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Senate Meeting, November 7, 2018

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Academic Senate Meeting Minutes

Wednesday, November 7, 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.

Multicultural Center Task Force

Senator Kalter: Thank you. We're going to begin with the Multicultural Center Task Force, who are sitting behind me right now, but who are welcome to come up to any of the chairs that are available. They're here to tell us what they've been doing and then to get feedback from us about what we might want to see in a Multicultural Center on campus. I know two of the three of you, I'm going to introduce John Davenport, who most of you know, Dean of Students, Chuck Scott, who was here for the Caucus a little while ago. Chuck, I'm going to get your title wrong, it's Director of Facilities.

Mr. Scott: Close enough.

Senator Kalter: Close enough. All right. And if you folks could introduce the man sitting to the left of you, that would be great.

Mr. Mendonca: My name is Jason Mendonca. I'm a senior political science major.

Dr. Davenport: Well I'll go ahead and jump right into it. I want to be respectful of your time. Again, my name is John Davenport, and I have the pleasure of working as the Dean of Students. As a result of the Campus Climate Task Force a couple of years ago, in addition to some thoughts that have been percolating around campus for a long time, I've been here about 20 years, so it's bubbled up in fits and starts over probably I'm going to say the last, strongly about the last 5-7 years. But one of the things, one of the recommendations that came out was to begin the exploration of the creation of a Multicultural Center here on campus. And so we have the implementation team and we moved forward on some short-term recommendations, again, to move toward the mid-range to long-term. This group has brought together Chuck and also several members who aren't here. We have folks from the Provost office, Dr. Lacy, Kris Harding from Illinois Relations, in addition to several other faculty and students. We came together and given the task to begin to pull together one of the elements that if in place or when in place will become a part of the Multicultural Center here at Illinois State University.

What we wanted to do was not try to find a cookie cutter approach, find something that another campus is doing, and then we try to plop down somewhere here on campus, but we want to take and get feedback from campus constituents to figure out what are the elements that will make a Multicultural Center here at Illinois State University suitable and ideal for our particular population of faculty, staff, and students. So to that end, what the task force is doing, three-step process, it's really simply; first part is this, we're going to a bunch of different groups, we've done some open focus groups, we were at the CRCC conference last week, a couple of other groups are going to go visit, we're going to get feedback. We have come into this with no preconceived notions about what we're going to do, what it's going to be, which makes people asking us questions a little difficult, because we really, at this point, don't have any answers. We're going to the different groups and we're getting your feedback on a series of questions that I'll ask. We're going to take these questions, distill them down into kind of a rubric for ourselves, and then we have identified five institutions that for various reasons we look at as either benchmarking in this regard of Multicultural Center or somewhat aspirational. IUPUI in

Indianapolis, Ball State University, Northwestern University, the University of Wisconsin, Milwaukee, and Western Illinois University. Once we compile all of our feedback from the focus groups and intercessions, we're then going to take those questions and we're going to go in the committee, as many members as possible are going to visit those institutions, sit down and talk with the staff, the students who utilize those centers, faculty, work with them and partner with them to talk about what are things that work best, what are things if you could start over again you wouldn't do, some things we should definitely include, things of that nature. Do those five visits, come back, distill that information, come back to a number of campus populations that we've talked to, and then begin to talk to about okay, we got this information, firm it up a little bit.

One of the things that we've been very, very savvy about in having the experience of myself, Chuck, Dr. Lacy working with us, is having been through a number of facilities, projects here on campus, we realize the best thing for us is to provide options. Oftentimes, what you do in these kinds of situations is if you could dream of anything, what would you have, what would it be. That's not something we're going to be interested in. We want something, again, that's a lot more tangible and specific and realistic, and so that's why we're doing these groups. And when we come back from our visits, I hate to use the term first choice, but we will sit down in groups and say, okay, of these five elements, which of these do you think are most relevant, most useful for us. Do that, create kind of a shifting system of priorities. When that's all done, write that up and provide that to the President and the Campus Climate Task Force for them to move forward in the next phase, which would actually be the implementation and creation and planning of the Multicultural Center here somewhere on campus.

So with that, a couple of things I like to do is, first of all, I'd like to pass around... These are going to be the questions that we're going to ask, very, very broad. We also realize, well we've kind of been doing this for a little bit, that a lot of people are internal processors or need a little bit more time, so we're going to pass out so everyone has a copy of the questions that we're going to be discussing. Also, before I leave, we have some envelopes, some campus envelopes with the Dean of Students office address here, and so we hope to capture your thoughts, you know, orally here, more thoughts about something or want to think about it a little bit more, feel free to keep the form in front of you. I'll leave these envelopes, collect one of these envelopes, so whenever you wrap it up, throw it in here and get this to us. All that we would ask is that you would get these things returned to us by Tuesday of next week, if at all possible, so we can go ahead and do that. We're collating a lot of information now, but we'd like to get as much as possible and get it all in by Tuesday so we can move forward.

So, with that and, again, to honor time, I would like a chance to go ahead and get started, if that works. Excellent. And the first question, again, very general... And we realize some questions may bleed over into one another and that's totally okay, and that's why Chuck and Jason are going to be here to take notes and collect all of the information. The first thing, and we'll just do it popcorn style, is if something speaks to you, please just speak up. The first question is what would a multicultural center mean to you and to the Illinois State University campus? And, again, we're looking for your answers here as representatives of faculty and students, but also you personally, you as a long-time, short-time alum of Illinois State University, but what would a multicultural center mean to you and to the Illinois State University campus?

Senator Kalter: If you have thoughts, raise your hand and you shall be recognized.

Senator Dawson: I think I can see this as a great recruiting tool for the future for both the undergrads and the graduate students and faculty for that matter.

Dr. Davenport: Recruitment. Okay.

Senator Breland: I would say more so like not so much like people coming in, but just the people who are in there. I guess like given people who have like different cultures, a place where they can feel like they can connect with one another or accepted.

Dr. Davenport: Thank you.

Senator Haugo: I'd like to build on that maybe just a little bit. I teach on the Native American studies minor faculty and work with Native students fairly frequently, and it's often quite difficult for Native students to find each other when they land on campus. They are also a population that on this campus tends to go unrecognized quite often, so including Native students or Native faculty in the dialogue, I don't know what the makeup of your committee is, but that might be important as well.

Senator Solebo: I feel like with the Multicultural Center that like students who are from a misrepresented community or like a minority community will feel like the school actually cares about them and that they won't just have diversity (inaudible) like the school is actually doing something about it and it's not just something that we say we do, but we actually do.

Senator DeGrauwe : I feel like the center could be a good meeting point for both diverse staff and students where it's a place where instead of only having a room for students only, well that's where they're only at, it's a place where everyone can be there no matter what.

Senator Kalter: I want to say snap to that. I agree with that very, very, very strongly.

Senator Zamudio: I feel like the center should definitely be a place where people can express themselves and their cultures. I feel like it should definitely be a place of education. Especially with this being a predominantly white institution, I would feel like the Multicultural Center should invite a whole bunch of groups and educate people not only about their own cultures, but the people around us, and truly go with that notion that the University is here to diversify the University and integrate them properly. So definitely I feel like that's something that the Multicultural Center should do.

