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Academic Senate Minutes

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Spring 5-4-2016

### Senate Meeting, May 4, 2016

Academic Senate  
*Illinois State University*

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**Academic Senate Minutes**  
**Wednesday, May 4, 2016**  
**(Approved)**

***Call to Order (Student Body President/Academic Senate Vice Chairperson)***

Senator Walsh called the meeting to order.

***Roll Call (Student Body President/Academic Senate Vice Chairperson)***

Senator Walsh called the roll and declared a quorum.

***Election of Academic Senate Chairperson***

Susan Kalter was elected by affirmation as the Chairperson of the Academic Senate for the term of 2016-17.

***Election of Academic Senate Secretary***

Mike Gizzi was elected by affirmation as Secretary of the Academic Senate for the term of 2016-17.

***Election of Executive Committee Faculty Members***

The following Senate faculty members were elected by affirmation to the Senate Executive Committee for the term of 2016-17:

Ann Haugo, THE  
Mark Hoelscher, MQM  
Kevin Laudner, KNR  
Kathleen Lonbom, MIL

***Seating of New Senate***

Senator Kalter: Congratulations to all of you! We are actually going to go back for just a moment and seat the new senators and actually what we are going to do is stand the new senators. For all of you who are new senators, would you please stand up so that we can welcome you? Terrific. Thanks very much.

***Chairperson's Remarks***

Senator Kalter: Thanks very much for your support, your vote of confidence. I am definitely looking forward to a marvelous year next year. Our faculty Senators and the University Review Committee sure did work double time over this past year. It is the shared governance cycles like that one that we just completed that earned us a national reputation for clarity of our tenure and promotion policies last year. So they also, those of them who are still here, deserve a huge round of applause for their patience and contribution to refining that document, which Sam Catanzaro over there will say yes, we are very happy to see that passed. So thanks to everyone who was on the Faculty Caucus last year. So with the faculty appointment, salary, promotion and tenure policy revisions largely completed and with only the brand new additions to tackle next year, I am hoping that we will have a more relaxed schedule, will keep up with our positive new practices like hard stop times for both Senate and Caucus, except in truly extraordinary circumstances and then prioritizing and reordering agenda items when necessary and all of that. So, again, welcome to our new Senators. Congratulations to the members of the Executive Committee. Thanks to all of you, new and returning Senators, for your very important service on the Senate. For those of you who weren't at the orientation, just a reminder that we have our powers delegated to us by the Board of Trustees to make decisions in academic areas and student life, so it is a very important responsibility. We are unfortunately also wishing a fond farewell tonight to two of our crew, at least, I hope that it is only two actually. Wendy Troxel will be moving on to a position outside of ISU. So thank you, Wendy, for your

part in the heavy lifting that the Rules Committee did this year. Also, we will be very sad to see one of our newest members and a key player on the Executive Committee this year also hit the road. Will Daddario, it has been great to work with you. It is very rare to meet with such energy and enthusiasm. That a person will want to join Exec in his very first year, although it is interesting that your colleague over in Theatre, Ann Haugo, that you have passed on the energy and enthusiasm. So thanks for doing that and thanks for that volunteership. You hit the ground running and so we know you will make your own success wherever you go and keep in touch with us, both of you.

The biggest challenge that we are going to face next year is obviously the continued underfunding of state higher education, so as we head into the summer, I am sad to say that I again have to hope that in your departments and units, you will continue to talk about your local budgets, about the budget scenarios that chairs and directors have worked on with the Provost's Office and Finance and Planning and about how we can best protect the academic mission and our students' access to the higher education we provide. It is really indicative of the need for better leadership at the state level that I barely changed that paragraph in my remarks from what I actually said last year. So with that I will be happy to respond to any questions.

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

Senator Kalter: We will move on to our Student Body President remarks and welcome to Kyle Walsh.

Senator Walsh: Thank you, Susan. I truly do look forward to this year. I hope it is going to be very effective and very efficient. So I just want to talk to you a little bit about some of things we have been working on in the past at the end of the semester here. First of all, congratulations to all students who got through finals week. If you have any left, I am so sorry. A couple of weeks ago, Senator Heylin, as well as Ryan Powers and myself, went down to Springfield and we had a very successful trip for our lobby day experience. We met with a lot of the legislators and we worked hard in those last few days to grind out what little bit of a budget that we could to make sure that Illinois State and other schools across the state got some funding to get ourselves through the summer. This past Sunday, we had our Club Milner event, which was very successful. We help students get that final push to get them through finals week. We provide a lot of food and promo items for them to enjoy. Hopefully they enjoyed that. Lastly, I would just like to say that I just really look forward to working with every single one of you and having a great and successful year. I am open for questions.

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

#### **• *President Larry Dietz***

President Dietz: Thank you very much. I want to echo my congratulations to the leadership. I look forward to working with you over the course of this next year and congratulations to all of the new senators and the ones who are returning. I look forward to working with all of you this next year as well. There was some progress that was made in Springfield recently. I am sure you have read about that, but the biggest issue is that the theme of there is more work to do is really a major theme. We are still roughly \$60 million short of what had been our budget for FY15 so this was truly a stop gap measure. I met with the governor a week ago Monday and thanked him for signing the measure that came to him, encouraged a bipartisan approach to this that resulted in the stop gap measure, encouraged that to continue to go on. We still have a long way to go. There are a number of bills that are pending right now and depending upon what day of the week it is and really what hour of the day it is, those bills are changing. The support for those bills really changes on a pretty regular basis. Dr. Jonathan Lackland is our Director of State Relations. He is there all of the time, keeps me well informed and the weekly calls that occur on a Wednesday with all of the university presidents and chancellors on those calls continue and I don't see any ending of those in the foreseeable future. So over the summer, we are going to continue to work to try to keep the pressure on

and encourage you to continue calling your legislators and let them know that we have faith that they are going to continue to work hard to try to support higher education.

