

**Senator Kalter:** I was contacted on September 15 by a faculty member regarding an item of concern to him arising out of a Senate debate last spring. This faculty member had previously been consulting with the Senators who represent his disciplinary area. I met with him and advised him regarding various aspects of his concern, including options for communicating with the Senate as a non-Senator. One of these options is to submit a letter to be read into the minutes at a regular Senate meeting. He has chosen to have a letter to the Secretary of the Senate read into the minutes at a regular Senate meeting. You may remember this process from last spring. So the Senate Secretary will now read that statement into the minutes from Professor Richard Sullivan.

**Senator Stewart:** Dear Secretary of the Academic Senate,

This statement pertains to comments made by members of the Academic Senate at its May 7, 2014 meeting during debate of a Sense of the Senate Resolution regarding the resignation and payoff of President Timothy Flanagan. The minutes to this meeting became publicly available in September and I have since listened to the audio recording of that meeting to gauge the tenor of the comments for myself. I am here tonight in an effort to correct the public record and to defend my students who I feel have been unfairly maligned.

I do not know how common it is for members of the Senate, serving in their official capacity and in open public forum, to cast aspersions about the teaching practices and professional integrity of individual faculty members, or to impugn the motives of students, but I trust and hope it is rare. Nevertheless in remarks objecting to the motion, some Senators made problematic claims about both my role in the “I Paid for Flanagan” movement last spring, and the students’ motives for participating in it.

Senator Schneider suggested that I had given extra credit to students to induce their participation in the movement. She stated:

“I would like to know from the professor whether extra credit was given to the students who participated in the protest. My understanding is that there was, which would also draw into question whether students were motivated by their concerns or extra credit.”

In response, let me assure the members of the Academic Senate in the most unequivocal terms possible: that I did not give – nor have I ever given – extra credit to students for engaging in protest.

In fact, of the forty core activists involved, half of them were not even students in my class. Therefore, I had no means of awarding them credit even if I had wanted to. Moreover, as any student who has ever taken a course with me can attest, I abhor the notion of “extra” credit.

I would like to add that I did not provide extra credit to the 2,000 members of the ISU community who signed the students’ petition. Nor did I coerce former President, Al Bowman, or any of the 1,000 supporters who joined the “I Paid for Flanagan” Facebook group. And I did not compel the twelve Distinguished and University Professors who wrote a letter to the Board expressing the same demands the students were voicing.

Many in our community shared the grievances articulated by my students. And to my knowledge, none were motivated by promises of extra credit

If a colleague has a genuine concern about my use of extra credit, I would hope they would extend the professional courtesy of traveling down the flight of stairs that separate our offices to ask me, rather than speculating about them in a public meeting that I was not attending, to a body that I do not even have standing to address.

But I have doubts that extra credit per se is the main issue. As students from my Social Movements class can tell you, there is a long history of those in positions of power making claims to discredit and delegitimize protesters and their grievances. Segregationists in the South blamed “outside agitators” for causing trouble during the civil rights movement. Employers blamed “Communists” for fomenting workers’ desires to join unions. And perhaps now we should add “professors with extra credit” to explain away students’ efforts to challenge the Board of Trustees.

Senator Schneider was not alone. Senator Gizzi joined her, stating: “I have real questions about the I Paid for Flanagan movement. It’s unclear to me if it was a student or professor-driven movement.... I am not convinced that group was really interested in listening as much as it wanted publicity.” His comments raise questions about the extent to which he believes professors have the right to participate in, much less lead, movements on campus.

Senator Hoelscher concurred in his opposition to the motion, adding a somewhat unfortunate metaphor: “We are all team ISU” he said, “the Board of Trustees are also team ISU. Right now we circle the wagons. We do not do anything that shows a crack in that façade – we circle the wagons!” His portrayal raises more questions. Who precisely should we be circling the wagons *against*? Students who protest? Faculty who support them? Anyone who disagrees with the actions of the Board of Trustees?

Given our university's well-documented commitment to promote meaningful civic engagement, it is disturbing that members of the Academic Senate would assail efforts to teach about – or to model – engaged citizenship.

Perhaps those seeking to discredit the students' motives may reveal something about what they think of our students. If they are right, the implication is that students are not smart enough to think, speak or act for themselves, that they are so naïve that they can be easily manipulated to do the bidding of a professor, and that they would participate in the civic life of their university only if offered extra credit as enticement. The students I know would be insulted by such a characterization.

