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Academic Senate Meeting Minutes
Wednesday, October 10, 2018
Approved

Call to Order

Senate Chairperson Susan Kalter called the meeting to order.

Roll Call

Senate Secretary Martha Horst called the roll and declared a quorum.

Senator Kalter: Terrific. We also have a presentation, so we're going to begin this evening with the presentation of the Civic Action Plan, and we have Janet Paterson, who is the Interim Director for Civic Engagement, and Dr. Noha Shawki, a professor in the Politics and Government Department. And they are sitting in the chairs and they should come up and sit in our chairs up here with microphones and give us their presentation. Hopefully you all got the link that we sent out I think it was yesterday morning for the Civic Action Plan so we'll have at least scanned over it, if not read it.

Presentation: Civic Action Plan (Dr. Janet Paterson Interim Director, Civic Engagement and Dr. Noha Shawki, Professor, Politics and Government)

Presentation: Civic Action Plan

Dr. Paterson: Thank you so much for having us this evening, and I apologize for those of you here in the front row having to turn around. Hopefully you'll be able to see it with some clarity. Again, my name is Jan Paterson from the Center for Community Engagement Service Learning.

Dr. Shawki: And I'm Noha Shawki. I teach in the Department of Politics and Government.

Dr. Paterson: I'm going to begin this evening by giving you some background about our Civic Action Plan and Campus Compact, the organization that we participate in and is related to this, and then Noha is going to cover with you a little bit more about the process that we went through in order to arrive at the plan, and then we'll answer any questions that you have. So, we are a member of an organization, a national organization, called Campus Compact made up of about a thousand colleges and universities across the country. And Campus Compact's belief is that they are there to help improve community life and educate students for civic and social responsibility. And so they were founded in 1985 by a group of presidents of universities with the idea being that they would like to... in order to make civic engagement and community engagement a priority at colleges and universities. In the year 2015-2016, which is when they would be celebrating their 30th anniversary, they wrote a statement which was really a reaffirmation of their original purpose in coming in being, and they asked all the presidents and member organizations to recommit to that plan by signing off on that statement. And in signing off on it, we had to make a commitment to in fact write a Civic Action Plan. And so in 2016, Dr. Dietz signed on behalf of Illinois State University the action statement, and then that put in place kind of the time clock for us to begin to develop the Civic Action Plan on behalf of our university.

Dr. Shawki: So, the Civic Action Plan centers on these five commitments. So these are essentially the things that we committed to when President Dietz signed the 30th anniversary statement, and these are direct quotes from the 30th Anniversary Action Statement. So as you can see, these five commitments, they center on building campus community partnerships, on addressing social inequality and economic inequality. There's a lot of emphasis also on institutions of higher education as anchor institutions, as stewards of place. So all of these things are really important in these five commitments, and that is of course reflected in the Civic Action Plan that we developed. So after President Dietz signed the 30th Anniversary Action Statement, a planning team was formed. It included Jan Paterson, myself, but also Harriett Steinbach. That team was formed in October of 2016. At the time, Harriett Steinbach was the coordinator of the Leadership and Community

Connections Unit in the Dean of Students office, but since then she has moved to the Center for Community Engagement and Service Learning and now works with Jan. And she's actually receiving an award tonight, one of the 20 under 40 awards, so that's why she's not here, but she was a very important member of our team and worked really hard on this project with us.

Jan and Harriett and I attended a planning institute in St. Louis in October of 2016, so almost exactly two years ago. And the purpose of that planning institute was to give an overview and an overall introduction to the process of developing a Civic Action Plan. We did have a lot of autonomy. All colleges and universities had a lot of autonomy in terms of translating the five commitments into Civic Action Plan, but this was just a general introduction that provided general guidance. And after attending the planning institute, when we came home, the first order of business was to develop a process and a timeline for drafting our CAP, our Civic Action Plan. So the three of us developed a process and a timeline and submitted it to President Dietz, the Provost, and the Vice President for Student Affairs for their approval. And the three of us felt very strongly that the process of drafting the CAP should be very inclusive, so we did our best to coordinate and communicate with a variety of campus and community stakeholders. So these community partners are the external stakeholders, the community stakeholders that we worked with. So each of us contacted representatives from a few of these community partners. So between the three of us, we were able to get some feedback and some input from representatives of all of these organizations. They didn't actually see a draft of the Civic Action Plan, but the feedback they provided informed the first draft that we wrote. That first draft was then presented to these campus stakeholders for their input. So all of these stakeholders actually got to see the first draft, and we asked them to provide input, comments, suggestions, edits. So we worked closely with all of them and incorporated the feedback and comments that they provided into a second draft.

That second draft was then presented to these administrative groups and governing bodies. So you have the list here, and at that time the Senate expressed some concerns and asked for some edits that we then implemented, and the following PowerPoint slide summarizes all of these edits. So the first point is more procedural. The Senate at the time... That was spring of 2017. So the Senate at the time asked us to hold an open forum. So we hosted an open forum on March 22, 2017. It was held at the Center for Community Engagement and Service Learning to gather some feedback and input from the campus community. There were references in that draft that the Senate reviewed to faculty productivity report. So at the time, Jan and Harriett and I were thinking that department chairs would provide annual reports of civic engagement activities in their departments based on the faculty productivity reports. There were concerns about that in the Senate because these faculty productivity reports are part of the confidential ASPT process. So based on that feedback from the Senate, we deleted all references to faculty productivity reports and just replaced them with other voluntary sources of data. So Christine, who is one of the assistant directors at the Center for Community Engagement and Service Learning, sent out forms and surveys to ask faculty to report their community engagement activities so we don't have to rely on chairs providing reports based on confidential documents.