Friday is a board meeting and we had a board meeting last Saturday. We have had a couple of different board meetings that were working meetings related to the budget. The one last Saturday was the one where we were trying to develop and make recommendations to the board on the tuition and fee proposals. The recommendations we will be making on Friday will be for a 3% tuition increase, a 3% increase in fees and a 1% increase in room and board. Overall, that is a 2.1% increase overall for this next year. It retains our relative position related to the other public universities in the state. We have, heretofore, the University of Illinois, all of their campuses have been the highest in the state followed by Northern Illinois University, followed by us, followed by all of the rest of the institutions. We thought that a 3% tuition increase, a 3% fee increase and only that 1% in room and board with an overall 2.1% was a realistic amount. It is a far cry from the \$60 million we are missing from the state. We know we are probably not going to get an additional \$60 million from the state, so whatever we can do through enrollment and tuition and fees for this next year will help with the overall budget scenario. The board will be voting on that on Friday at their regular meeting and there are a few other resolutions, but none as important as the tuition and fee resolution.

I wanted to mention also that the Campus Climate Assessment Report is in. I released that last Friday and we are certainly accepting responses to that. So if you have ideas after you have read that that you think we should be working on, please let us know about that. We are planning at this point to spend part of the summer looking for folks that might be interested in serving on a task force that probably will not really start their work until the beginning of the fall, but that group will be going through the report. I envision that as being co-chaired by Academic Affairs and Student Affairs and I want to make sure that our new Vice President for Student Affairs is on board. He comes on board July 1 and I want to make sure that he is here before we really get into much of the meat of that, but I would expect the bulk of the work on this will began to occur in the fall, weeding through the recommendations that are in there, trying to figure out which ones we want to pursue first, which ones we want to pursue on a short-term basis, a long-term basis and everything in between. So we are looking forward to moving on that. I am glad the report is finally done. We do have some data now that we can refer back to that we hope we have a good road map for the important issue of diversity for the future of the institution here.

I also want to say a big thanks to Dr. Brent Paterson for being the liaison between the university and the University of Pennsylvania that conducted that survey. I also want to say a big thanks to Brent for two years serving as an Interim Vice President for Student Affairs and providing exemplary service. I also want to say thanks to those of you who wrote comments on my performance evaluation. I had about 15 pages of comments and feedback. That is always instructive for me and I appreciate it and those comments are very welcome. I also would like to say thanks for another great year. We had a stellar year with the exception of the funding by the state. Everything else was really terrific and that is a big thing, but I have often said publically that while right now the State of Illinois' fiscal situation is in a bit of a shambles, Illinois State University is not and we are moving ahead with a strong and stable kind of approach to things. I appreciate your patience. I appreciate your positive attitudes. I appreciate your good work. I also want to say thanks for getting the students, faculty and staff, getting the students to commencement over the weekend. We will graduate somewhere around 3,700 students over the course of the weekend and for the students that are graduating, congratulations. You are the ones that took the tests and wrote the essays and so forth. You are the ones that really make a performance that ranks us in the top 10% in the country in terms of your performance, but the faculty and staff need to be thanked for help with those graduation retention rates. So this weekend is going to be a weekend of a lot of happy faces, a

lot of relieved parents probably in the crowd, but one of great celebration and thanks to all of you for getting us to this good place. For those of you that I might not see this summer, have a good summer. We will see you in the fall. The rest of you, I'll see you around on campus. Thank you.

Senator Kalter: Thank you. Are there questions for Senator Dietz?

Senator Marx: Just one question. Is there a point person that is collecting comments on the assessment?

President Dietz: At this point, if you want to send comments to me, feel free to do that. Eventually, it will be to this task group and I will turn those over to them, but if you have comments now, just feel free to send them to me by email.

Senator Kalter: Senator Dietz's email is [ldietz@ilstu.edu](mailto:ldietz@ilstu.edu) for those of you who haven't looked it up.

- ***Provost Janet Krejci***

Provost Krejci: Again, I also say good luck for those of you who still have exams and if you didn't cash in on all of the doughnuts at the library on Sunday, Monday, and Tuesday night, I think we went through sixty dozen doughnuts in about the first hour. I think the students had enough sugar on them to keep them up all night. But good luck on exams and congratulations to the seniors and welcome to the new members. I look forward to getting to know you better and working with you. I really appreciate your service. A couple of things coming up. I am looking forward obviously to graduation. We also have the ROTC commission ceremony on Friday, the 35<sup>th</sup> anniversary. We had a fabulous Lavender Graduation. It was amazingly wonderful. Lots of artistic expression there and also on Thursday, we have Umoja. So we have lots of great celebrations coming up and I encourage you to attend. I would like to again express my thanks for all of you. The focus that everyone had on student success, despite the distractions, is phenomenal. I am in awe every day of what we do here and the commitment to excellence by faculty and staff.