Senator Ohler: I teach a general education class, and so what that means is it's mostly statistics and math, and I also teach econ and I think about how different my background is from the students that I teach, and I think obviously there are examples that I can't use because I'm not from... Like it would be more useful... I could better teach them if we had similar cultures or similar backgrounds, but that is missing. So it would be useful... One service that I could see the Multicultural Center providing is, you know, some of the examples that in economics or statistics, whether it's like tutoring with their background and mine.

Senator Blum: I would hope it would become not just a place, but a way of informing and helping us deal with the difficult issues that we have on campus regarding diversity and the challenges that we have in a place that would expand our knowledge beyond what we are and really both challenge us to actually -- I think one of the students said -- be not just have kind of the motto of diversity, okay, but actually to enact it, but to really help us deal with difficult issues, because in institutions that are predominantly white and have the histories that ours does, there are difficult issues and there are challenges, and so I just would hope it would become a center of knowledge and expanding that that would be hopeful for everybody.

Senator Phillips: I just wanted to say too that I think it would be really important talking about educating, to have an actual space instead of like our Diversity Advocacy orgs, they just like get to book rooms for their events, which is fine, but actually having a whole building that could be dedicated to, you know, putting on events that aren't just for students that are marginalized, but also to help foster relationships and educate groups that maybe aren't. I think that that benefits everybody, and I think sometimes it can be like a feeling that like

the center might just be for certain groups of students, it would be a space for them, but it also would help everyone who wants to learn more and people that need to learn more, and I think that's just important to consider too.

Senator Kalter: I wanted to echo that. I had just written down, in fact, that I'd like to see a place that's both safe and at the same time not closed where it doesn't sort of seem to call only to particular students, but where all students feel comfortable going in and out and learning, even if they don't feel completely comfortable in that learning. And it seems also like it could be a space where items get raised to our awareness that might not be in our awareness yet, so kind of a conduit of communication about what's going well and what's not going all that well.

Senator Pancrazio: Thank you for bringing this to the Senate as well. I think it's a great opportunity for us to participate in this. When I think of a Multicultural Center, a lot of my experience is based upon living in International House back in the 1980s. It was an outstanding place for cultural programming for kind of the academic programming, having students from all over the world getting together to be able just to watch the news and to have a discussion about the news. Our Wednesday International seminar actually was an outgrowth of global review, a program that went every Thursday night since the late 1980s, early 1980s, and in that sense we have some track record for bringing students together and creating that type of an atmosphere in which people could share cultures. I mean, at one point in time the best meal in this town was a Sunday night at International House, and I still think it probably could be. It was also an opportunity for faculty-student interaction. We had cultural programming, an entire week of programming that would be... We would also have some connections with people being able to be together from different cultures. But also, it also created a certain sense of home away from home. We had students... I mean, to be able to speak one's own language or one's own particular inflected language from an area and have that sense, okay, I'm finally understood, I'm feeling like myself again, even though I am miles and miles away from my community, is a very important feeling, and it also changes Bloomington-Normal over time, and that's a good change. When I first moved here, we couldn't get a decent meal and we're still working on it. We got a long way to go, but certainly we don't have to drive 50 or 60 miles for a decent loaf of bread anymore, so I commend this type of activity, it's ongoing. Make sure that we have that programming space to have that space to meet and to be together and make sure that there is that opportunity for people to spend the lonely times in campus when people are stuck on campus and can't go home.

Senator Zamudio: I agree with like everything Senator Pancrazio said. I think that was a wonderful way to explain that. I also feel like this building should definitely be like a growing and living building, as in like it welcomes change over time, like I don't want it to be like so cookie cutter and like sticking to the rules. I wanted to welcome constructive criticism and have student input, obviously, like I don't want it to just stay as one thing, and it will just be a Multicultural Center, I want it to grow and like foster, obviously, a good environment for all students. I also know that there's like general consensus about education, so I feel like that's definitely a principle I should stand on, on educating everyone. I also feel like, as Senator Pancrazio said, I feel like a kitchen in there would be nice, so definitely that way people can make their own foods and all that stuff, expand not only our knowledge, but our taste buds. Yeah.

Senator Qaddour: It would be a really good opportunity to integrate it with different programs. Talking about music from different countries, that would help, you know, to music students, faculty, to see different cultures, different music, as well as different foods and different concerns too. Every, you know, nationality has different concerns, and that would help the diversity to understand what concerns them and so forth. So it would be a great idea to integrate that one as well.

Senator Kalter: I would like to see it as a place that welcomes the outside community. Senator Haugo had mentioned how Native American students sometimes can't find each other, and I wondered last week and the week before, you know, can Jewish students find one another, and do they have support from people in the

Bloomington-Normal community who are members of temple or rabbis or what have you. So having it integrate and have the campus and the town and gown sort of bleed into one another in a good way.

Senator Smith: I would want it to be a space that is a lot more secure than other areas on campus, and I don't mean that necessarily in terms of security, but there are places on campus where white supremacy is open, and homophobia and transphobia and discrimination in general is very open, and so I would hope that this would be an area where students are shielded from those things. And, in addition, I would hope that this is an area where we could provide emotional and mental support for marginalized communities, particularly transwomen of color who have the highest suicide rate. So I would just hope that this is a space that is open to students like social needs and things like that, but also their emotional and mental needs.

Dr. Davenport: If folks could maybe talk a little bit more about it, because I see we are trying to go down a path of specific services and uses of space. If folks want to talk a little bit more about those things, because what I'm hearing from you, Senator Smith, is that is it a supportive element or are you talking about a more overt counseling type element?

Senator Smith: I would say probably that our counseling services are a little oversaturated as it is, and some students who face things like racial discrimination have specific needs that maybe aren't necessarily being met in Student Counseling Services. I don't know necessarily the solution that would necessarily be counseling. I don't think it's my place as a white person to say what the solution to that would be, but I think that's something that should be asked of the marginalized communities.

Senator Mainieri: There is more in response to the previous question, and kind of piggy backing off of what Senator Smith was talking about, I would hope that this is a Center that isn't narrow in their definition of multicultural, because we have so many different dimensions of diversity that need support on campus, and so I would hope that the Center would be kind of more broadly welcoming to a variety of dimensions of diversity and the intersections of those dimensions and things like that.

Senator Breland: I was going to comment on I know people talk about education and things like that, like learning about different groups, but I also want to just kind of mention that I didn't want it to be like a space that it's not like people learning in the expense of other people, so like through exploitation. Does that make sense? So like coming into the space just to have like someone else explain their identity over and over again and like what it is to be this kind of person, so just a space where everybody can feel comfortable, but just kind of like for education have like different posters or something out, but not actually being that they're learning at the hands of other people's lives and experiences, because they obviously have to do that every single day.

Senator DeGrauwe: The way I'm thinking about it is I would like to see the same kind of aspect of a museum, but not a museum, where we have these cases that are able to have history designed by whatever diverse group is doing it, where they can decide what they put in there to show us the history, to show us their culture. That way if someone does just walk in, they can just look at the cases and get the history and then they aren't asking the questions over and over and over. It's more of I'm looking, okay, now I want to participate, now I want to be here, and it's not just I'm going there and just listening to you explain over again.