The third points here refer to the rewording of a specific sentence in the draft that was reviewed by the Senate. So that draft called for making sure that every major would have at least one course that is designated as having a strong community engagement focus, and that language was replaced with the language here on this slide based on Senate feedback. The Senate also asked us to define some of the key terms that appear in the five commitments and also in our Civic Action Plan. Terms like civic engagement, social justice, social inequality, economic inequality. So based on that feedback, we added an appendix containing definitions of all of these terms. However, we also noted in the revised text that we acknowledge that faculty have the academic freedom to use alternative definitions that are accepted in the literature and in current practice. We also reviewed all references to the executive team, or Executive Committee of the Senate because the Civic Action Plan was reviewed by the full Senate. So all references to the Executive Committee have been replaced with references to the Academic Senate. We also were asked to change one word, one verb. This was in point three, which is part of the communications section of the Civic Action Plan, and the draft reviewed by the Senate called for

people involved in the implementation of the action plan to plan media coverage, to plan stories with the Pantagraph, with WGLT, but also with campus media outlets like Vidette. And we replaced the word "plan" with the word "request." And then finally, the last point refers to the target goals. At the time we drafted the Civic Action Plan, we really did not have any baseline data. So we basically clarified that some of the targets would be defined once that baseline data was available, and it is currently being collected by Christine Bruckner at the Center for Community Engagement and Service Learning. So this is an overview of all the changes that were made as a result of the feedback we received from the Senate. Thank you.

So, the Civic Action Plan itself is available online, and I think Dr. Kalter circulated the link yesterday. So you can access it through the website of the Center of Community Engagement and Service Learning.

Senator Kalter: Wonderful. Thank you very much. Do we have any questions?

Senator Aduonum: Thank you very much for the presentation. What was the criteria for selecting the community stakeholders?

Dr. Paterson: The Center for Community Engagement and Service Learning was really just beginning to get up and started, and we had begun to make outreach to a number of community agencies to begin to establish those relationships. Many of the ones that you saw listed here also had been integral in being part of the input for the creation of the Center and had served as content experts as well. And so I would say that the criteria was we tried to be as broad as we could be, but the reality was we were also utilizing existing relationships that we thought that we could act on fairly quickly.

Senator Kalter: Other questions? Any comments? I have just a couple of things. I assume that the action plan is slightly editable. Yes? So, for example, one of the things I was going to mention was that it currently references Educating Illinois and may want some updating in some of the places where it mentions it because of moving to Educate, Connect, Elevate and the addition of the two core values. So I wonder if you would like that kind of feedback.

Dr. Paterson: Sure. And we recognize that. In fact, thank you. A couple of other senators already had contact Noha to make her aware of that. Of course the document as you saw it, and it was a PDF, does reflect it as it was written and submitted to the national Campus Compact organization. We of course, though, maintain a Word version as well that we just use. I mean, again, this is somewhat of a template, a blueprint for where we'd like to go aspirationally. It clearly is going to evolve. We do make reference in the document that the newest version of the strategic plan was going to have great impact, we thought, upon where we would go next. And of course now that that new statement has been approved, we continue to modify. So, thank you. We can certainly modify the language in it. What I imagine we would likely do is create an updated version but maintain the original version also so people understand the historical piece as well as then what has continued to evolve along the way.

Senator Kalter: Gotcha. I just had a couple others, and so take them into consideration as you are thinking about that second iteration. Under the nice table that you guys have, like on page nine, number two in the indicators has an indicator that says "increased intentional assessment of student civic engagement by faculty/staff," and I thought it might be good to add something like "where appropriate" since we're not assessing our students on civic engagement in every single class. So, sort of just qualifying that just a little bit so that that's clear. And then the only other thing that was sort of a substantive thing was number four on page – well, there are a couple number fours on page 11 – but it was interesting to see the indicator there was... This was, "We harness the capacity of our institutions through research, teaching, partnerships, and institutional practice to challenge the prevailing social and economic inequalities that threaten our democratic future." But the only indicator was "increased number of faculty and students researching social inequality and democratic

processes as defined by the researcher," and I wondered if, given that number four mentions not just research but teaching partnerships and practice, if there might not be room for other indicators in that particular slot. I think perhaps I'm still reading it a little bit from the point of view of the previous Senate that saw the previous draft, but I think that some people there saw a risk of imposing the research agenda of some onto others. And so sort of broadening that out to other indicators might help that in certain ways.

Dr. Paterson: Again, thank you, Susan, and certainly we can add any additional indicators. The more that we begin to study this, obviously, the more we find ways in which we can determine if we, in fact, are meeting any of the aspirational goals that we've had for this. I would also say with that, I want to be really strong in stating (and I believe this was said to the Senate at the time) there is no expectation that people will dramatically modify what they're doing or that this, then, prioritizes over whatever else is important in your research and your teaching work and instead is to elevate (of course, one of our core values of civic engagement) and to perhaps suggest ways, if you are in fact interested in elevating that particular value in your own work, that these would be ways that that could be accomplished. But it is not a prescriptive or a directive in any way, shape, or form. It truly is an aspirational template for people to see as an opportunity to, "Oh, I could be doing that," or "I could be thinking about doing that," if that helps. But, Susan, would you mind, since we don't have with us pens and things, may I get with you afterwards to get those specifics again?

Senator Kalter: We'll send you the minutes. We'll send you just that little snippet of the minutes for that.

Dr. Paterson: Okay. I appreciate that. Thank you.

Senator Kalter: Are there any other questions or comments?

Senator Martinez: Committing to this Compact, does it imply an ideological bent like left wing or feminism? Anything like that?

Dr. Shawki: No. The short answer is no, and when we went to the planning institute, actually the director of the national Campus Compact was very, very clear that the purpose of the 30th Anniversary Action Statement is to promote nonpartisan civic engagement among students at the institutions that are members of Campus Compact. So, no, there is no ideological bend, and this is something that Harriett and Jan and I were very cognizant of in all of our work. Whether it's with the American Democracy Project or at the Center, we are always very, very careful about not having any agenda or not pushing any ideological viewpoint. Jan, would you like to add to that?