A couple of enrollments from Troy and some numbers. We are continuing to work to ensure enrollment is strong this fall and we will continue to work through the summer months. We will continue even though May 1<sup>st</sup> was our deadline. We are still accepting a few that are coming late. Our enrollment is expected to be in the expected range though the state budget situation has taken its toll and we try to keep in touch with other universities and we are faring fairly well relatively speaking. At this time, our freshmen, first time in college class, will be similar to the record breaking size of the last two years, though it might be slightly smaller. Our academic quality in terms of ACT however has the potential to be higher. Our transfer student enrollments are developing and they will continue to develop throughout the summer and we will continue to update people throughout the summer. People come here and are excited to be here because of their interactions with all of you. So if you are around this summer when Preview comes, that's a really important time for us and I would ask you to continue to welcome students and their parents. At this point in time, we are 85 enrollments down than as we were last year at this time. However, our housing deposits are up. Sorry, Brent, you can say it again because we can't get enough good news right now. I have 3.8%. I am sure my colleague will have more accurate and up to date data, but our Preview registrations are up 7%. So we don't know if that is going to catch up. We are hoping that people are spending a little less time on the enrollment, but they are here for Preview and they are here for housing. That's all good news. I have some other specific data, but we are pretty close. We are very pleased with the entirely hard work that everyone in Enrollment has done, specifically given the pall of some of the State of Illinois's issues, but we are strong and steady. I will yield for questions.

Senator Grzanich: Yes, just one question. You touched on how the other universities were not faring as well. Are they in negatives or are they just in less positives?

Provost Krejci: You know it is very hard because people are not sharing real specific data. The University of Illinois remains strong and steady as well. Some of the others are up and down, so we will probably get better data in about another two weeks. So a lot of times, it is a little bit of hearsay, a little bit of estimates, but we do know that some of them are not as happy with their enrollments right now. University of Illinois seems to be doing fine and so do we. The others are moving a little up and down in terms of where they were.

Senator Grzanich: Thank you.

Senator Kalter: Additional questions. I am guessing that we don't have a college breakout for the enrollments right now?

Provost Krejci: I do not, but Troy will be getting that to us. We have not had those as frequently. I think the last time he gave an update to the deans was about four or five weeks ago.

Senator Kalter: Terrific. Thank you.

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

Senator Paterson: It has been a very busy end of the semester as many of the student organizations have their end of the year celebrations and also they are installing new leadership. Those are always fun events to attend and it always seems to have slide shows accompanying it with the activities and achievements those student organizations have during the year. I am always glad when that season is over because if it lasts too long, I would have to take my clothes in to be altered. In addition to the cultural celebrations and graduations that Provost Krejci mentioned, we also had our first Nuestros Logros, which means our achievement celebration recognizing Latino/Latina students graduating this year. So we now have had three of those celebrations and as you have said the Umoja celebration is tomorrow night at 7 p.m. in the Center for the Performing Arts so I hope that some of you will be able to attend that at that time and that is all I have.

Senator Kalter: Thank you. Before I ask for questions, I will say on Friday, we are going to be wishing Senator Paterson a thank you and a we are happy to continue to work with you at the Board of Trustee meeting, but I just wanted to mention that I think this will be your last Senate meeting as a senator. So thank you very much for your service. It has been terrific to work with you and I think we should give Senator Paterson a round of applause. And now we should grill him. Are there any questions?

Senator Paterson: Last chance.

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

Senator Kalter: We actually won't move on to Senator Alt because he was unable to be with us tonight. So I am going to ask Associate Provost Jim Jawahar to come to the table and we will hear about the Academic Plan.

***Advisory Item:***

***Academic Plan (Associate Provost)***

Associate Provost Jawahar: Thank you. I am very pleased to present the Academic Plan. The Academic Plan has three sections. Section 1 includes the university profile, mission statement, Board of Trustees Statement of Goals for 2016 and our strategic plan, Educating Illinois 2013-2018. Section 2 deals with academic programs and priorities and includes an inventory of all our academic programs, academic program changes that went into effect during the 2015-16 academic year and a number of academic initiatives. I will just mention a few. The Human Capital Initiative involves merging wage data from the Illinois Department of Employment Security with data that we have on former students and conducting analyses to estimate rate of return of an ISU undergraduate education, identify wage patterns, and such metrics. This project will significantly help us in showcasing the strength of an ISU education and help us reclaim the narrative that is happening for higher education. Redbird Scholar Magazine, as you know, was relaunched and showcases the scholarly activities of faculty, staff and students. The Graduate School for the first time has embarked on its first strategic planning process under the direction of Dr. Jeri Beggs, who is a professor in Marketing in the College of Business. The Institutional Review Board has established an IRB taskforce, which is currently reviewing IRB policies and administrative structures and will make a recommendation to the Institutional Review Board. Gen Ed assessment has moved to an electronic platform on which artifacts can be reviewed and scored. In 2015-16, the U.S. Traditions category was reviewed. Syllabus review of Individuals in Civic Live, U.S. Traditions, Math and Quantitative Reasoning courses will be completed this year. In terms of AMALI, currently, undergraduate students must complete one AMALI course to graduate. The proposal is either to complete one AMALI course or a three- credit study abroad program. This proposal is being studied by the University Curriculum Committee. Writing in the Disciplines, as you know, there are no standard undergraduate writing requirements beyond English 101 and a course in Language in the Humanities categories of Gen Ed. The proposal is to change requirements and require all undergraduate students to complete two Writing in the Discipline courses. These courses will be adaptations of existing courses. The University Curriculum Committee has surveyed faculty, staff and students to gauge their reaction and hopefully will submit its report in fall 2016. Section 2 also includes academic unit plans, which consist of strategic plans and FY17 objectives of each of the colleges.