In the Flanagan episode, it was perfectly reasonable, even right, for members of our community to ask tough questions and to demand accountability. It was reasonable, even right of them to ask why the University had \$500,000 to spend to avoid embarrassment, but does not have the money for raises to ISU employees who qualify for food stamps? And it was reasonable and right for them to ask whether the norms currently prevailing over the wider political economy ought to govern our corner of higher education.

Perhaps one day, political leaders will come after public employee pensions, or the institution of tenure, or the remaining funding for public higher education. When they do, we will be happy that we have produced citizens with the capacity to question the motives and to challenge the self-serving rationale given by those officials. We will want active, engaged citizens who can confidently and competently speak truth to those in power. Even if doing so is scary, risky or unpopular.

The best way to insure that we are producing such citizens is for us to vigilantly affirm and defend our stated institutional values – specifically our commitments to academic freedom, shared governance, and meaningful civic engagement. Or, at the very least, by not denigrating those who dare to put these values into practice.

Sincerely,

Richard Sullivan  
Associate Professor of Sociology

**Senator Kalter:** Thank you, Senator Stewart. Thank you to Professor Sullivan for the letter. The Senate, as Senator Holland said last April, encourages people who have legitimate concerns to bring them before us and the uniqueness of these events necessitates that we not treat Dr. Sullivan differently than we treated the “I Paid for Flanagan” group in their request to have a letter read into the minutes. I do have some prepared comments to give tonight under Chairperson's Comments and then we will move to questions.

***Chairperson's Remarks***

**Senator Kalter:** One of the things that I have really appreciated about President Dietz's leadership is his approach to asking us to interrogate our assumptions, such as “what is the ‘sweet spot’” when it comes to overall enrollment. It is one of the fundamental, elemental components of learning critical thinking skills to learn how to identify and question one's underlying assumptions.

I want to do that here tonight by questioning an assumption that I have heard floating around—perhaps not in the majority, but still floating around--in various forms over the years: that undergraduate education is so fundamentally our core mission that efforts to focus on graduate education are peripheral to that core mission, detract from our focus on it, and must come second or third or as an afterthought. To my mind, one cannot improve one without attending to improving the other. Not only do our graduate students and programs deserve

attention in and for themselves: our graduate students are vitally important to our undergraduate education model and our overall profile.

After our move back to Stevenson Hall from Williams Hall, I happened to be placed on a hallway that is majority graduate teaching assistants. So I hear their conversations with the undergraduate students in their English 101 and 145 classes on a regular basis. They almost invariably demonstrate to me and to one another an ethic of caring and a model of excellence and will to excellence in teaching and personalized attention that fills me with both pride and humility. They are the yeoman of our university: ones who “perform great and loyal service.” (Merriam-Webster’s)

And talk about internationalizing our campus! This is one very successful avenue toward doing so. At one time in our department, because of the efforts of a single individual, we had not only students from Europe, Asia and the Middle East but a large number of African students, often on Fulbright Scholarships, who because of the excellence of their undergraduate education in their own countries and their roles there as college teachers, created a vibrant intellectual culture in our department and across campus. I know this is true in other departments as well.

Yet many of these students here *and nationwide* work in teaching assignments at poverty level wages. In particular, I am told that we have trouble supporting our master’s students in English, whom we want pedagogically to start slowly into undergraduate teaching, so who are only offered half of the doctoral students’ already near poverty level wage. As a result of these financial pressures, many of our doctoral students make the choice to support themselves and their families by teaching at Heartland or other area colleges. These are choices no one can criticize them for making, but that surely detract from their ability to concentrate on their own learning and that split their attention between our students and students elsewhere. If they could concentrate more on their own learning, it would enhance their classrooms here and in future institutions, often in this state where they are placed in faculty jobs to educate Illinois. In our annual budget meetings, Deans consistently advocate for raising graduate stipends. It would attract the best students, raising our profile, raising the level of excellence in our undergraduate classrooms, and help us to make sure that if they teach, they can concentrate on our students.

I have talked with one or two administrators ad hoc about the need for a serious study regarding whether the assumption is accurate that graduate students “cost” more to a university in tuition waivers than they bring in in revenue and other tangibles and intangibles. We may not get to that this year, but as an institution, we ought to get to it soon.