Dr. Paterson: I will say, though, that the five commitments as they were presented were, in fact, given to us. That was the template that we were expected to follow, and they are being very true to who they are. That is what they, as an organization, believe and understand. I would tell you... So I understand how within some of that language there may be a perception of a particular if not... I won't say a political bent, but perhaps on the spectrum of engagement there might be a more liberal... And that's something that this field of work and study is struggling with a great deal. That a lot of the things that are encouraged are unfortunately, in my opinion, being categorized as having a political agenda to them as opposed to instead, again, enhancing the engagement of the university in their communities, being those anchor institutions, and doing what we from the very beginning of our existence as higher ed... and that was to create citizens – informed, educated citizens. So, having worked with that organization over the years, I would tell you that they do not, again, direct. We are welcome to take things as we choose from them. But again, in the report itself those five commitments were the ones we were told to work with. I don't mean to put Dr. Dietz on the spotlight, but is there anything, President Dietz, that you want to speak to about Campus Compact?

President Dietz: I was going to cover that in my remarks.

Dr. Paterson: Okay, great. Thank you.

Senator Kalter: Any other comments/questions? I'm glad that Senator Martinez brought up that comment because that was one of the things that got brought up at the last Senate, and I do think still that the term "social justice" is associated in most people's minds with the left, and it may be because of the use of that term or some other terms like that that it may have that perception of having an agenda. So, whether it's intended or not, it did come off to some of the people on the previous Senate like that. Just so that we're aware of what we mean by our rhetoric and what people perceive by our rhetoric can sometimes be at odds. All right. If there are no other questions or comments, thank you so much.

Motion by Senator Rubio, seconded by Senator Horst, to endorse the Civic Action Plan. The motion was approved, with Senator Martinez registering a nay.

Senator Kalter: Thank you very much. The plan is endorsed. Thank you so much for your time and for all of your work on this and your continuing work. And I meant to mention also that if you haven't seen this yet, Redbird Impact just got put in my mailbox yesterday or the day before. It is the very nice sort of display of a bunch of civic engagement work, community engagement work that's been going on in the past, I don't know, maybe quarter or half year or so. So there are some good stories in there. I haven't read any of them yet, but I am certain given the stories that I've read before that they are good. All right. Moving on, we're going to go to chairperson's remarks.

Chairperson's Remarks

Senator Kalter: The chairperson does have some remarks today, and some of you may laugh while I get my stuff up. Let's see. Today is 2018. This is from 2007. Senator Op de Beeck who happens to be an English Department Senator who left the university, she says, "It has come to our attention that 622 ISU employees have had their ethics certificates invalidated because they took the test too fast. No official time requirement has been published according to Shane McCreery (who at the time was the ISU Ethics Officer), but ten minutes seems to have been the time required. People were taking it in less than ten minutes." All right. So that's a blast from the past but to let you know that the Senate proposed and passed a Sense of the Senate resolution regarding the revocation of the ethics certificates and the forced signature of people to sign to say that they had done something improper, et cetera, et cetera, and asked Dr. Bowman to intervene with us on behalf of the faculty and staff that had taken it too fast. And other presidents around the state did as well. So I don't remember exactly what the outcome of all of that was, but we did I think in future years not have imposed upon us such quite a – what would you call it – strict or draconian, perhaps, kind of thing. So, why am I bringing this up? Does anybody know? Does anybody know? Okay. So I just would like to convey to the President the almost universal complaints (shall I say universal complaints?) of the entire faculty/staff at Illinois State University for having to listen to what has been termed in my department "The British Guy" for an hour and a half while your slides come through. And I might say that we heard this afternoon or this evening, I won't say exactly when, in a committee meeting that I was in, that it actually is possible to get less training from this particular module rather than more because some people either don't know that they're supposed to turn the sound up or they know that they can turn the sound down. So we could, if we like at some point, deliver a Sense of the Senate Resolution to our President on behalf of all of us. Apparently the last one went to the Governor and I don't know if it went to the legislators. What's that?

Senator Horst: The British Man says "the govna."

Senator Kalter: The "govna." It went to the "govna" and it was very properly rejected, apparently. So I will just say that my chairperson's remark is to register with the President our discontent. Now is the autumn of our discontent, and it is not made glorious yet by any sun. That is it for the chairperson's remark. Let me know if

anybody wishes to remove the single item on the consent agenda. And with that, do we have any questions or potentially any comments? And if you have comments, you might want to use your good British accent.

Senator Kernan: I was wondering if any changes were going to be made to the consent training since you were worried about the clicking through too quickly and ethics changed, but the consent remained the same where you could just... like rapid fire.

Senator Kalter: You're talking about the consent training for students, yes?

Senator Kernan: Yes.

Senator Kalter: Yes. And you're saying that in that consent training you can go too quickly and rapid fire and not learn anything.

Senator Kernan: Oh, yeah. Correct. You just hit "I certify this" at the end and you're done.

Senator Kalter: And I don't know exactly who that needs to be registered with, but I'm guessing that the two people that it needs to be registered with are sitting in the room. So, duly noted.

Senator Johnson: Duly noted.

Senator Kalter: Thank you. Yes, there is obviously a balance between going too fast and going too slow, but it sounds like going too fast may be a problem with that one. Any other comments or questions? All right. And I will just note at the end that as far as I know, most of the people who are in jail because of having broken the ethics **agreements** are the ones who voted it in or led the charge. All right.

Student Body President's Remarks

Senator Rubio: Good evening, everyone. No British in my report tonight. Last Wednesday, SGA welcomed Mitchell DeGrauwe as our new Senator of Mennonite College of Nursing and the College of Fine Arts. Mitchell is a Nursing student with the Fine Arts experiences, being involved in the marching and pep bands, so this is the first time in a while we have that senator role representing both colleges, so we're very excited to see what he will do.