Section 3 includes academic program reviews. I would like to thank the members of the Academic Planning Committee. The Academic Planning Committee is responsible for conducting program reviews. It is an external committee of the Academic Senate. It has representation from each of the colleges, University Assessment Services and the Graduate School. I personally want to thank the faculty members and students who serve on the Academic Planning Committee, so I am going to mention some names. Senator John McHale from Academic Affairs, Senator Susan Kalter, Professors Bill Anderson from CAST, Woojung Chang from College of Business, May Jadallah from College of Education, Hilary Justice from College of Arts and Sciences, Cindy Kerber from Mennonite College of Nursing, Claire Lieberman from College of Fine Arts, and Chad Kahl from Milner Library and two students, actually Senator Dan Heylin and graduate student Britney Gillespie. So thank you very much. This year, APC reviewed 16 academic programs and three IBHE-approved centers. I am pleased to report that all of the programs and centers are in good standing. The review of these programs and centers are included in this section. Also included in Section 3 is the program review schedule organized by year and by program. So those are all of the contents of the Academic Plan. Thank you.

Senator Kalter: Thank you. Are there any questions for Jim Jawahar? I will just add to your thanks to the people on the committee my thanks to them. It was a terrific committee this year and I think we did a lot

of heavy lifting on that one, too. Sixteen is a lot, but we got through those. So thank you very much for that and the Academic Plan comes to us as an advisory item and it goes next to...

Associate Provost Jawahar: The Board of Trustees.

Senator Kalter: Yes. And then on to IBHE I believe. Terrific. Thank you very much.

### ***Academic Senate Calendar for 2016-17***

Senator Kalter: We will move on to the Academic Senate Calendar for 2016-17. This also is an advisory item. You will see the calendar in your packets has on the left hand side when the Executive Committee meets and you will notice that on two of those occasions, we are moving a normal Monday meeting to a Tuesday because of holidays and then on the right hand side when this group meets throughout the year. If you do see anything on there that you are wondering about, if you see dates that are incorrect or what have you, please do bring them to our attention. Does anybody have any comments at this time about the Senate's calendar. Please don't comment on the Academic Calendar. It will take four hours to get through that conversation. Terrific.

### ***Communications:***

#### ***ACE Meeting Attendance in Washington, D.C. (Doris Houston, URC Chair)***

Senator Kalter: We move on then to our communications. Because it is difficult to do presentations when you are doing elections, we decided to have our presentation at the end. So we are going to start our communications with Professor Doris Houston from the School of Social Work and Sam Catanzaro, the Assistant Vice President for Academic Administration. They went on April 25<sup>th</sup> last Monday, not this past Monday, but the Monday before that, to a meeting in Washington of the ACE and that meeting was devoted to the subject of best practices related to faculty diversity and inclusion. So that is a very timely visit, I would say, given how the Campus Climate Report was just issued. So Professor Houston and Dr. Catanzaro.

Dr. Catanzaro: Thank you, Senator Kalter. Yes, it was a real privilege to be invited. ACE, the American Council on Education, invited dyads from about 20 institutions covering a good range of the four-year institutions in the country. So we had an assistant or associate, I forget the exact title, from Yale, folks from Michigan State and some smaller public liberal arts colleges like SUNY Geneseo in the New York system and us. So we were at the table and it was a wonderful experience. I am grateful to Provost Krejci for inviting us to represent the university at this meeting. We are going to just sort of share some of our notes from the meeting. I am going to lead off. One of the things that we were reminded of and reviewed was that diversity and inclusion efforts are important for at least four reasons. First of all, there is really solid research that shows that having a diverse student body and faculty and staff in the university community in general supports academic excellence. It creates learning opportunities that would otherwise not be available. It supports enrollment efforts. Diversifying the faculty and staff supports efforts to diversify the student body. Having diverse faculty and student populations serves the social justice, social mobility mission of higher education and is especially important for state universities like us. We probably should reflect the demographics of the states in which we are located if not supported. So that is also another good reason. We probably could come up with more if we wanted to take the time to do that. The way the day was structured was it was sort of a morning session and afternoon session. The morning was a little bit more focused on challenges, the afternoon more on opportunities and good practices and possible solutions. So, my colleague, Professor Houston is going to go ahead with the morning sessions now.



Professor Houston: Thank you and again we appreciate Provost Krejci for inviting us to attend and representing not only Illinois State University but the State of Illinois. We were the only institution from Illinois and I would say that most of us would agree that there is value in diversity and it does strengthen our institutions, but getting from point A to point B continues to be a challenge and so the day started out with an overview of national data and trends specific to the hiring of faculty of color from underrepresented groups and sadly the data really hasn't changed. There have been some modest changes since 1985, but not significant. So, in the primary underrepresented groups, and now this does include full-time and also adjuncts, so that is something to keep in mind. If we tease those out, the numbers could even be lower, but among Hispanic faculty, the rate is 4.2%, African-Americans representing 5.5% of faculty. The largest gains being among Asian Americans at 9.1% and then Indian Americans, 0.4%. So not even since this data has been tracked since 1985 has the number of Indian American faculty even reached 1% nationally. So with that in mind, there was an opportunity for faculty to provide their own perspectives, which was really useful in terms of the challenges related to recruitment, hiring and then also campus climates.

So just to touch on a few of those and it is interesting that the timing for us to have our, since we just completed the study, our climate assessment, that some of these you will see appear to be similar. So one being, just in terms of faculty of color and how their work is valued, there were members that said that sometimes work that may not be considered in the mainstream of academia may not be valued as much and then just in terms of a lot of relationship issues, micro aggressions that may chip away at self-esteem. So when we talk about micro aggressions we are talking about perhaps faculty of color from underrepresented groups being challenged more by students, by colleagues, their authority being challenged. So that being an issue. Also a lack of informal networks to be able to advance and really become socialized within the university and to move up into higher levels of administration if faculty desire that as well as a lack of targeted recruitment approaches. So there were several faculty that talked about the importance of needing to target specific groups of underrepresented faculty members and just doing a blanket approach to recruitment is not effective. So those were several of the points that were brought up, again, just from the faculty reflections.