Senator Pancrazio: I had one more thought. I don't have a strong opinion either way, but one idea that we thought about at Illinois State University years back was to have faculty occasionally be invited to teach courses in that space, so having the ample space, and I think we do that with some of the additional classes with U. College in the residence halls, but to try to break down the silo effect of having, let's say, classes taught in one building and a lifestyle in another to try to integrate those. Like in some cases we've had some classes in residence halls over the years to try to create that learning community so that there isn't that sharp distinction

between social life and academics. I think it certainly would be worthwhile considering. That may or may not be the case, but my own colleagues might say no, don't do that, but at least I want to throw that out.

Senator Breland: I would also add like qualified faculty and staff. Like, as we see repeatedly in like education systems is people who don't identify with certain identities as teaching other people about different identities so they can like continue, and they can cause like less passion about things that are going on, or even just like spreading ignorance not even consciously about different identities and cultures, so I think a big part is actually being a qualified person who relates to those identities and who actually knows about it from hands on experience.

Senator Phillips: I just want to, again, echo like what they just kind of said, because I think a lot of us in here know that, you know, a faculty experience that a student has, like meeting someone and being able to learn from them can like make or break an experience here, it can keep kids out of university, and it can really add something to their learning, so having the ability to connect with people that you can relate to and that are knowledgeable about things that you relate to is really, really important. So, yeah, I just wanted to throw that out there.

Senator Smith: I said this once, but I feel like it's worth repeating. I feel like the Center is going to be a place that will be targeted by white supremacists and white supremacist groups, and I think that it's very, very crucial that we have protections for those students built in somewhere. ISU has a commitment to free speech and that is important, but we do need limits, and this Multicultural Center is an exact example of a place where we need limits.

Senator Mainieri: I think it would be an important function of the Center to help connect students, faculty, and staff with additional resources off campus, whether it's organizations and things related to different areas in diversity. There are some really great things happening in Central Illinois in connecting people to those resources that they can seek out off campus if they want a space outside of ISU to learn and connect.

Senator Kalter: Other thoughts. Dr. Davenport had asked about services and, not yet, but we'll throw spaces in there. Specific thoughts about services or spaces, more thoughts.

Senator Marshall: I feel like a lot of people touched on it, but I feel like it's mandatory that we have an eating area or kind of like a kitchen but, you know, a kitchen with some type of eating type area. And then also it would be nice if that area could also be converted for just speaking, like just random service I would like the area to double as both, but just an area like that I think would work really well.

Senator Kalter: A hangout area. That may be an additional thing to what Senator Marshall meant, but hangout is good.

Senator Rubio: I think offering academic resources to those students for the Center having such measures as printing or books being there just so if that is a space, you know, they could feel comfortable utilizing to be tutored or study or what have you, because, no matter what, at the end of the day we are here to be students, and offering those academic resources to push the success academically I think would be greatly utilized.

Senator Parker: Touching on what Rubio said, there is often a cultural bias when it comes to like helping people with tutoring, so like just the tutors be aware of like, you know, not everyone comes from the same exact place and they all don't experience the same exact thing, so when they're tutoring and they're trying to put things in situations, they should be thinking of where they came from and their cultural background.

Senator DeGrauwe: Going back to I love the idea of having professors or having people from these cultures come and give "classes," but I still believe that it should be very less professional than I would be if I was going to a lecture hall. I want to be able to go to this place and I'm Mitchell. I'm not the Senator Degrauwe. You're not Dr. Sheryl Jenkins, my nursing instructor. We're just two people exploring this and explore those, I mean, get rid of the boundaries of the student/staff and where we're just people, keeping the respect, but even if you're instructing us or teaching us about your culture, it's a very relaxed and laid back way.

Senator Ferrence: So in terms of a space, something that strikes me, and I don't quite know how it fits in a Multicultural Center, but particularly if you look towards international multicultural. When I've traveled abroad, one of the things I run into a lot is if you're out even in airports, in pubs and things like this, the sports that people come together around are very different than the American scene, and so I understand, of course, that we have to be talking nonalcoholic, but the idea of some kind of effectively sports bar where you didn't have American sports, but like if you wanted to follow the World Cup you could, because a lot of cultures follow the World Cup, but it's almost impossible to find on a television set in Bloomington-Normal when it's going on unless you go into somebody's home. So that could be a place where you could bring in a lot of people from a lot of different cultures in a common event.

Senator Smith: I kind of also think it's important that we don't put everything necessarily in English. I think that we need to have everything represented in more than one language.

Senator Kalter: We have about two minutes left until we have to actually go to the next part of the agenda.

Senator Ohler: Okay. I'll be really quick. The other service that I thought of would be if you could work with the Career Center and help identifying different cultures, what their expectations are on job interviews or how some cultures, their practices might interfere or make them less marketable, and so identifying those characteristics that might increase their marketability or signals.

Senator Kalter: We have about one minute left. Dr. Davenport, would you like to use that minute?

Dr. Davenport: Thank you all for your time. If it's okay with the chair, I'll leave some envelopes, because even if you want to write some things down, if you want to take one and get something in the mail to us later. If people want to reach out to me and have an individualized conversation. What I'll also do is make available the entire list of the committee, if there are other folks that are maybe faculty in your departments or things like that, that you may want to reach out to. All of us, I think there are about eleven of us, are under the realization that while this work is going on, we're going to be kind of walking receptacles for information, so we really appreciate your time, but it doesn't have to end here. So please feel free to email, mail these forms in, whatever format you'd like to get information to us, we're going to be willing and open and receptive to receiving it, because, again, this is going to be Illinois State University's multicultural center and this should definitely reflect our spirit, our passion, our ethos, and so we really appreciate you providing the time for us and we hope we will be back and this won't be the last time you hear from us, I promise, in the next couple of months. So thank you very much for your time.

Senator Kalter: I just want to say thank you to all three of you and everybody on the task force, and I thought that was beautiful, and I hope you're getting as beautiful feedback from all of the other groups that you're talking to, because to me the first thing I thought when we started was this is the way we ought to be describing the entire campus, the entire university. Virtual, real, you know, so awesome. Thank you.

Chairperson's Remarks

Senator Kalter: All right. We have later on the agenda a policy that we're going to be talking about that has to do with medical stuff, and probably Senator Marx will say something about this, but I just wanted to alert you

earlier in the evening that there are other immunization policies that we have, so if you're interested in looking at those before we start the discussion, they're 2.1.3 and 2.1.4 on the policy website. One of them is about hepatitis, one is about medical entrance requirements.

Second thing, I was out of town last week and since I am not on Facebook or Twitter, because my policy is to keep calm and carry on, I did not know that there was a vigil last Thursday for the victims of the Pittsburgh shooting, but I was very encouraged to see the Pantagraph news story about it and see us standing up against hate, against anti-semitism, against anti-refugee sentiment, and I want to thank everybody from ISU who helped to organize that event and who spoke at it or attended it.