I understand from a meeting with our Associate Vice President for Research and Graduate Studies, John Baur, to discuss the constitution of the search committee for the next Graduate School Director, that current members of the SGA have done a good deed by starting to point out that we need to do a better job of making our undergraduates more aware of the graduate programs WE have to offer, not to mention what graduate school is, whether it is the right and a wise choice for one’s future plans, etc. Perhaps once we have hired a new Director for our Graduate School, that individual can work with University Marketing and Communication or others to enhance these efforts.

We have a large number of programs of excellence and programs that contribute directly and indirectly to undergrad education here, and that bust through the myth that concentrating on graduate students detracts from our core mission. The doctoral program in English has one of the highest placement rates in the country and fills the ranks of our inner core gen ed instruction in composition. Languages, Literatures and Cultures students teach many of our first year language courses. The master’s in College Student Personnel Administration educates current and future leaders in our Student Affairs and Academic Affairs areas. The Master’s in Business Administration has both traditional and corporate tracks, the latter of which makes us better known in our community, brings professionals into interaction with our undergraduates, and serves a kind of extension



function for continuing education for business leaders in the state. As far as I know, all of our theatre productions, many of our music productions and many of our art exhibits depend intrinsically on graduate students in those graduate programs to bring the arts to our campus and community. Information Technology has a nationally recognized program in Information Assurance and Security. There are superb doctoral programs in Nursing, Audiology, and Biological Sciences, and you can even get your ears checked like I did in our Speech and Hearing Clinic by a doctoral level audiologist in training. (Believe it or not, I have above average hearing, though will be working lifelong to improve my listening skills! Gladly we learn and teach!) We used to have fairly regular graduate student Senator representation, which has fallen away over the past few years. One of my long-term goals is to ensure that our graduate students have full voice and representation on campus, including in the Senate, which proportionally speaking could host 2 graduate Senators, preferably one at the master's and one at the doctoral level.

John Baur and I met two weeks ago to determine the ideal composition for the search committee for the Graduate School Director. I would also be happy to discuss that here. With that, I will take any questions.

**Senator Winger:** I would salute the chair in raising these fundamentally moral questions that a budget is a moral document and where we put our resources speaks to our actual values, which are often at odds with our spoken values. I don't see any of the senators in attendance who were mentioned in Dr. Sullivan's letter.

**Senator Stewart:** That is correct, but it is purely coincidental. They didn't know the letter was going to be read; they had other activities that they were obligated to be at.

**Senator Winger:** I think the letter raises an important concern about collegiality and about whether it is in order to characterize the motives of either fellow senators or even people who are not present. I hardly know how to proceed at this point since they are not here. I think it would be in order for them to apologize to Dr. Sullivan on behalf of the Senate and that they be asked to do so formerly in writing and that they submit that apology for the approval of this body two weeks hence and I think Dr. Schneider should write it.

**Senator Kalter:** Thank you for your comments.

**Senator Winger:** If we are throwing each other under the bus for something as silly as I Paid for Flanagan, what's going to happen if we are looking at rescissions? If we are looking at something serious... We can't walk downstairs and talk to people?

**Senator Laudner:** You mentioned the procedures for hiring the Grad School Director. Can you elaborate on that?

**Senator Kalter:** Both myself and Senator Holland thought this would probably be a Panel of Ten search, but when all of us in various ways gathered to read through the Administrator Selection Policy, it is not only vague, but extremely contradictory. Because of reorganizations that have taken place over the years in the Provost's Office, this person is no longer a direct report to the provost. There is a line in the policy that says searches for administrators other than the vice presidents or the deans would be done if the person reports directly or if the person is involved in curriculum. The line says "such as", so that doesn't say that they absolutely have to be a Panel of Ten search.

In looking at the policy for those kinds of searches, Senator Baur and I agreed that they were rather inadequate for the kind of search he had envisioned, which had faculty that are representative in the same way the Senate is representative. So looking at proportions in the different colleges, having representatives from the Humanities, Social Sciences and the Sciences; one from the College of Business, etc., every college except for Milner, which does not have a graduate program. Then to have a civil service individual representing the Graduate School and a couple of students. We talked about preferably one Masters and one Doctoral student.

This particular policy is up for review this year, so I, after the meeting, went through and added a tentatively potential way to word that so in the future, it would be clear that we do intend a Panel of Ten search. We talked about it not being an official Panel of Ten search because we did not want to invoke the policy and have a tiny committee when we thought a bigger committee was better. This year, we would select someone on the Panel of Ten if they are willing to serve, but making sure we are avoiding the other searches that are going on this year and then have a chairperson to serve as the secretary.