So the afternoon, there was some discussion from some of the universities about promising practices, things that universities are trying within their own institutions and, as I spoke with Provost Krejci, I am hopeful that this group will convene again and with the number of initiatives that ISU has going on now, we will be able to report some important successes when we return. But just a couple of notable initiatives that were interesting to us. Nebraska has a Grow Your Own program where they actually identify Master's level students and provide funding for students who are really showing promise in academia who may have an interest in receiving their doctorate and then moving into faculty. So they have a funding stream for those students. After they complete their doctorate, there is actually a pathway; they actually have first priority for faculty tenure-track, faculty hire lines. So that one was interesting. Chapel Hill has a number of initiatives going on. They really do invest in postdocs with 50% of their underrepresented faculty coming from their postdoc programs. They also have a diversity syllabus and this is really addressing the issue of campus climate and then helping faculty and administrators to better understand the value of diversity on campus. So the diversity syllabus is actually a series of workshops that take place within the faculty council meetings and we were actually able to find a few of those video clips online, but the workshops are really an intentional effort to educate faculty around issues of diversity and inclusion. Finally, one more and then I will turn it back over to Sam for closing, but there was some discussion I believe by Harvard about their pre-tenure sabbatical program. So this allows faculty members during their pre-tenure year to have dedicated writing time to help to prepare them for sabbatical. So again, this is just a sampling of some of the ideas and throughout those ideas, some of the themes that came up were really

the three I's: intentionality, integration of the approaches across programs and units, and then Sam offered the third I, which is iteration, stating the intentions, repeating the intentions so that the messaging that comes from all aspects of the university points to the importance of diversity and inclusion.

Dr. Catanzaro: We also reflected that a useful metaphor that characterized a lot of the efforts that seem to be working was to think about a pathways metaphor as a complement to the more familiar pipeline metaphor. With the pipeline metaphor, we think about where the leaks are in the pipeline and how we can patch them up or fix them, which is important. The idea of the pathways metaphor is to think that we are all on some kind of a journey and it is a journey that the final destination is often not completely known and there are a range of possibilities and there are different choice points where an institution that is being intentional and that is committed, has a clear institutional value here, can do different things along different choice points on that pathway to shape how decisions get made and what options are available and it can even start as early as high school students choosing whether or not to go to college. That is, if we use the pipeline metaphor, one of the leaky points and again that is something that I think our admissions team is already doing in reaching out to high school students and programs like You Can Do ISU, etc., all the way through college, graduate school, recruiting of new faculty, retaining and mentoring them and even beyond that in terms, as Doris was saying, once somebody has earned tenure not just sort of abandoning them and saying okay, you have made it, you are on your own, but thinking about continued professional developments, sponsoring them for leadership opportunities in which they might be interested and actually tapping them for those. So we can be asking ourselves questions about where are the key choice points that as a university we can influence and in what ways makes the most sense at different choice points. To think about influencing those choice points and that will help us be intentional, integrated and iterative.

Professor Houston: So just in terms of follow up with the group, it was very clear that the changes in administration with the presidential election seemed to be in the air and usually those changes result in changes in administration. The U.S. Department of Education co-sponsored this. So all of us agree that it would be helpful to reconvene again and in the meantime, recommendations were made for ACE or the Department of Education to sponsor a portal or a listserv so that universities can continue to share ideas, approaches and then also really have a chance, once some of these approaches are tested, to look at what works in terms of outcomes, in terms of demonstrable outcomes. So hopefully those resources and opportunities will come about. Thank you.

Dr. Catanzaro: Are there any questions?

Senator Kalter: Thank you. Any questions?

Senator Grzanich: Something that I thought particularly interesting when you were talking was the Grow Your Own initiative from Nebraska. Are there any initiatives similar in the works here or something that we could potentially put into place in your opinion?

Dr. Catanzaro: We are going to pass that to the provost.

Provost Krejci: We were just talking here that apparently in the past there was funding for this, but it was cut from the governor's budget. However, we are doing some things right now in the university in terms of being more intentional in a variety of ways. So we don't have a very specific incentive program like that, but we are doing some other things in terms of hiring people. So for instance I have personal experience in some places where we can hire someone who maybe is in an NTT position pursuing a

doctorate and then providing some scholarship Foundation monies for those faculty for support while they are finishing their PhD with the hopes that they will continue to apply for a tenure-track position here. So there is a variety of incremental efforts that are going on. We can talk more about this, but there is some work that we are trying to be intentional and integrate from the Culturally Responsive Community Conference that we held this spring to follow up in the fall. We are having the Leadership Initiative next year be focused on inclusion and diversity across the campus. We are working on the new faculty orientation, the teaching symposium that is held every year, as well as the professional development series to integrate intentionally the focus on inclusion and diversity so that we can free up some of these ideas and support people. The other thing I will just say, thanks to Dr. Catanzaro, is that we also noticed that things like sabbaticals and Distinguished Professor, University Professor may have, when people know people who have those, they may have more mentoring on that. So to ensure that we are reaching out across campus for all of these things, we are doing sabbatical workshops, Distinguished Professor workshops so that everyone can have some mentoring, everyone can understand and get support for things in case they have not necessarily gotten that because they don't know anyone or they don't work with anyone who has gotten that. I will stop there, but there are a lot of things going on in considering some of those. Please know we love your questions and we love to hear from students.