Next thing I wanted to do is also I want to thank Sam Catanzaro who is over in the chairs there, Chris Horvath from the Department of Philosophy, Bruce Stoffel, who is also over in the chairs there, the URC, and all of the faculty who came out in the last couple of days for training for their DFSCs, SFSCs, and CFSCs. For those of you who don't know it, our personnel committees where we judge other faculty, we peer review other faculty about their research, teaching, and service and we had a wonderful set of training sessions today and yesterday about how to evaluate teaching, so it sounds like we might need to do some of them again, because they were so popular that we need to run them again.

Finally, in a couple of minutes, I'm going to read something that Dr. Dietz has sent, and I just want to say I'm going to echo what he is saying in abstention, and you'll understand that in a minute. It has to do with voting. If anybody has any questions, I'll take questions.

Student Body President's Remarks

Senator Rubio: Good evening, everyone. Just a few updates from my end. The Student Sustainability Committee will be releasing an informational video about the recently passed recycling ordinance, which requires local real estate companies to place recycling bins into student residential areas off campus. The video is aimed at educating students on how to properly recycle and to keep an eye out for this new implementation when they move into those areas next year.

SGA will also be hosting an event on November 29, 2018, to inform students off campus of resources available to them. Generally, we've noticed that students who live off campus tend to feel disconnected at times from campus life, so we thought this was a great way to hear their concerns and promote all that is there for them.

We are also working away on a mental health initiative that will strive to educate students on a number of issues and promote resources on and off campus to address those needs. It is our belief that this is not only a necessary push for students who need those resources, but have little to no guidance, but also for students who know someone affected by said issues and just don't know how to properly help them.

Traditionally, there are efforts made by students to promote sexual assault awareness and resources on our campus through what has been commonly known as the It's On Us campaign. However, to remain nonpartisan, an external committee was developed that will still educate and aim to take preventive measures against sexual assault, but will be rebranded to have a personal feel and connection to our own campus. Members of that committee will be attending a conference at the University of Chicago this weekend to hear different ways this issue has been addressed across campuses statewide.

Finally, our Student Government Association will be voting on a new constitution and bylaws at our next general assembly next Wednesday, which would completely change our structure and how we look to students, so we look forward to discussing and implementing these changes if all goes well. I could foresee the message on voting, but I just wanted to offer my deepest thank you to all of you who practiced your civic duty and voted and encourage our students and each other to vote. The turnout was absolutely remarkable in The Bone

yesterday, and I appreciate all the efforts made to educate on candidates' issues and promote civic engagement on our campus. With that, I will yield for any questions.

Administrators' Remarks

- ***President Larry Dietz***

Senator Kalter: You may notice that the president and all of the vice presidents are not here tonight. That's because they are at a Board retreat or on their way back from one, but President Dietz sent me this this morning. He says,

"Susan, as we discussed earlier, all of the senior staff will be participating in a Board of Trustees retreat today and most likely will not make it back for the meeting tonight. I would appreciate your mentioning for me, however, the great pride I felt yesterday in the number of students coming out to vote. I also felt great disappointment in the amount of time that many were waiting in line to vote. We registered our concern with the County Clerk during the last election. When it was brought to our attention the amount of time it was taking to vote yesterday, we contacted the County Clerk. She was going to send additional machines and volunteers, but was not overly empathetic. I also had a call from Mayor Koos expressing his disappointment in the lines as well. We are looking into the matter today, and Mayor Koos and I plan to address the issue with the County Clerk. We thought after the last election that there would be better anticipation of the turnout and that adequate machines and staffing would be provided, but sadly that did not happen. We will continue to work with students on this issue and with the appropriate offices. In the end, I am still filled with pride regarding the number of students who exercised their right to vote and were extremely patient in the process. Thanks, Larry."

So I just wanted to, as I said, echo that. I think we want to, you know, do everything we can to make the lines as short as possible, because if you get into the habit when you're young of feeling like voting is a hassle, rather than your right and something that is important to do, it makes it harder to have that lifelong sustained, and we're here about lifelong learning, right, that we all even after we graduate or leave this place that we're going to be lifelong learners, we should be lifelong voters. So it's really too bad that that was made hard for people, not just here, but in other places like Atlanta and other places around the country. All right. Any questions that I can convey to Dr. Dietz or any of the other administrators.

Senator Smith: Not really a question, but more of a comment. It has been the rhetoric that the reason the lines were so long was because of the registration. However, the line to register to vote was about 15 minutes, and the line to actually vote was about 2 hours.

Senator Kalter: Thank you for that. I also heard on GLT this morning that the County Clerk was saying it was because our rooms were small and we had construction. We've had construction. I don't know where it was, but was it in here? It's a pretty big room. So no excuses.

Senator Campbell: Yes. Going off of that, I know it's up to the McLean County Clerk to establish like the polling locations, but I was wondering if we could perhaps suggest other locations within ISU to them to perhaps have like more polling locations here so that we don't have three-hour lines in the future.

Senator Kalter: Thank you. I'll convey that to Senator Dietz.

Senator Smith: A particularly beneficial polling place would be somewhere near the Cardinal Court area right across the highway so that students who live on campus don't have to walk across the highway, and then also that's where the stadium is and Tri and a bunch of other buildings.

Senator Kalter: Great. Thank you.

Senator DeGrauwe: Horton Field House would be great for that. You can use the partials to block it and it's huge. There's no space issue at all there.

Senator Kalter: All right. Thank you.

Senator Ferrence: I'm just going to throw out there for the record, so my polling place was over at Heartland Community College. I went over there yesterday at 1:00 p.m. I was the first person in line, I could choose from eight different machines or people to talk to to check in, and about well plenty more polling things. So that's a pretty big contrast from a mile away is a line of one with at least eight people to check you in versus what... Thank you all for sticking around. That's a lot of your day, isn't it.

Senator Kalter: Does anybody know, just for the rest of our information, was there early voting on campus as well? There was. Okay. Because the other thing I think, you know, just in general all of us need to think about is whether we ought to open up voting on Saturdays, you know, on weekends, because a lot of countries do that in order to make sure that people who work can get out to vote.

Senator Zamudio: I don't know if this is something that the University is in charge of, but like you know how the election, obviously, falls on a Tuesday, I thought that for early voting we only had early voting two weeks prior, but not on the Monday before the election. I feel like definitely the weekend of and definitely the Monday beforehand is something that we should provide to the clerk's office if they need, like definitely give them those rooms.

Senator Kalter: I'm fairly certain that that's a state law, but we can find out about that.

Senator Breland: I was just wondering, is there a way we could like, like think about canceling classes, like through the university on Tuesday, because I assisted with getting people out to vote and like having to like give out pizza and stuff so people could stay in line, but I know people actually really have to go to class. So we can like look into something like that, because I know a lot of jobs you can't actually be off as well.

Senator Kalter: Yeah, I can convey that, and I was actually -- thank you for reminding me -- I was going to mention in some other countries they also have voting holidays. Right? So that's another possibility. Other comments. Remember we are collecting comments for Senator Dietz.

Senator Smith: One thing that we should consider too is maybe having parking be free on election days so that students who live off campus don't have to pay to park to vote.