Also this past Wednesday, SGA passed legislation giving ex officio members the right to vote at our table. Ex officios serve to represent their respective populations by offering unique perspectives on issues being brought before the General Assembly of the Student Government Association in efforts to ensure diversity at the table, and after two years of advocating and debating this matter, we are very excited to make this a reality for those student populations.

This upcoming Friday, SGA will participate in a Homecoming reception honoring the 95th anniversary of our organization. We are very excited to engage with alumni and hear the wonderful stories of how students have played a role in the shared governance process for so many years. And in an effort to shed light on civic engagement and government involvement, this coming Monday SGA will host a College Democrats versus College Republicans debate, which will take place in this very room, Old Main, at 6:00 p.m. Debate topics will include gun control, health care, college affordability, immigration, and free speech. It should be definitely a remarkable event with good exchange of thoughts and perspective. And with that quick report, I wish everyone a very happy Homecoming and hope you all have a wonderful rest of your week enjoying the festivities across campus. And with that, I yield for any questions.

Administrators' Remarks

- ***President Larry Dietz***

President Dietz: Thank you very much. I would like to start by thanking the presenters about the Civic Action Plan and appreciate the positive vote for that. That Center and the work that's gone into that is simply living into the institutional values that we've adopted, and one of those values is civic engagement. So the idea is that we're hoping to not control but to coordinate activities around the topic of civic engagement with potential for more awareness, more leadership coming out of that. To prepare partially our students who graduate from the institution to take up their roles in the communities in which they will live and hopefully apply their education that they've received here. For those individuals to become leaders in those communities and to run for office and to serve on important committees and to be a part of the real life of those communities. And so I appreciate the good work that's gone on to get us to this point, and more work to continue but appreciate the vote tonight and the discussion around the presentation.

Secondly, I'd also like to comment a little bit about the ethics training. I took mine last night and couldn't agree more with the comments that have already been made. Next Wednesday I'll have my weekly conference call with the presidents and chancellors, and I'd be happy to bring this topic up with them to see if we couldn't potentially weigh in on that. I frankly think that we're stuck with this, as they would say, "British Guy" for this year, but improvements could always be made and your comments have been heard, so I'll take that up with my presidential colleagues next week.

Just came back last Wednesday from a very successful trip to China and Taiwan, joined with Associate Provost Jonathan Rosenthal and the Executive Director of INTO, Yimin Wang. We had terrific success again in China at Tongji College of Shanghai University, and they've recommitted to sending another cohort of students to us which was part of the Memorandum of Understanding that we signed with them some time back. But in addition to that, and I think a precedent-setting kind of form, they also agreed to endow a scholarship of \$25,000 to send to the United States and particularly to ISU to help serve the students that they're sending along as well. So I'm not aware that we've received any funding, ever, at this university from a private university to help us run our operation for the students that we're serving. So that was really well received. We also had a positive trip to Shandong University and also to Kang King University in Taiwan and Shu Chen University that we've had a relationship with before, and we're renewing that relationship. We also had an opportunity to meet our INTO colleagues in both of those countries and participated in some training. So it was, in my estimation, a productive trip.

Also want to invite people to come to the Board of Trustee meeting that's going to be held next Friday. I want to thank people who came to the State of the University Address recently. And also want to say how much we appreciate everybody's involvement with Homecoming activities. Tomorrow night, my wife and I will entertain the royalty court for dinner at the President's residence, and we wish all of those candidates well. And also want to congratulate Harriett Steinbach from the Civic Engagement Office for her nomination as an outstanding 20 under 40 category with the McLean County Leadership Program and also our very own Provost, Jan Murphy, for her nomination for the Athena Award, which is the highest award that they give out. So with that, I'll pause and yield to any questions you might have.

Senator Kalter: Questions for President Dietz? All right. Seeing none, thank you very much for picking up our standard, carrying our flag, and our condolences for your night last night. We can't say enough how much we empathize.

President Dietz: I would also mention – I probably shouldn't mention this in front of this group – but I was distracted and I went back and hit a button that I'd already completed. Don't ever do that if you haven't taken it before because there's no stopping. You get to go through that whole segment again, so I got to revisit one section again. So it wasn't any better the second time.

Senator Kalter: I had a heart attack because my computer, my laptop, crashed on the way across the quad while I was in the middle of it and I thought I had lost all the previous work. Luckily, somebody was looking down on me, I guess. All right. If there are no questions for President Dietz, we move on to Senator Johnson for Student Affairs remarks.

- ***Vice President of Student Affairs Levester Johnson***

Senator Johnson: You have me very afraid. I've not taken the test yet. All right. I will join President Dietz and Senator Rubio in the excitement about Homecoming this week. Things got kicked off with our undergraduate population this past Monday with the kick-off hosted by President Dietz. A great turnout for that event, and lots of energy there and appreciate President Dietz's enthusiasm as well as Coach Spack showing up and cheering folks on and getting us all pumped up as well. Many additional festivities for the rest of the week including last night, Redbird Rumble, which had a great student turnout. So kudos to our students for being engaged with our out of classroom experience, knowing that this is midterm week and things are a little bit challenging for you in that sense as well. I also want to commend SGA for the celebration that will take place this coming weekend with their 95th, so we're looking forward to Friday's activities as well as Student Affairs will be hosting those SGA members and alumni at our Homecoming tent on Saturday prior to the actual football game.

Not to be outdone, we are also... How many of you actually were residents of Watterson Tower? I see some hands here. Okay. Watterson is celebrating their 50th actually this weekend. So, Friday if you are so engaged and you did live there or want to join in the celebration from 6:00 to 8:00 on Friday, we will be celebrating the existence of that facility and all the engagement that took place there over the years.