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

**Senator Joyce:** I hope that you all had an enjoyable Homecoming Week. Beyond the football was a great highlight of all of what Illinois State students have to offer. Between the Gamma Phi Circus on Wednesday to the Redbird Rendezvous, you could really see that Homecoming has a lot to offer. Recently there has been an influx of students advertising designated driving for pay through social media. Requiring pay for taxiing service is against city ordinances in the City of Bloomington and the Town of Normal. The influx of students doing this has raised concerns of the Bloomington citizens, who have asked for the ordinance to be enforced. I asked the student body to continue helping fellow students by offering rides to their friends, but find a new system for this without requiring pay. Student Government is looking into possible opportunities for us to create a new system where designated driving would be under the law.

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

#### **• *President Larry Dietz***

**President Dietz:** Homecoming Week was a success from the kickoff on Monday to the faculty-staff luncheon. Well over 1,200 attended that. Other activities: the alumni awards luncheon was very successful, Athletics Hall of Fame, coronation of a new king and queen, the Fun Run, the parade, the football game a big win. There was also a rumble event on Saturday night that was a new event that was fairly well attended. The weekend ended for me with a Black Colleagues Association brunch on Sunday. At that brunch, they raised \$6,000 for student scholarships.

Also, tomorrow night, we will have the opening of the University Galleries at Up Town Normal. It will be moderated by Dean Major. Today, we had the first meeting of the search committee for the Provost and Vice President of Academic Affairs. I met with the person working with us from Witt Kiefer. One of questions I got last time from Senator Winger was what do we get from these search firms. We get a good deal of drill down and how many searches are going on in the country at a given time so that we can time our searches to yield the best candidate pool. They know right now of 19 other provost searches going on in the country. The first meeting of the search committee was very well attended.

**Senator Horst:** Could you inform me of who the Fine Arts representative is on that committee?

**Senator Kalter:** It's Mark Babbitt.

#### **• *Provost Janet Krejci***

**Senator Kalter:** Senator Krejci is not here tonight, but she did submit some remarks:

1. It is with sadness for the university that I have accepted Dr. Jim Major's retirement letter, effective at the end of this academic year. I of course wish Dean Major a joyful, restful and celebrative next chapter! I will be announcing next steps for Dean Major's successor shortly.
2. Nancy Hiltibidal's last day was September 30th; Jean Ann Dargatz has been assigned to assist the provost until a permanent provost is named. Jean Ann can be reached 438-2915 and email at [jadarga@ilstu.edu](mailto:jadarga@ilstu.edu).
3. Office of International Studies, with our new director, Dr. Luis Canales is working on several potential new ELI groups coming to campus.

4. Provost office is meeting with some of the Academic Senate chairs to facilitate their work and meetings this year; if there are any other committee chairs wishing to meet with the Provost please advise.
5. Four departments in CAST are working on accreditation visits in the fall semester.
6. Search for the Director of the Graduate School will be underway shortly. Once the search committee is finalized, those members will be announced and we will be giving that to the Faculty Caucus as an Advisory Item.
7. Reminder to all that this is the month for ethics online training with deadline of October 30th.
8. Thank you to the entire ISU community for their great turnout for all the Homecoming events including the Kickoff on the Quad, the faculty and staff appreciation luncheon, and the weekend festivities. Great turnout, wonderful to see how much the alum take pride in their alma mata.

I can collect questions for Senator Krejci.

- ***Vice President of Student Affairs Brent Paterson***

**Senator Paterson:** Flu shots are available. The university contracts with CMS and as long as you are a faculty or staff member and part of the state health insurance program, those shots are free to you. If you are a student and paying a student health fee, those are free to you as well.

You should have received an email from me earlier today about helping students get help. I want to thank you for referring students to us over the years when you see students that are struggling with issues. They need assistance with connecting with those areas that can provide assistance.