Senator Kalter: Thank you for that. That's an interesting idea.

Senator Dawson: I have two questions. Number one, does anybody know the impact of the early voting here on campus? Because late registration, or grace period registration and early voting that went on during those two weeks. I was just wondering how busy were they and did they do a lot. Does anybody have a count?

Senator Rubio: I don't have a specific count, but I, for example, early voted and there was no one there and it took me two and a half minutes. There was a lot of push by the association to promote early voting, but I don't think many students were aware. There were faculty there, but not many students.

Senator Dawson: My other question is I know Town of Normal residents are allowed to come to the Bone to do their voting. They had their own polling places, but this really helps the students that are living off campus in Normal, because they can come to the Bone instead of trying to find their polling place.

Senator Kalter: Thank you.

Senator Dawson: So that's a nice thing that they do.

Senator Zamudio: I'm going to try to answer the question about parking. I'm pretty sure that the Bone did this one thing where if you showed them an "I Voted" sticker, you didn't have to pay for parking. But I also think that the university, especially when it came to yesterday, should notify them that the lines were going to be long, so I don't know what their time restriction is. I know that they had also two spots near Health Services that were reserved just for voting as well, but yeah, definitely, I don't know if that's like something we could do, but I feel like we did our job on that part, because we did give the Bone pay lot and two spaces on there.

Senator Kalter: And people coming and leaving knew that they would get out if they had an "I Voted" sticker.

Senator Zamudio: Yeah. I think, I don't know if we did enough job of promoting that, but I think there might have been a sign somewhere saying that like if you showed the sticker it was pretty much free.

Senator Smith: I want to stress that I'm not talking about just Bone parking, I'm talking about all parking on campus.

Senator Kalter: Right. Yes. That's what I took in from your statement that any parking on campus.

Senator Smith: And then I also wanted to make President Dietz aware of the rhetoric that's being used about early voting where the County Clerk's office has said that students could early vote and they could avoid those lines, and while that is the case, early voting this year was up by I believe 575% for students, so we were early voting. It was simply just lack of preparation on the County Clerk's part.

Senator Zamudio: I don't know if there is... I guess this is like initiative that either like the university and the clerk's office can work on is definitely promoting voter registration early on, as in like making that something that we promote heavily. That way we can avoid things like that too, but, obviously, one of the main issues was not having an adequate amount of machines, but definitely I feel like the university should do its part to educate as much as we can.

Senator Kalter: I'll just say one more time, I agree with Dr. Dietz that empathy would help.

Senator Dawson: I'm really proud of the students for making the effort, whether they actually got to the front of the line and completed or not, but the confusion sometimes seems to come in when students say, oh I'm registered at home. I said you're allowed to register here. You're a resident here. And some hesitate on that. I said if you've got a battle at home that you want to vote on, then ask for an absentee ballot. But, otherwise, feel free to register here.

Senator Kalter: So I just want to remind everyone we're collecting... This is still Senator Dietz's Q&A and we do have business tonight, so is there new stuff, rather than having a full discussion about this right now.

Senator Zamudio: Just a quick question, would you recommend like if we have any other like comments or concerns to like email Dietz or you, or is that something that...

Senator Kalter: Either one. I'm pretty sure I can speak for Senator Dietz that we've always had presidents that say email me directly.

Senator Zamudio: Okay. Definitely. Thank you.

Senator DeGrauwe: I would wonder if it's worth looking into having polling places at each specific housing site, so Tri-Towers, Watterson, and Hewett and Manchester, for them specifically, and then having the Bone for any off campus students might slow it down.

Senator Kalter: Thank you. I have a feeling there are state laws about that too, but we'll check into it.

Senator Smith: Just something else to look into is maybe having like a front desk worker here at the Bone and then other front desk workers wherever it be, being implemented as deputy registrar so that they can register students to vote at any time. So that would kind of help with the registration problem.

Advisory Items:

Council for Teacher Education annual report (Kevin Laudner, Interim Dean of College of Education, Dr. Christy Borders, Interim Associate Dean of College of Education, and Deb Garrahy, Director, Office of Clinical Experiences and Licensure Processes)

Senator Kalter: All right. I'm going to shut down the Q&A and we're going to go to our first action item, because we do have guests. We've got an annual report from the Council for Teacher Education. Senator Laudner is here in the Dean's chair just as the usual Dean on Duty, so to speak, we've got Dr. Christy Borders, Interim Associate Dean of the College of Education, and Deb Garrahy who is the Director of the Office of Clinical Experiences and Licensure Processes, otherwise known as the Lauby Center. They are here to sort of talk a little bit about the CTE report, because it is a complicated and work heavy committee, and so we had sent them, you know, sort of can we have a little bit of expansion on a number of the interesting items in that report, edDispositions, CAEP-related items, PES/SED-related items, AAR/UTEAC-related items, superintendent search, HB4956, etc. One of the items that we had was how has the bylaws delay that is mentioned, because that's our delay. The Senate has had their bylaws for a year or so. How has that impacted the work of the committee. So welcome to the table. And why don't you tell us a little bit more about CTE, what it does, and some of the specifics of the annual report.

Dr. Garrahy: So the Council for Teacher Education is made up of various constituents within the twenty-eight undergraduate teacher education programs and graduate programs at Illinois State University and, as you all know, those twenty-eight programs are housed within five colleges across the campus, and like the Academic Senate, the Council for Teacher Education meets almost every Tuesday, with the exception of the fifth Tuesday of the month, which is a favorite day for the council, because we do not meet on the fifth Tuesday of the month. So the first and third Tuesdays are the full CTE. The second and fourth Tuesdays of the month are the CTE subcommittees, and Christy will talk a little bit about the first item we were asked to discuss, which was edDispositions or edDisposition related items.

Dr. Borders: So edDispositions was approved by CTE previously. I've only been in this role for about seventeen months, but edDispositions is an assessment that each of our Teacher Education students has completed at least twice during their program. The CTE approved the edDisposition's process, but we also allowed the revision, so any program can establish a revision to their edDispositions assessment, so we did have four programs that completed a protocol to ask for an alternative version of the edDispositions, and those were reviewed and approved last year.

Dr. Garrahy: The second item we were asked to expand upon is CAEP, and CAEP is the accrediting body of teacher education. It is an optional accreditation process which the Council for Teacher Education has moved forward on. CAEP is a new accrediting body. For those of you who have been here for 20 years, as I have, we used to be accredited by an organization called NCATE. That group has disbanded several years ago, and CAEP is now the optional accrediting body we are working with. On July 10, 2018, I submitted the institutional self-study report on behalf of teacher education. We are scheduled to have our site visit on ISU's

campus beginning April 7 and ending at noon on April 9, and we are currently in the phase called the call for third party comment phase. And on two primary landing locations within the College of Education website and within the Teacher Education website, there is a prominent notice calling for any constituent, certainly not within the boundaries of the university, but any constituent, to submit third party comments to CAEP, and the directions on the website tell you where exactly to send those comments. On behalf of the Council for Teacher Education, we welcome people submitting their comments to the accrediting body. That call for comments will remain, we believe, through December. We're waiting for final confirmation from CAEP on that, but it's been up since October and we are required to have it on for so many weeks. So that, again, is on the main landing page of the College of Education, and then it is also on the Teacher Education website under CAEP accreditation.