And then the last thing I will share is again, thanks to President Dietz and the President's office in a number of areas on campus – the Provost's office, Student Affairs, and so on – for bringing Eboo Patel to campus over the last 24 hours, the last two days actually, and engaging with our community on interfaith and the possibility of interfaith initiatives and training for our campus community. And I can tell you, our Student Affairs staff in particular were very excited about what they shared, how we can advance our initiatives as it relates to diversity and inclusion. Religious diversity is one area that many college campuses somewhat overlook as far as supporting our students and the product by which we wish to have our students entering the real world and actually giving back to others and supporting each other. So we will be very intentional maybe moving forward and partnering with – I'm trying to remember the name – is it the Interfaith...

President Dietz: Youth Core.

Senator Johnson: ...Youth Core moving forward so that we are developing additional programs to train our staff as well as supporting our students moving forward. With that being said, I will yield the floor for any questions.

Senator Kalter: Do we have questions for Senator Johnson? We are a quiet group tonight. Senator Johnson, I hope you don't mind me bringing this up. The other night, or the other day I should say, we sat down and had a chat, and you were telling me about the plans for the Multicultural Center. I wonder if you could give people a little... I don't think I heard that in your remarks. Can you give just a little bit of an update for us about where that is?

Senator Johnson: Sure, sure. I was going to wait until the next meeting because we will actually be – I think I mentioned this at our last meeting – that the actual Climate Task Force Implementation Team along with the Climate Task Force are having their first joint meeting actually next week, I believe it's Tuesday, to go over all of the recommendations that came forth from the task force and their status as well as review the report that will be issued to the entire campus community. We're very excited about this, providing an update on all those recommendations. Within that, the Multicultural Center is mentioned and an update provided, and I'll give you

a Cliff Note version of that. We did identify champions that represent each one of the four divisions within the institution to actually pull together, then, a task force and a group that is currently working right now (they actually started meeting I think a couple of weeks ago), and this semester their intent is to do the groundwork and educate themselves as to what are the best practices out there as it relates to Multicultural Centers and then actually go out there and visit some of these campuses where these facilities actually exist. They will take that information, come back to our campus community, meet with various focus groups, constituent groups, including Senator Kalter and I talked about possibly coming in and actually having a presentation and gaining some feedback from this group as well. All of that information will go into, then, some recommendations that they hope to have by second semester sometime and issue back to the Implementation Team, and ultimately back to the President and the Cabinet, on how we can move forth in realizing a potential Multicultural Center for our campus community. And that task force is comprised of faculty, students, administration, and so on.

Senator Kalter: Wonderful, and sorry for jumping the gun on your next remarks.

Senator Johnson: I will have a very short presentation next time.

Senator Crowley: I just would like to give a nod to the Parrott Endowment. The Parrott Endowment is a fund that was put together by a former member of our faculty in the School of Education, and it was a gift that she gave to the community that focuses on the arts, religion, and culture. And that foundation board met last year to determine what they would do with their fund for the year. They do something different each year, and they initiated a discussion on bringing Eboo Patel to our community again (it's his second visit to Bloomington-Normal), and it was their initiative that led to a relationship with the university, and the university then used its ties and its facilities and its energies to make that happen. So, kudos to the Parrott Foundation.

- ***Vice President of Finance and Planning Dan Stephens***

Senator Stephens: Thank you, Senator Kalter. I just have a couple of points. We are currently working with Pam Reece, who is the City Manager for the town of Normal, on a couple of key initiatives that will be impacting our campus. The city, based on our recent conversations with them, are going to be conducting a traffic study on College Street predominantly focusing between, I believe, it's School Street and Main Street, essentially from Schroeder up to the stadium, in that area. There's so much traffic activity going through there both from cars and pedestrian, and so we've asked them to look at that. But most importantly, they'll look at the intersection and I believe that's University, the intersection where students cross from the Bone Center coming back over to the Quad. At that particular light there is no audible signal there, and because there is no audible signal, our students with disabilities can be at a tremendous risk. Now, the responsibilities for those types of traffic lights and safety measures rest with the city, but they are working with us in order to complete the study and we actually believe that whenever that's completed we'll have positive results and hopefully they will come back with a plan to help put some more safety measures along that area. She also indicated that they're planning to actually repave that section, just that section, of College. It won't occur until next summer. That's when the project will start and finish. But that is a welcome relief at least in one particular area of the university. We've got a number of streets we continue to ask them to try to repave when they can, but they've made a commitment for that to begin the project next summer and should finish it before everybody comes back in the fall. Some of you may or may not have noticed that we had a crosswalk improvement effort right there at College and School Street. That is finished now. When you walk back there, you might want to look down and we actually did an attractive area of improvement where it looks like bricks. It's just stamped into the concrete, but it's actually very attractive so it looks like it's completely finished.

And then lastly, just right before I came to the meeting I was talking with Chuck. I don't know if any one of you are over in Cook Hall, but Chuck was just telling me today that there has been a couple of issues with the humidity in that particular building, which is an important issue because of the Steinway pianos that are in there. And the Steinways have to have, as Chuck was telling me, have to have a humidity percentage no greater

than 40 percent. It's currently sitting in the upper 50s, and so it is a high priority. We're trying to adjust the damper system in a manner to try to get that humidity down to those prescribed levels and try to maintain that level. So it's a high priority project that is going on actually as we speak. From a capital funding perspective, that Cook Hall HVAC project along with some other repair projects for the building is actually in the top five of our projects that are being submitted to the state in our Capital Renewal Program. So hopefully, if you remember in the presentation that I gave to the Finance subcommittee two weeks ago, there's a \$32 million list of projects that we're submitting to the state, and one of those is Cook Hall. So that's really all I've got for this evening. I'd be happy to take any questions.

Senator Mitchell: Regarding the Steinway pianos, is there any way that until the humidity is fixed that they can be relocated somewhere to prevent them from being ultimately ruined?

Senator Stephens: Oh, boy. I might need some assistance from somebody. Moving very expensive pianos... I believe our ability to adjust those humidity systems will be corrected pretty quickly, it's just unfortunate that it is, for lack of a better word, a Band-Aid. That's a fairly old building, but we do have expertise in managing the damper systems and dealing with the HVA system. What really is needed is an overhaul of the major HVA system in that building in order for it to control it on a regular basis, but we shouldn't have to be moving them. We should be able to get that addressed fairly quickly.