Senator Grzanich: Thank you.

Senator Kalter: Further questions?

Senator Winger: I find number of things very interesting and open to a lot of philosophical debate here and what kind of thought was there given to some of the downside possibilities here. I am kind of a convert to diversity from having lived in Egypt. So here you had a society that was actually highly diverse, which became Arab Nationalist after 1954. So it had a vibrant Jewish community that left/was pushed/was pulled. A lot of debates over that. You had a Greek community that is down to one restaurant in Alexandria, but you could still see the marks on the city of Jewish-owned shops in Cairo. A significant Italian minority left. Of course, the colonial power left. And then I worked at this institution, the American University in Cairo. The faculty was required to be 40% American, 40% Egyptian and 20% other. So one could see what happened with a city like Alexandria if you remember the Dumas novels. You can see what happened to a city that lost its significant minorities. A kind of monolithic cultural paralysis, lack of vibrancy. So I am kind of a convert to diversity, but what if perhaps my earlier self, what if a faculty member? It isn't a question of understanding the value of diversity. What if a faculty member just disagreed? It seems like aren't we establishing a theology here?

Professor Houston: To be perfectly honest, if we look at particularly as a state institution and we look at the demographics of our state and the growing population of individuals of color, it would be difficult to argue to not be on board in terms of diversity and inclusiveness for talent that comes from a wide range of backgrounds. You know I was thinking about this as a metaphor because I really liked the notion of diversity being a core component of academic excellence. So just imagine if one were teaching a course on chemistry and you only covered half of the book. The other half was excluded. That would not be considered good practice. It wouldn't be considered a well-rounded good education. You are only covering part of the material. So when we are leaving out the experiences and what diverse faculty and students bring to the table, we are really not fully offering the full range of education to our students and ourselves.

Senator Winger: At the risk of being the fly in the ointment here, cause I kind of love that role anyway, but from where I am sitting, the biggest lack of diversity, and I am a pretty rabid democrat, I think you all

know that, the lack of conservative voices way more than lack of people who need a class or a seminar on understanding the value of diversity at a university. I think I am probably the only one who is going to speak on that. I don't think that is a scratch that needs to be itched. I miss colleagues. I have taught in other places where I was the lone liberal voice and I enjoyed that quite a bit, but is that making any sense? In other words, thinking back to the Cairo example, we are defining diversity in a very historically contingent and temporary manner. Let me illustrate for a second. What percentage of citizens of Illinois, Sam, you mentioned the standard of reflecting the population of the state. I am not sure how deeply you've reflected on that. What is the population of Asian Americans in the state right now?

Dr. Catanzaro: I don't know that off the top of my head.

Senator Winger: Are we way above our quota? Do we have way too many Asians?

Dr. Catanzaro: First of all, I don't know those data for sure.

Senator Winger: I think the whole conversation is fraught with very basic intellectual problems like that. So I just want that registered.

Dr. Catanzaro: Thanks for bringing that up. I don't think anyone is talking about quotas.

Senator Winger: No... that's not... They're implicit. That's implicit. And that's not my gripe. Like I said, I consider myself a man of the left, but I step forward because I think that there are people who are going to disagree with that and they will be silenced. They will be silenced and they feel silenced and so for that reason, I thought that somebody ought to raise something.

Professor Houston: So are you saying then, going back to your question about Asian Americans, could you clarify what you mean by, are Asian Americans overrepresented?

Senator Winger: Well, historically... Well, there's a far bigger problem with that in California.

Senator Kalter: I am just going to intervene here and remind everybody that the chair has to be able to interrupt...but keep going. Senator Houston, you had asked a question.

Professor Houston: I just asked for clarification on your point.

Senator Winger: What's unclear?

Professor Houston: You asked if overrepresentation of Asian Americans in relation to the general population, would they be considered... Is that not appropriate, their numbers...

Senator Winger: So if we are going to...one of the standards that was articulated, actually several were articulated in your statements. One of them was that diversity should mimic the population of the state. So I imagine that would be a problem at several universities that would be overrepresented on the minority side. Chicago State, their faculty would not. It would echo their own population probably and would be perfectly appropriate. I am not griping about that. I am not at all. I don't know if you see my point. It might be the case that we need more, to be a more Latino/Latina friendly campus. We would need more faculty than the percentage of Latino/Latina in the state, right? I think we have to be careful...

Senator Kalter: Senator Winger, I am going to call a time limit on your comments so that other voices can speak. Professor Houston, do you want to respond to that before going to Senator Walsh and Senator Daddario?

Professor Houston: All I can say is that I think it is important to have the dialogue. I should also say that diversity really also speaks to not just race and ethnicity, but gender, sexual orientation, gender identity, ability status. So there is a range of areas that would be what we would consider inclusive. This particular meeting was specifically focusing on race and ethnicity as part of a range of faculty that it would be important to engage in terms of their presence on campus.

Senator Walsh: I just have really one question. This is for anyone who may have the answer to it. Do we have any data that really shows how well ISU's faculty reflects the population of the state and the population of the region? I would love to have that information before we continued on with this conversation.

Dr. Catanzaro: I don't have that readily to hand. I know that our rates of faculty from traditionally underrepresented groups, which is sometimes hard to track, are lower than the rates in the population. I don't know how low.

Senator Walsh: Thank you.