Senator Kalter: I was just going to say, I think we should do questions interspersed, but grouped, but this is a great place to do, so let's have questions on edDispositions and CAEP.

Senator Pole: Will the site visit include a visit to the lab schools?

Dr. Garrahy: I honestly don't know, because CAEP will provide us with the people they want to meet. I can tell you from colleagues at other institutions they will meet with school partners. Given that we're one of the few schools in the country that has a lab school, I would be surprised if they did not, but they will provide us with a list of people they would like to meet with. Thank you.

Senator Kalter: I had a small question on edDisposition. So you had mentioned that four programs had asked to have different ones, and so that could imply controversy about the dispositions or could imply just difference, and I didn't quite catch which one that might have been.

Dr. Borders: Sure, absolutely. So one of the programs that turned in a protocol for an alternate version of edDispositions was the Math Teacher Education Program, a secondary program, and the changes that were noted between the math edDispositions protocol and the standard edDispositions protocol that's been approved by CTE really was a pretty minor difference, but what it did was allow the alignment of the eight disposition categories and identified the timelines in which those would be collected. So it was a change in format and the adding of categories to ensure that all eight categories of the edDispositions were also assessed within the math program. Additionally, all three programs from the School of Teaching and Learning, the Early Childhood sequence, the Elementary Education sequence, and the Middle Level sequences all moved forward with a revision to the protocol. The main differences with Elementary Education were that there was some discernment regarding the constructive responsibility for teacher candidates to the children within the classroom. There was also rubric alignment with instructors to be completed as a self-evaluation form in addition to being evaluated by a CTE. The School of Teaching and Learning also changed some wording and so they removed or explained that the category of Meets for a Disposition is really what that department views as a minimum requirement and removed the work developing within the evaluation of edDispositions and, as a program, the School of Teaching and Learning articulated within their protocol that they are rating this as a positive outcome or growth measurement.

Dr. Garrahy: I could just explain something. This edDispositions that was developed by the Council for Teacher Education is one of the key assessments that is used within our accreditation self-study. So the self-study that was submitted is a representation of the work done by 28 teacher education programs at the undergraduate level. So you have to have some common assessments that you can make comparisons to. So the eight pieces of data that come from within this one assessment, while worded differently and unique to a program, have commonalities that can still be analyzed and commented on in a self-study representing thirty-six hundred students across twenty eight programs, yet still have the individuality of the program.

Senator Kalter: Any other questions before we go to the alphabet soup?

Senator Horst: Yes. As chair of the Rules Committee, we were talking a lot about CTE today, and we're just trying to get a hold on what your council does. And so, for instance, with these dispositions, we were noting that there used to be due process language in the bylaws, and we had discussions about that, but my general comment is for the matters that go before CTE, how do you make a decision as to whether or not something should go in front of the Senate, because you are an external committee of the Senate just like the Curriculum Committee. Everything that goes through the Curriculum Committee comes through the Senate. Do you consider that, whether or not something should go in front of the committee, in front of the Senate before the annual report.

Dr. Borders: So I'm going to answer the first part of your question, and then I'm going to let Dean Laudner or Deb answer the second part. About the edDispositions' due process, there are two different edDispositions processes. The process that I just described is where each student is evaluated two times within their program. That is a developmental assessment that is done on multiple occasions. The edDisposition that you're speaking to is actually called the Disposition Concerns Process, and that is the process in which there is due process where a concern is articulated by anyone on campus related to professional behavior of a teacher candidate and about how things move to Senate.

Dr. Garrahy: Well, in all honesty, this is the first time in the six years I've been in my position I've been asked to come and speak about the annual report, so this is my first experience, so I can't add anything. I can tell you in about 20 minutes or a half hour, but right now this is the first time.

Senator Kalter: Generally, what I want everyone to know is that it's 8:06 p.m., so we're going to go through. We don't have the 20 minutes to go through, but there have been small items that have come up to Senate like changes to the catalog copy that went on to our Consent Agenda, but that also is fairly unprecedented. It hasn't happened in a long time.

Senator Horst: So besides the annual report, is there any other communication with the Senate regarding any policies that you pass.

Dr. Garrahy: No. Just the annual report, but isn't that how most committees communicate?

Senator Horst: For instance, the Curriculum Committee, everything that the Curriculum Committee does eventually goes through the Senate.

Senator Kalter: Right. So for the curricular process, just so everyone knows, CTE is part of the curriculum process for things that have to do with Teacher Ed programs, so those things do come up through the Senate eventually, because they do go through the University Curriculum Committee, but what Senator Horst is asking, you know, or saying is that there are other committees that do send things up through the Academic Senate or through the Caucus, for example, like the URC is an external committee of the Senate where we have to approve certain things that they do, but not other things. And I think that what you're reporting is that you are relatively self-contained and don't send much up to us.

Dean Laudner: No, I mean, we're not opposed to it, though. So if there were guidelines on what you did want to see, I mean, by all means we could send them forward.

Senator Horst: I think this is just the start of the communication between your council and ours just trying to get a hold as to what you do and how we can improve the communication with the Senate.

Senator Kalter: Thank you, Senator Horst, that's really important, I think, to say that to sort of say if there hasn't been... And also for Dean Laudner to say that that if there are things that should be coming up through us that the Rules Committee process is a great place for that to start and to have those conversations, make sure that those get put into the bylaws so that it's all clear to everybody.

Dean Laudner: I can also say that a lot of things we deal with, we don't deal with on an annual basis. They just pop up. So state laws, you know, that come into play that we need to make decisions on, so every year, other than curriculum is about the one thing that we know every year is going to go through a process. Other than that, we don't know what we're going to be talking about next week, but you can be sure something is going to pop up and we're going to have to vote on it.

Senator Kalter: So I'm going to ask you guys to go pretty rapid fire through the alphabet soup, the superintendent stuff and probably we'll skip the state law one for now just so that we can move on to our Information Items and then close the meeting, because we are at 8:09 p.m. So if you could just say a little bit about PES, etc., and AAR, etc.

Dr Garrahy: PES is the Professional Ed Sequence, and SED is the university abbreviation for Special Education.

Senator Kalter: Could you speak more into the microphone, Deb. I don't think...

Dr. Garrahy: So, again, SED is the university abbreviation for special education, the Department of Special Education housed within the College of Education, and the Professional Ed Sequence are a series of classes that all teacher education majors take housed currently within the School of Teaching and Learning and within EAF, Educational Administration Foundation.

Senator Kalter: Thank you. And the AARUTEAC, slash...

Dr. Borders: We're really bad in education about using acronyms. Sorry about that. So AAR is the Annual Assessment Review, and the reason that I'm speaking about this is that I'm one of the co-chairs of the University Teacher Education Assessment committee. So the AAR, or the Annual Assessment Review, is the process approved where each Teacher Education program on an annual basis reviews data from four key assessments that Deb spoke about earlier. Those are part of our accreditation and so each Teacher Education program is asked each year to look at data on how their candidates are doing on those four assessments, and then reflect and develop a plan for continuous improvement. So that's all reviewed by the Teacher Education assessment committee each year, and feedback is given back to the programs toward program improvement.