Senator Ferrence: So, with regards to the traffic study, you mentioned from School to Main, and it may be they've already studied, but I would urge them to, if they haven't, think about one block further to include Fell because it was the corner of Fell and College that a student was killed a few years ago. I don't know if we've had any killed at the other intersections, but I know as somebody who drives through there every day, that is also a very high traffic intersection. It's just one block further.

Senator Stephens: Okay. I meet with Pam next week on the matter. We'll make sure we bring that up.

Senator Ohler: I'm not sure you're the right person for this question, but I've been visiting other college campuses recently, and Bird scooters and Lime scooters have become much more common and they've been having difficulty with it. And I wonder if there is any sort of policy on those motorized scooters or battery scooters?

Senator Johnson: I've not heard about us having any different policy regarding that. I think if they're a licensed vehicle and so forth... But they are not? Okay.

Senator Ohler: They're not. They just require an app, and they're a battery powered scooter that you can ride around probably at 2 miles an hour.

Senator Johnson: Okay. I have not seen those. I tell you what. I will try to find out from our Chief of Police if that's something that we are monitoring or that we're seeing that we've got some issues with and what our approach to that is. Okay? Great.

Senator Kalter: I can tell you, Senator Ohler, we have a skateboarding policy.

Senator Johnson: That we do.

Senator Kalter: That we do have, but it sounds like that's a scooter. You're talking about the things that look like mopeds?

Senator Stephens: No, I saw them in San Diego. They are all over the place and they're fascinating, and they're left anywhere and everywhere and there's some kind of ability. I didn't do one; I'd have probably crashed it. But they're very popular obviously in cities with warm weather and people going around.

Senator Kalter: So they're the two-wheeled – what did you call that? They're two-wheeled skateboards that are motorized.

Senator Stephens: Yes. And it's a paid... It motorizes itself and you see people traveling through and then they just stop and leave them there. So, very fascinating.

Senator Johnson: I would just be real curious to our student senators over there, are you aware of this existing on our campus? I'm seeing no.

Senator (student): I've seen the skateboards that are motorized, but I have not seen a scooter that is motorized.

Senator Kalter: I'm going to get my gavel out in a minute. Senator Ferrence is next.

Senator Ferrence: So I'll just comment because I'm kind of... I guess I've been watching too much BuzzFeed. The issue that you're bringing up is this is not one or two individuals. These companies, and there's half a dozen of them now, they will do a drop in a city where they will drop several thousand of these things into a city, and the next thing you know, overnight you will have these. And the thing is they're cheap enough that if they get lost the company seems to be able to absorb it. So what you find is people check them out, I think it's by cell phone, and they take it to wherever they go and then they just throw it. And they're finding in small towns (the latest I heard is Purdue is dealing with it in Lafayette) where they go around campus and there's just dozens of these things laying in all kinds of places. So it's something that seems to be on the very rapid rise.

Senator Kalter: So, we are at 8:30 and I don't want to have like a half an hour discussion about skateboards and scooters and stuff like that. Senator Julie Murphy, do you have another comment?

Senator Julie Murphy: It's fine.

Senator Kalter: Okay. So, concern duly registered. Yes? Is everybody all right with that? Because we do have guests waiting for us. If there are no other comments or questions for Senator Stephens, let's move on to our advisory items. Thank you, Senator Stephens.

Advisory Items:

Committee's annual reports from Academic Affairs Committee:

Council for General Education annual report spring 2018

Honors Council report

University Curriculum Committee annual report

Senator Kalter: We have three annual reports coming up to us from Academic Affairs Committee: The Council for General Education annual report, the Honors Council annual report, and the University Curriculum Committee annual report. The Executive Committee thought that it might be a good idea to sort of educate ourselves a little bit about how the General Education process works on this campus and what this particular committee does, so we invited Dr. Rivadeneyra, who is a professor of Psychology, Jonathan Rosenthal and Ryan Smith from our Assessment Office, and they can come up to the mics if they so choose. And we sent them a couple of questions in advance just so that they would sort of know some of the points that might be of interest, but there might be some other questions. So, thank you for coming.

Dr. Rivadeneyra: Thank you so much for having us.

Senator Kalter: Why don't you just tell us a little bit about what the Council for General Education does and a little bit about this report and some of the questions that we sent.

Dr. Rivadeneyra: Sure. So, the Council of General Education is a committee made up of – I don't know the exact number of faculty members – but faculty representatives from across the university. We have student representatives, we have Provost's office, Honors Program (so I sit there as the Honors Program Director), and we basically take a look at whether classes kind of fit into our General Education, into the different categories. So people will propose classes to fit and count as a particular category of General Education. We also serve kind of as the – correct me if I'm wrong, Jon – the College Council, Curriculum Council/Committee for IDS programs and minors and courses as well that would be under IDS. So, did you have a second question? I'm trying to remember.

Senator Kalter: We'll just sort of give you some of the ones that were of interest. We noticed, for example, on Exec that there were some where a course that was proposed for a particular category might get a split vote or might be thought of as too narrowly focused, or where it might be rejected even though it was considered a really good quality course. I wonder if you could sort of take us through just very briefly what kinds of things are the committee looking at when they make those determinations.