- ***Vice President of Finance and Planning Greg Alt***

**Senator Alt:** I want to add my thanks to all those involved in the Homecoming activities. It was a great week. A couple of meetings ago, there was a question about the impact of pension reform on retirements. Then I only had estimated numbers; now I have something more actual. Human Resources saw an increase for both the fiscal year, FY14, as well as the calendar year, of 153 faculty and staff retirements. 127 of those retirements occurred between January 1 and June 30, 2014, which you would expect because most retirements happen in the second semester. Retirements in a typical year average closer to the 100 range, so there was an increase in retirements. One of the impacts of that higher number of retirements has been an increase in rehired retirees for the 2014-15 academic year. To date, the university has rehired 134 retirees, which is a slight increase over the 118 that were hired for the entire FY14 year.

There is a draft of a new Information Technology Plan that was released to the community for review and comment on October 7. An online survey will be open through the 24<sup>th</sup> of October. In addition to the online survey, focus discussions are being scheduled with the various groups throughout the university. A copy of this draft plan, online survey and other information related to this planning initiative are available at the IT governance website.

**Senator Kalter:** We have been informed by Mark Walbert that we will be seeing that plan fairly soon.

**Senator Winger:** Senator Alt talked about whether the tax increase in Illinois will be extended after January. He laid out a dire tale for the Finance and Planning subcommittee about what that would mean for us at ISU. Would you like to repeat some of that for the whole body?

**Senator Alt:** Currently, the state has a temporary tax increase that is set to expire on December 31. If that does not get renewed, it will have an impact on state funding, which will have an impact on funding for higher education. One of the impacts that we will see is the state's ability to make their payments to us of appropriations, as well reimbursements for faculty and staff medical costs and those kinds of things would be slowed down. Currently, the state has kept a better schedule. Also, in our budgeting, it is based on an

appropriation, which is basically level from last year, of \$73.9 million. That potentially could be at risk for a reduction in midyear.

***Committee Reports:***

***Academic Affairs Committee:***

**Senator Crowley:** The committee is discussing a policy change on granting two degrees. We are continuing to refine our work around addressing questions about ReggieNet. We continue also to discuss the Global Studies requirement.

**Senator Horst:** Did you mention last time that you were going to have open forums on that issue?

**Senator Crowley:** We are planning open forums and visitors to our committee. We do not yet have dates for the open forums.

***Administrative Affairs and Budget Committee:***

**Senator Lessoff:** We had intended to review the draft food services policy, but that was held up by administration reasons. Instead we had two discussions: one on the presentation last week on the university's budgets and the committee voted to endorse those in preparation for their submission to the Board of Trustees. We also discussed strategies related to the Academic Impact Fund.

***Faculty Affairs Committee:***

**Senator Horst:** The committee finalized its wording for policy 4.1.1, the Honorary Degree Policy, and we will be sending that to the Executive Committee. We reviewed policy 3.2.1, the Academic Personnel Policy, and we will be sending that to the Executive Committee. We had continued conversations about how to communicate effectively to faculty about sabbaticals and retirements and the interaction of those two events.

***Planning and Finance Committee:***

**Senator Rich:** The committee had a session on student debt. Our guest was Jan Albrecht, Director of Financial Aid. ISU has responded to state funding patterns with primarily increased tuition and fees. It should not be surprising that the debt on families has grown. In excess of two-thirds of students graduate with debt and that debt is now well in excess of \$20,000 and by another estimate \$26,000. The national default rate is almost 15%; at ISU, it is 3.6%.

**Senator Lessoff:** What does the Financial Aid Office consider an acceptable level of debt?

**Senator Rich:** We didn't hear a specific number. It is important to think about the range of family circumstances. I think this default rate given the diversity of family incomes that attend ISU is especially impressive. You may have a school with the same default rate that has a much higher slice of the income distribution and it would not be as impressive.

**President Dietz:** I am not aware of any national standard about debt. When you look at that default rate, that tells me that folks think this is a very worthwhile investment. Affordability is something we have to be mindful of, but to begin to say we are approaching any red light would not be correct.

**Senator Breden:** Students are working many hours. If they are working part-time jobs to pay for school, what does that take away from: studying? It would be an interesting statistic to see.

**Senator Rich:** Affordability affects educational quality because there is only so much time to allocate.

**Senator Brauer:** I pulled up some data that we collect in Health Promotion and Wellness. We ask the students to report their hours worked. In 2013, we had 46% of students who worked zero hours; 16.6% worked nine hours per week; 24% worked 10 to 19; 8% worked 20 to 29 hours.