Professor Houston: We do actually. The OEOEA does keep that information for the university and the Illinois State Board of Education also provides that annually and because we were just doing a brief presentation, we did not include that, but that data is available. Actually, Jonathan Lackland, our Director of Government Relations, just provided that to us. So we do have the data. I can tell you just in straight numbers, and this was from the ISBE. Currently ISU has 42 African American faculty, 70 Asian faculty, 26 Hispanic faculty. Those numbers do include adjuncts, so I believe that we probably tease those out in our own reports, with the total ISU faculty being 1,224.

Senator Krejci: If you include everyone. I was just looking for fast facts, but yeah.

Senator Daddario: Antagonism and dissensual thinking as opposed to consensual thinking, which usually rules conversations like this, are actually at the core of democratic thought and beliefs and for that reason, I advocate for the type of antagonistic thinking that Professor Winger is showing up here. One practical example of that, how that can be helpful, is with the Grow Your Own project or that idea. While it sounds like a productive method for increasing statistics, what is overlooked there is the notion of ideological sameness. That by growing your own, this is a strange program name, that you, I won't say that, but I think that by raising your own faculty within your own system, the gene pool gets pretty shallow there ideologically speaking and as is frequently the case in discussions of diversity, the notion of ideological diversity gets dropped. So I do think that the type of philosophical points that Professor Winger is raising are really important. I also think that the art of antagonistic and what Chantal Mouffe calls agonistic thinking is something that has to be learned and practiced and for that reason, there should be a dedicated space for this type of adversarial debate. I think it is very important moving forward.

Senator Pancrazio: I will kind of be brief. I think some of the comments that are being made are looking specifically at the present. I think we are looking at now. I think if we look at some of the discussions that have come out of the Admissions Office when they look at the demographic projections of the student population of what our population in Illinois is going to look like let's say in the next ten or fifteen years.

Looking at the shift of the traditional Anglo American population is decreasing of that college bound and we are also looking at that population of students and a larger population is going to be Latino and African American. In that sense, keeping in mind that universities tend to move at glacier speed, that when you have a faculty member come into a position, they stay in a position for a long period of time. Student populations, however, are much quicker. The group here, your commitment to the university is four or five years and you are going to move on and that student population, we need to be prepared to face that new population, especially that new population that are looking for the American dream, the first generation students. So in that sense, I think some of the initiatives that we are seeing with the recruiting in the high schools, I won't say the words grow your own, but those pipelines types of things are very important so that before we drift off into ideology, because I mean we are never going to escape ideology. Even criticizing an ideology or theology doesn't get us out of that, but keeping in mind that the students are the ones that we serve and we have to educate Illinois to make sure that that new population of students, and I am speaking specifically to those I visited in Little Village, we need to make sure that they have those same opportunities.

Senator Kalter: Thank you. Further comments or questions?

President Dietz: I think it is exactly this kind of discourse that is needed and the report, there are things in the report that we can address in a lot of different ways, but I think that one of the things that kind of begs the question is what is our definition of diversity. We have been talking about mainly ethnic issues, but there is diversity of ideas. There is diversity of thought. There is a protected class. If you want to look at the federal definitions of diversity, there's that definition. Oftentimes, state definitions are broader than the federal definition and oftentimes the institution's definition of diversity is broader than federal and state definitions. But within all of that context, this kind of discourse in my estimation is really an important aspect of that and hopefully this fall as we begin to explore this further, we will have a lot more opportunity to have conversations like this. I think out of those conversations will come more understanding and I think what we are really, one of the suggestions in that report is a suggestion about cultural competence training and perhaps that we need some of that. I couldn't agree more that our demography is changing. Our student numbers have increased for the last three years. So has the diversity within those numbers and one category of students that has increased the most because the federal definition has changed and that is more than one race. Before, you had to choose, you are either an African American or Latino, etc. and now there are more suggestions about how you might categorize yourself. So I think the dialogue is an important one, though. I hope it continues along with this project.

Senator Kalter: Further comments or questions?

Senator Wortham: I would just like to tell Senator Winger there is at least one datum, me, ideologically speaking, and an oddball for having a certain set of views and I am known as a Natural Rights Liberal, but I also happen to be black and a female and there is a great deal of adjustment that has to be made by a person like me for whom a lot of assumptions are made simply by the way I look and it is assumed that I have views that are shared by others who are my gender and my race which are not the case and the whole idea of diversity is very problematic for someone like me. So there are people around. You just don't hear very much from us because the conversation does not include us.

Senator Kalter: Further questions or comments?

Professor Houston: Thank you for bringing that issue up and that was one of the topics that was discussed in the Washington, D.C. meeting that diverse faculty need to be represented at the table within all areas of

governance. Otherwise, our voices are not heard. One of the reasons I volunteered or threw my name in the ringer to chair the University Review Committee was to have a role in governance and many times it is important that faculty of color are encouraged particularly due to perhaps issues around the risk of being isolated, maybe having more difficulty developing professional relationships and so having mentors to encourage faculty who may feel marginalized to be at the table to have their voices heard and to have others be able to have a different perspective that one may not hear on a regular basis.

Senator Kalter: Further comments or questions?

Senator Muños: Just to piggyback off what she was saying, I am from the Latino/Latina category. I do want to find a way that we could encourage even African Americans, Latinos and everything to go past a bachelor's degree. We do see in the younger generation, just get a bachelor's degree and we think we are done. We want to make sure that if they get a Master's, we could actually encourage them also to become professors and teach those ideologies also they have and have more diverse and expect to be growing, especially the Illinois State campus where we should also reflect that.