Dr. Rivadeneyra: Right. So we're not called upon, unless we're looking at one of those IDS courses, to look at the quality of the course. In fact, we have lots of high quality courses that come to our table. What we are called upon to do is to see if it fits our General Education program, how it fits, what category. So people, when they propose a course, will submit, are asked to submit a rationale for a particular category and connect it to the course objectives or the Gen Ed objectives for that particular category. So when we get proposals, we read through the rationales, if they did so. We make sure that they address those General Education objectives for that category that they're proposing that course to be included in. In addition, we try to keep the spirit of General Education and keep in mind that these are courses for kind of a general audience. Right? So, students are going to be taking it from across different disciplines. So sometimes we're looking at courses that are proposed to us for General Education that might be a little bit too specific and seem more fitted for a major course than a General Education requirement. So we kind of try to balance those two objectives when we look at it. And so when we get a split vote, it might be that there's disagreement in the room about how that goes, and I think people are going to come in with different expertise and different perspectives that they're bringing into the room. So depending on the makeup of the Council, you know, we all agree that, yeah, that fits perfectly fine, and other times there might be a lively discussion and we get a split vote.

Senator Kalter: So you're looking for things like, is it introductory enough for non-majors to take while perhaps being specific enough for them to have a good, interesting catch-on to a subject or what have you?

Dr. Rivadeneyra: Sure.

Senator Kalter: Another thing that was in the report that was sort of interesting was when laws change. For example, people switch what they call their exemptions, having exemption requests because of changing it from, I think one of them was Quantitative Reasoning to an exception for Social Sciences. And I wonder if you could take us through a little bit what that means.

Dr. Rivadeneyra: Sure, and I'm going to let Jonathan answer this one.

Dr. Rosenthal: Sure. It's not changes in the legislation but changes in teacher licensure requirements in this case. Elementary Ed, in the new licensure requirements, are required to take five math courses. So my classic example... And let me go back and talk about the exemption a little bit. This was a change to General

Education several years ago when we realized that it doesn't make sense for history majors much to take a U.S. Traditions course in General Education when they have so many courses in U.S. History in their own major. So it's a little bit duplicative and not probably a good use of students' time. The learning outcomes are very similar. So, for Elementary Ed, the state now requires not courses, but learning outcomes, that correspond to five math courses, which is the requirement for licensure now in Elementary Ed. And so it seemed to us that moving from Social Science exemption to Math exemption was perfectly justified.

Senator Kalter: Thank you. And then a couple other things that are perhaps of interest are a comment in the report about the International Baccalaureate and how it might go the way of the AP, which was perhaps... I'm not sure how many people sort of understood that depending on where they were in the AP conversation. And then also if you could talk a little bit about how General Education assessment works into our accreditation as an institution. That's a much bigger question than the first question.

Dr. Rosenthal: Sure. Well, International Baccalaureate did go the way of AP. I have Public Act 099-0624, in case anybody is interested in reading it, but it basically is a follow-up to the AP legislation that happened four years ago that more than suggested to universities that we give credit for AP scores of three or above, and the same thing happened for International Baccalaureate. So the process for that was that when that legislation came down to us, I submitted descriptions to academic departments of what these International Baccalaureate curricula were in the various disciplines that are offered and kind of equivalencies of what a four, five, six meant in terms of proficiency and equivalency to AP exams. And so individual academic departments made that judgment and needless to say were compliant with the law. If you're interested, we have the tables in the catalog. You can look them up.

As for General Education assessment specifically related to accreditation, I want to emphasize that our accreditors on their last visit four years ago had nothing but good things to say about our assessment protocol. What you may have been reading is some concerns that I had at the time because we had just implemented a new General Education assessment program to replace the previous one that really assessed four very broad goals, and it was difficult for us with those very broad goals to get meaningful feedback to faculty actually teaching courses in General Education. So we revised the program where, I'll pick on U.S. Traditions since I already picked on it once, that we have historians and others who are teaching those courses review the student artifacts that are submitted on a voluntary basis by faculty and evaluate them according to the rubrics that were established by the Council for General Education several years ago which follow the APLU LEAP objectives. And the idea is that those folks reviewing those courses within the disciplines can in some sense be champions and mentors for others in their discipline so we can provide some more specific feedback to folks actually teaching in those General Education categories.

Senator Kalter: Terrific. Thank you. Does the body have any other questions about this report or about any of the reports? All right. It looks like you have thoroughly answered any possible questions. Thank you so much. And since there are no other questions about any of the reports, let's move on to our action item. Those were advisory items, so we don't have to take any action on them.

Action Items:

03.30.18.03 Policy 2.1.27 Student Bereavement Policy Markup (Academic Affairs Committee)

Senator Kalter: We have the Student Bereavement Policy and its markup. Senator Pancrazio, would you like to put this on the floor formally?

Senator Pancrazio: Yes, I would. This came up in one of our earlier meetings, and we had about four or five edits that came from the floor. Those have since been incorporated and double checked, and we believe that this is ready and I recommend that we approve it.

Motion by Senator Pancrazio, on behalf of the Academic Affairs Committee, to approve the revisions to Policy 2.1.27. The motion was unanimously approved.

Senator Kalter: All right. We have a newly improved Student Bereavement Policy. We have no Information Items, so we will move to Committee Reports.

Committee Reports:

Academic Affairs Committee: Senator Pancrazio

Senator Pancrazio: The Academic Affairs Committee did meet this evening. We got a couple follow-up reports from the University Hearing Panel and from the Textbook Affordability Committee, and we also discussed some of the issues that have come up involving funding of study abroad programs, and we've also looked at another couple new policies. So as soon as we have those reviews completed, we'll be sending those out.

Administrative Affairs and Budget Committee: Senator Marx

Senator Marx: Tonight the AABC was joined by Dr. Nulty, who is the Director of Student Health Services, and many of her staff along with Yimin Wang from the INTO program for ISU to discuss Policy 2.1.16, which is the Tuberculosis Screening of International Students. And we had a broader discussion of policies in general that relate to immunizations and health screenings of our students. It was actually a really good discussion, and we covered not only this policy but two other policies that we have, and so I think we'll have some good changes coming in those policies.

Senator Kalter: Do you happen to remember the vague titles of those other policies?

Senator Marx: The other two? I have them. There's 2.1.3, which is Medical Insurance Requirements for Students, and then the other one was the Hepatitis B; that's 2.1.16. There's another policy about Hepatitis B immunizations. So, those three.