Senator Kalter: All right. Thank you. Do we have any questions about either of the... All right. And I understand that there was a successful superintendent search recently.

Dean Laudner: Yes. We did the search back in the spring. We had a committee made up of staff and faculty, faculty associates from U-High and Metcalf, and there was one Dean's office representative. Nationwide search. We had some good candidates on campus. Ultimately, Dr. Dana Kinley was hired. She was the Associate Superintendent in the Springfield area. She was a teacher. She was a principal. She worked for ISBE, so she has a wide range of experience and she started July 1, 2018, and so far she is off to a great start.

Senator Kalter: Wonderful. Anybody have any questions about anything related to teacher ed, Council for Teacher Ed? All right. Seeing no more, just making sure, how many of you in the room are Teacher Ed majors? One, two, three, just three? Three. One, two, three. All right. And which programs are you in?

Senator: Elementary.

Senator Kalter: Elementary.

Senator: Elementary.

Senator: History education.

Senator Kalter: History Ed.

Senator Parker: Special Ed.

Senator Kalter: And Special Ed. Excellent. We're well represented. All right. If there are no questions, thank you so much for coming, and we're going to try to make that a tradition, if you'd like and if we'd like, but I think it's important for us even if we decide that, you know, there aren't a lot of things coming up to the Senate for approval or what have you, even if that stays, it's good to have the communication and have it on an annual basis when we can. All right. Thanks very much. And we move on to our information items. We have two from the same committee. We'll start with Tuberculosis Screening for International Students

Information Items:

11.01.18.01 Policy 2.1.16 Tuberculosis Screening for International Students MARKUP (Administrative Affairs and Budget Committee)

11.01.18.02 Policy 2.1.16 Tuberculosis Screening for International Students CLEAN (Administrative Affairs and Budget Committee)

Senator Marx: Okay. We reviewed policy 2.1.16, which is the Tuberculosis Screening for International Students, and at first we were concerned about the policy in terms of the time frame in which students are, you know, if they're not compliant with the policy, what does that mean in terms of risk for the campus, and so we had Dr. Nolte and her staff come and educated us in the committee and did a wonderful job, and so the markup that we did on this policy is largely making an alignment with what the Health Service is doing in terms of the number of days the students have to comply with the policy. So other things that were changed are things like the phone number and the website, things like that. So Dr. Nolte is here if you have any questions about the policy.

Senator Haugo: So from looking at the markup of it, the policy formerly gave students a margin of 15 days, and now the margin is 10 days. Could you explain why we've decreased that?

Dr. Nolte: The margin is still the same for the number of days from the time they get to campus until they are screened. The only difference in the margin is when they get blocked or charged for that noncompliance fee, and we actually did that just to be consistent, because the subcommittee when we met before thought it was a little confusing to have one be 10 days and the other be 15 days. So we were just trying to make it consistent.

Senator Nichols: This is a bit of a technical question and it's something that wasn't changed, but if we're screening for Tuberculosis, I'm curious why the phrase Tubercular Disease was used, because in Microbiology those aren't the same thing. Tubercular Disease would be any disease in which a tubercle forms, which would be outside of, you know, respiratory or pulmonary Tuberculosis, so if we mean Tuberculosis, can we just replace tubercular disease with Tuberculosis.

Dr. Nolte: I'm fine with that. Yeah.

Senator Nichols: Okay.

Senator Marx: Thank you. Obviously, we weren't aware of that technicality.

Senator Kalter: Other questions, observations. This is the time for comment, suggested changes, questions.

Senator Ferrence: Just because it's there, not to be petty, students with an apostrophe.

Senator Kalter: Very nice. The student's entering semester, I think it is. I had one technicality and one question. In the very first line it says within 10 days of arrival on the ISU campus, but it doesn't specify calendar or days of class or business days, so we might want to put something in there about that. So is that within 10 calendar days of arrival or within 10 class days of arrival.

Senator Marx: I believe it's the 10th day of classes.

Dr. Nolte: So it's the 10th day of classes, which would be 10 class days, so two full weeks of class.

Senator Kalter: Yes.

Dr. Nolte: And that's a state law. That's based on the state law.

Senator Kalter: So in the second paragraph, what kind of a day it is its clear, but in the first paragraph it just says within 10 days, so we should make those similar. And then sort of an overarching question about this policy is sort of why do we have a specific policy for international students and why is it a separate policy rather than folded into the immunizations... Is it in order for students who are coming to campus to be searching on our website for stuff, or is there a reason not to fold it into either 2.1.3 or 2.1.4?

Dr. Nolte: There's really not a reason to not fold it in. Quite honestly, I've been the medical director here for four years and I didn't know that Faculty Senate had a separate policy. We have our policies in Health Services and we have a system where we update them every year, and this is the first time I was asked to review this policy, so our policy is actually kind of merged, and these were just separated. It's a semantic thing. If you want them merged, we can merge them. Part of the reason that they're separated is because the immunization requirements are a state requirement, and those are across the board, whereas the tuberculosis screening is not a state requirement, that's a University requirement, so there may be a small technicality as to why they're separated out.

Senator Kalter: And we specify international students, because there are laws that require domestic students to get tuberculosis immunization. Is that the idea?

Dr. Nolte: No. It's just there are screening factors, so when they come into the country there is a screen that we do, and based on that screening, one of which is the country of origin, they are designated as either high risk or not. Based on that screening, if they are considered high risk, then they get a blood test done. If that blood test is negative, that's all that has to be done. If that blood test is positive, then we actually do a chest x-ray for active tuberculosis, which would show up on the chest x-ray. We've never had an active TB case on campus since I've been here, and I don't know of any even prior to that, but that's the whole purpose for doing this is to decrease the risk.

Senator Kalter: Any other questions? All right. Looks like none, so we'll probably see this one back in a couple of weeks. Exec will decide. Thank you so much for coming. And it looks like your inaugural time at Senate. Welcome to campus four years later. Thank you.

Senator Marx: I'll mention that we're also looking at the other two policies that Senator Kalter mentioned, the immunization and the other one was the Hepatitis, which we've been informed from the Student Health Services that there are no changes from their end as far as that policy goes, but we'll look and see if there are any editorial-type things. And then there will be changes, I believe, correct, on the other one?

Dr. Nolte: There are significant changes that will be made to the medical entrance requirements, immunization requirements, because the state last year about August 5, right before school started, decided to change the state requirements and make them effective immediately, so we had already sent out all of our publications and talked to Preview and welcomed students to campus telling them one set of state requirements only to find out on August 5 that we had new requirements. And we changed our policy, but, again, didn't know we had a separate policy in Senate, so that will reflect the new state law. The changes to that were, one, pertussis has to be within the last 10 years. It also took out some of the previous verbiage was if you were born before 1957 you didn't have to meet some of those requirements. That is now gone in that verbiage. And the major addition was the addition of a meningitis vaccine that protects against A, C, Y, and W after the age of 16. That was the major one. That was a new state law requirement. And I'll be honest with you, that's probably going to change again, I anticipate, within the next year or two, because there has been some conversation at our College Health National meetings that we should probably be requiring meningitis B as well, because there have been some outbreaks on both coasts and we have seen one outbreak in the midwest.