Senator Grzanich: Speaking from a student's perspective, I really cannot stress how important it is to have a diverse faculty in terms of teaching. My own personal experience with a Politics 105 class where I had a teacher who was born in Africa and came to America and was actually a student at ISU and graduated from the ISU program, which is why I brought up the Grow Your Own initiatives because I felt that that is something that we can continue. He was one of the best teachers I have had going to this university. I have learned the most in terms of getting a broader perspective on politics in particular and I think that is something that we can grow on and continue as a university.

Senator Kalter: I am going to second that, Senator Grzanich. It was very important in my undergraduate education also for me to see role models from all different backgrounds and different countries and different genders. I have a couple of questions. One of them is just a very small clarification. I am wondering three things. So the data hadn't changed much since 1985. Did anybody say that we know why? Was the Indian American statistic, is that American Indian/Alaskan Native or is that actually Indians from the subcontinent of India? And then the other thing I wondered is whether we know where we lose faculty? Is it before they become tenured, right after being tenured and before they become fulls, etc? Those were my three queries.

Dr. Catanzaro: I believe you are referring to Native American American Indians to answer number two. To answer the third question, that is a great question and I don't know that we've, we haven't done that analysis yet and that is something that I am thinking about, just to how best frame those questions and work with PRPA and HR to get better data on that. Refresh my memory of the first question.

Senator Kalter: Did anybody say why they think the data or have people done research about why this hasn't changed since '85, which is, what, 30 years?

Dr. Catanzaro: There wasn't deep analysis. There is sort of a methodological problem in trying to study these trends over time. Those who are experts in the area are dealing with different data sets, using different definitions. Sometimes the federal definitions have evolved over that timeframe. Some data sets use federal definitions. Some use other kinds of definitions. So on the one hand, one could take a very strict methodological approach and say the data are really inconclusive and they don't mean anything or it is really hard to interpret them at all. But the general patterns are consistent irrespective of those methodological details and they are consistent with the more qualitative narrative or even sort of the

eyeball test. Right? So if we look around this room, we collect a certain kind of data. So I think that was the theme and since I have the mic, I am going to take another ten seconds to say I appreciate the questions and the dissenting viewpoints and I think that, as others have said, this is what it is all about and I appreciate President Dietz's leadership on that as well. We are suggesting that we get some good ideas of possible starting points and I think that is key for any new program or initiative or investment we might make at any choice point on that pathway is one that has to work for ISU and should be discussed thoroughly with lots of challenge and viewpoint diversity I think is the current buzzword for not being liberal in an American university and I think that is really important as well. So, thanks.

Professor Houston: If I could say, I don't necessarily agree that the issue of valuing and putting forth effort towards diversity and inclusion is necessarily a liberal thought versus a conservative thought because I think under either of those philosophical approaches, there would be importance in having diverse viewpoints to gain the best product, if you will, educationally. But going back to Chairperson Kalter's question about why the numbers don't seem to be changing that much, again, a lot of the information was more qualitative, but certainly there doesn't appear to be the intentionality and persistent, consistent efforts to really make changes. Also, I would imagine it would be important to have groups who are disaffected at the table being a part of the solutions and the policy discussions. So just like if we were looking at ways to increase women on campus, we probably wouldn't want to have those committees made up of a majority of men. We would want to have women at the table and because there are so few faculty of color at the table and in governance, I would imagine that would make it more difficult to make consistent strides.

Senator Kalter: Are there further questions or comments?

Provost Krejci: I just want to thank these two. This was a fairly short notice, which sometimes happens in Washington, D.C. when they decide to call people together, and the leaders at ACE were very appreciative and very positive about these two representatives of ISU at the table and I just want to thank them again because they, within about three weeks' time, dropped everything and agreed to fly there and represent us. So I appreciate that and I think this is a great start, so thank you.

Senator Kalter: Further comments or questions? Anyone else? I will just make a final comment and that is, although this is a small piece, it is a very significant one. I also think that it is really important and that the campus climate survey asks us to examine our curriculum and I have had a couple of students over the last couple of weeks tell me that our curriculum remains rather Eurocentric. So from my point of view, having studied African and African American literature as an undergrad as my focus, I think that if you don't have diversity in the curriculum, we are not showing our students the entire world of intellectualism. So that, in and of itself, is another kind of diversity that we have to think about. Thank you very much. We did not put a time limit on that discussion, but I did put a time limit on particular speakers just remembering to leave space for other people to say their piece. Communications is a time when you can say pretty much anything to the Senate. Sometimes people will announce theatre productions or what have you, etc. Does anybody have anything they would like to communicate to the Senate before we adjourn?

Senator Walsh: Yes, I would like to actually just take a moment to congratulate the new Legislative Executive Branch for the Student Government Association. We recently just elected those positions. Our new President of the Assembly is going to be Senator Dan Heylin. Our Vice President of the Assembly will be Senator Grzanich and our Secretary of the Assembly will be Senator Snyder. So please give them a round of applause. Thank you.



Senator Kalter: Any other communications to the Senate? I have one and that is that we have parking permits for you. So if you park in the Bone Student Center lot, you can do it for free. We will pass those around. They are like gold. You cannot use them for anything but a Wednesday night, but whenever we either cancel Senate or don't go all the way to 10, you could use them for, don't say I said that. Just another reminder to faculty to get your internal committee forms in to Cynthia James so that we can put you on committees over the summer.

Senator Dawson: Of note is that the Parking and Transportation Services did not know these existed. So they know now.

Senator Kalter: Excellent.

Senator Dawson: But they may be asking for something.

Senator Kalter: Well, we have no budget, so they'll ask and they shall not receive. Are there further communications for the Senate?

***Adjournment***

Motion: By Senator Hoelscher, seconded by Senator Dawson, to adjourn. The motion was unanimously approved.