Senator Kalter: Wonderful.

Faculty Affairs Committee: Senator Crowley

Senator Crowley: We began our initial discussion of proposed revisions to two policies that deal with compensation. The first is 3.1.4, Administrative Increment. The second is 3.2.11, Employment in Excess of Full-Time Appointment. They're both very complex, particularly 3.2.11, and so we were fortunate to have two individuals who could help us. John Baur is in the working group that is dealing with these revisions, and he, fortunately for us, serves on the committee. And then Alice Maginnis came from the General Counsel's office to help us with understanding some of the technical aspects of it. And the two of them worked together to put together a presentation that was crystal clear, very straightforward, easy to understand, and very useful to us. The committee now is going to delve into careful review of these proposed revisions and at our next meeting will address them in depth.

Planning and Finance Committee: Senator Mainieri

Senator Mainieri: Tonight we discussed three main things. One was looking at the Foundation Policy, which is on our list of policy reviews which we'll be reviewing this year. Secondly, we formed a sub-committee to take a look at one of our issues pending, which is looking at the proportion of costs for the university that are dedicated to administrative costs. So there's going to be a sub-committee looking at that issue. And then, thirdly, we as a committee chose our first priority that we're going to tackle from the committee's Institutional Priorities Report from last year. So we will be diving in starting next meeting to looking at the number and value of student scholarships and financial aid as our first priority as a committee.

Rules Committee: Senator Horst

Senator Horst: The Rules Committee was visited by Dr. Michelle Kibler, who is the Chair of the College Council for CAST, and she received feedback that we had for the CAST bylaws. And so we had a great discussion with her, and we moved on to review of the College of Business bylaws.

Communications

Senator Mainieri: On October 24th – which is a Senate meeting, so I'm not saying anyone should play hooky from the Senate meeting, but maybe encourage your students to go – the School of Kinesiology and Recreation will be hosting the Esther Larson McGinnis lecture. And we're excited to have Dr. Kim Shinew from the University of Illinois joining us for the lecture, and the title of her lecture is, "Equity and Access Issues Related to Recreation and Sports in our Society," which fits well in with our strategic plan for the university. So I very much encourage you to encourage your students to come out and hear her. She's a dynamic speaker. The lecture will take place here in the Prairie Room at 7:00 p.m. on October 24.

Senator Dawson: Two items that maybe we could look at in the future on the Senate. One of them is regarding the Dean on Duty and what students do when there has been something significant, maybe even horrible has happened, and can they only contact them during office hours? I know when my kids were at the U of I, they had 24-hour Deans on Duty. So, to entertain, like, emergency phone calls, especially to report... For parents to call for a death in the family or whatever, trying to get a hold of a student, or when other things happen.

Senator Kalter: My sense, I believe, is that the Dean on Duty here is on duty 24 hours. Is that correct, Senator Johnson?

Senator Johnson: That is correct as well as within our residential environments we have case managers for those critical type of issues. I'm very impressed with the structure in the system that we have in place for following up on our students when they have critical issues that take place.

Senator Kalter: Senator Johnson and I were talking the other day, the same conversation, about how it taxes our staff, actually. Because there is, unfortunately, activity in the wee hours of the night sometimes.

Senator Dawson: Perhaps the students don't know how to avail themselves of those times after hours. I was trying to help a student who had had an accident with injuries and all I could do was give him the number and suggest that he e-mail and for sure contact this morning.

Senator Kalter: So you'd like us or the SGA to work on communication?

Senator Dawson: Well, I'd like to know more about how it operates and what students do in a time of crisis other than, like, the ones that may involve counseling and things of that nature. Because I know we've got PATH and things like that that we can refer students to.

Senator Kalter: I know that in the past I have, myself, contacted the Dean on Duty if a student couldn't, so that is an option.

Senator Dawson: I don't know how to do that, and I couldn't find out how on the website anywhere. So if I couldn't find it, is it there, and is it hidden, and do we need to make it more prominent?

And the other item is I had a faculty member approach me because he was considering taking online courses through another university in the State of Illinois and brought forth the fact that that isn't covered under our tuition waiver benefits. It is for Civil Service. I suspect that has something to do with the AFSCME contract or something like that, but he wanted to take online courses at Northern towards fulfilling a degree, or at least for

his general knowledge, and it's not tuition free. I know it is when we're here we can do it. Our children can do it at other universities in Illinois, but we cannot go for an online course. That benefit is not there.

Senator Kalter: Dr. Rosenthal has a puzzled look on his face, so I'm going to invite him to the microphone and ask him to ask the question that's in his mind or clarify what may be in his mind. Clarify for us what he already knows, that is.

Dr. Rosenthal: I am no expert on HR policies, but 7.7.8 does actually have information about this. I think it's a question... We'll need to work with HR professionals about the specifics of that benefit. I'm a little surprised that that isn't covered.

Senator Dawson: What I could find in policy, and he found it too, was that it did not address faculty at other institutions in Illinois.

Dr. Rosenthal: And again, it's the specifics that are important there because we have many faculty who do courses at other institutions.

Senator Kalter: We will take that from the minutes and look into it. Thank you so much.

Senator Dawson: Thank you. That's all I had.

Senator Kalter: All right, do we have further communications for the Senate? Thank you, by the way, Senator Dawson, for demonstrating for us an appropriate use of communications because it's not always just for announcements. It's also is there something that isn't on our agenda that should be.

Senator Dawson: Sure.

Consent Agenda Item:

06.15.18.02 Suggested Policy 3.1.2 Titles revisions

Senator Kalter: So, do we have further communications? I believe that we have now passed the item on the consent agenda, although I'll check with Cera about whether there is a further deadline on that. With no further communications, do we have a motion to adjourn?

Adjournment

Motion by Senator Smith, seconded by Senator Solebo, to adjourn. The motion was unanimously approved.