Senator Marx: Great. Thank you again.

Senator Kalter: And I also want to thank... I just realized that Yimin Wang was behind my other shoulder and was here just in case we had any questions about the international ramifications or dimensions of this and has sat through an hour and a half long meeting, so thank you very much. She is currently working for our ISU INTO. Are you the Director of something? I'm trying to remember what your title was.

Dr. Wang: I'm the Executive Director of INTO at Illinois State University.

Senator Kalter: INTO Illinois State University. Excellent. So thank you so much, Yimin. Hopefully, you were entertained by our discussion. And, actually, probably the Multicultural Center was a very helpful discussion. So great. We've only got about 8 minutes until my unstated hard stop time, so let's go on to the Recruitment policy and then try to wrap things up.

10.25.18.03 Policy 3.1.45 Recruitment MARKUP (Administrative Affairs and Budget Committee)

10.25.18.04 Policy 3.1.45 Recruitment CLEAN (Administrative Affairs and Budget Committee)

Senator Marx: All right. The Recruitment policy has been altered to simply indicate who is responsible for different types of searches. We took out the specifics of what the Office of the Provost will provide. Those guidelines are available on the Provost website and also usually on the college websites for information for chairs on hiring procedures. So, therefore, we reduced it to simply about the offices that are involved in each of these types of searches. And then a couple of other editorial type things.

Senator Kalter: Any comments or questions about that one?

Senator Noel-Elkins: The first section says that Human Resources is responsible for the recruitment of Civil Service and AP personnel. The section below references the hiring unit. Shouldn't there be a reference in that first paragraph also that the hiring unit is involved and responsible for Civil Service and Administrative Professional personnel? So maybe the first paragraph should read, "Human Resources and the hiring unit are responsible for the recruitment of Civil Service and Administrative Professional personnel."

Senator Marx: Of course. Thank you very much.

Senator Kalter: We might want to just check with HR about that, because I know that there are some Civil Service rules about recruitment and they may mean something specific with respect to this policy, but I agree with Senator Noel-Elkins that the hiring unit should be in there somewhere.

Senator Marx: Okay. We'll look into that for next time.

Senator Kalter: Other observations. All right. Terrific. We go to committee reports. I'm going to do questions all at once at the end for committee reports. So starting with Senator Pancrazio for Academic Affairs.

Academic Affairs Committee: Senator Pancrazio

Senator Pancrazio: We did meet this evening. First of all, we'd like to call the attention to the Senate. The successful performance of Senator Aduonum, the Ted Talk that took place on the 27th. We all congratulated her on that. It was a musical performance dealing with her research that she's doing in Ghana. We look forward to being able to see that Ted Talk on African music and the African experience once it is available to all of us.

In the committee, we've also been dealing with a list of our normal policy review cycle, and hopefully we'll get to those as soon as we can. The list is rather numerous. We also had some discussions with Jana Albrecht about the census day report in our previous meeting. Once again, there will be a discussion of those in the minutes and will be available and will be ready for any questions if you have those.

Senator Kalter: Just a reminder to all committees, just because your Issues Pending list is a mile long doesn't mean you have to run that whole mile in one year. So make sure that you dwell on the policy changes that need to be dwelt on and make sure that the ones that are the highest priority rise to the top, rather than just going through them for the sake of going through them.

Administrative Affairs and Budget Committee: Senator Marx

Senator Marx: All right. Tonight we were joined by Associate Vice President Alan Lacy from the Provost Office, and our guest, Marla Reese-Weber, who is Associate Dean from the College of Arts and Sciences and we receive the report on the Academic Impact Fund. That comprised our meeting.

Faculty Affairs Committee: Senator Crowley

Senator Crowley: The committee completed its review of two policies, 3.1.4, Acting/Interim Compensation, and 3.2.11, Employment in Excess of Full-Time Appointment. We'll be making some revisions to the current markup and passing that forward.

Senator Kalter: All right. Thank you. And I just want to mention that on the website, 3.1.4 is listed as Administrative Increment, rather than acting something, something that you said. I noticed that the last time you had mentioned that in the minutes, so if there is a discrepancy, we should make sure that that's fixed in there. Let's see. Thank you very much, Senator Crowley.

Planning and Finance Committee: Senator Mainieri

Senator Mainieri: The committee this evening looked at two policies' normal review cycle. The Foundation Policy and the Program Priorities Policy and had a robust discussion that will result in some revisions and some more research to move them forward.

Senator Kalter: All right. Thank you.

Rules Committee: Senator Horst

Senator Horst: Last meeting, we finished our initial review of the College of Business bylaws, and this meeting we moved on to more bylaws. The CTE bylaws, we were joined by chairperson Stacey Jones Bock and we had a very interesting, informed discussion.

Senator Kalter: All right. Thank you. Are there any questions for any of the committee chairs? All right.

Communications

Senator Kalter: First item of business for communications is to give applause for Senator Aduonum for the Ted Talk. That's a big deal. So congratulations on that.

I have one communication just to remind everybody that there's a Veterans Day event this Friday at noon in the Prairie Room north, so if you are interested in that event, that's where that takes place. Anybody else have any communications?

Senator Smith: I have two. First I want to encourage everybody to opt out of the paper packets. Even if you want to receive the papers, you can print them out yourself and at least save these manila envelopes. Very small easy thing to do for the environment.

The second thing is that the Student Government Association recently met with the DAO to discuss ways that we can be more inclusive, and one easy solution that was provided for us was to add our preferred pronouns onto our name tags and that is something I would like to see Academic Senate do onto these, so I think that is a pretty easy change for us to make that would make a lot of students feel welcome.

Senator Kalter: Thank you. What was the first one that you mentioned? Oh, I just wanted to say DAO, just for everybody so that you all know DAO means Diversity Advocacy Office. Some people have shortened that recently to DAO, but not everybody knows what that shortening means, so I just want to make sure that that was clear.

Senator Breland: Correction. DAO means Diversity Advocacy Organization.

Senator Kalter: Oh, organization. Is this part of the Dean of Students office? It is. Okay. So they changed the office to organization.

Senator Breland: So like people when you say DAO, it's usually Diversity Advocacy Organizations...

Senator Kalter: Oh, organizations with an S on the end, plural.

Senator Breland: Yeah right, correct...

Senator Kalter: Oh. Oh I see. Okay, so you're not talking about the Diversity Advocacy Office that's part of the Dean of Students that's part of Student Affairs, you're talking about like BSU and...

Senator Breland: I was clarifying what DAO acronym was used for.

Senator Kalter: I see. Okay. I didn't realize it. Thank you. See? Nobody on the faculty knew what the DAO meant. So glad I said something.

Senator Haugo: School of Theatre and Dance opens Ibsen's Enemy of the People this week. It runs for two weekends. It's adapted and directed by a second year directing student who is pretty amazing. So I encourage everybody to check it out.

Adjournment

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