### ***Rules Committee***

**Senator Bushell:** For the past couple of Senate meetings, I have promised you that you would see as an Information Item our Creation and Revision of Policies. It's snagged. It's still in committee by an inadvertent omission on my part. We worked on it again this evening. No promises on when you will see it. We reviewed and approved it and we will send it to Exec again.

### ***Information Items:***

#### ***09.25.14.02 5.1.20 Alcohol Policy – Revised (Rules Committee)***

**Senator Bushell:** We began work on this last year and the students that were on the committee were active in beginning discussion of certain points, setting up arguments for the possibility of allowing alcohol in Cardinal Court. Then there was a bit of an overhaul of the policy by the President's Office and legal wanted to look at it and clarify certain things. The policy that you see here is essentially an edit and a compilation of some other policies as well. Currently, this policy is published on the website and some other policies are not there. Those policies are 5.1.22, ISU Alumni Alcohol Policy, and 5.1.23, University Property Where Alcoholic Beverages are Permitted. Essentially, those policies are rewritten into this policy. The Rules Committee has looked at it and considered the compilation of policies into this full umbrella policy.

There is a section near the end of 5.1.20 that is labelled Alumni Relations and it is pretty succinct. From the original policy, it is able to be reduced into that copy, but it still covers the essence of what that original policy was. The location where alcohol is permitted is redistributed throughout. The original discussion last year about the possibility of alcohol being allowed in Cardinal Court, that is essentially defined as a dormitory, so alcohol is not allowed.

**Senator Kalter:** In Executive Committee, we noted one significant change, "may" to "may not" on page 2, number 9. Direct cash sales in buildings owned and controlled by the university may not be conducted by off-campus concessions without the prior written approval of the president.

**Senator Horst:** The only text that is being added is the ones that are underlined in the traditional format or are you adding other text from another policy?

**Senator Bushell:** I may refer that question to Senator Dietz or others on the Executive Committee in terms of the Rules Committee not offering this, but we are seeing them and reviewing them and bringing them forward.

**Senator Kalter:** Senator Horst, I think you are raising a very important question because if there have been policies that have just been taken off the website, we do need to be clear. For example, if the Alumni Relations segment has been added in its entirety, we need to know that. It sounds to me like these policies are being folded into this policy, but we do need to bring a copy that marks that up and we should also be bringing 5.1.22 and 5.1.23 to be decommissioned as policies.

**President Dietz:** I would be happy to go back to Lisa Huson, General Counsel, to get a listing of those that might have been replaced by this. The old policies were more facility based and sometimes function based. My sense is that the proposed policy is all encompassing.

**Senator Rich:** I am interested in the cross referencing with other regulations that address off-campus alcohol issues, in particular, the RSO Handbook has an extensive section on alcohol policy, but it is not this one.

**Senator Paterson:** The 5.1.20 Alcohol Policy just applies to the university campus.

**Senator Rich:** There doesn't seem to be any reference even in terms of handing over that responsibility. To the extent that we have policies that relate to off-campus events, the committee may want to consider some reference to those other regulations and policies.

**Senator Bushell:** I will have to do a double check on faculty's responsibility related to this. The whole idea of cross referencing sounds good.

**Senator Kalter:** I have a feeling that this one may take more than two weeks to get back while we address those questions.

**09.25.14.03** *Parking Areas Where Concealed Carry is Restricted – Revised (Rules Committee)*

**Senator Kalter:** What you are seeing is a segment of a larger policy.

**Senator Bushell:** What you see here is a pdf file that comes from a link inside the policy about restricted spaces. There are just subtle additions and new phrasing.

**Advisory Item:**

**09.25.14.05** *Athletics Council Report (Faculty Affairs Committee)*

**Senator Horst:** Brent Beggs is the Chair of the Athletics Council and he submitted this report to our committee. We reviewed the report and are referring it to the Senate.

**Senator Dyck:** I noted on page 3 about the large hole in the shower room in the soccer locker room. In Nursing, we are always very concerned about safety. I want to know what is being done about that and the time line for that.

**Brent Beggs, Chairperson of the Athletics Council:** That will be addressed this year. That was reported at the end of the year, so that is the next Athletics Council issue.

**Senator Kalter:** I want to extend a note of appreciation to Larry Lyons and the members of the committee because it seemed like that there was a really good concentration on academics and making sure academics come first.

**Adjournment**

**Motion XLV-96:** By Senator Breeden, seconded by Senator Bushell, to adjourn. The motion was unanimously approved.