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Senate Meeting, October 9, 2019

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Academic Senate Meeting Minutes
Wednesday, October 9, 2019
7:00 P.M.
Approved

Call to Order

Academic Senate Chairperson Susan Kalter called the meeting to order.

Roll Call

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

Senator Kalter: All right. Wonderful. We have a quorum. And I just want to say welcome to all of our guest observers. And I want to...As you know, we're under the Open Meetings Act, so I'm going to read the Senate Bylaws regarding the Open... the public comment period. The opportunity for public comment is in Article V Section 4. E. of the Academic Senate Bylaws. It says, "The Academic Senate of Illinois State University welcomes constructive communications from members of the University community and the citizens of Illinois. Students, faculty, and staff are encouraged to provide information relative to the academic mission of the University. The Academic Senate will allow up to ten minutes in total for public comments and questions during a public meeting. An individual speaker will be permitted two minutes for his or her presentation. When a large number of persons wish to speak on the single item, it is recommended they choose one or more persons to speak for them. The Academic Senate will accept copies of the speakers' presentations, questions and other relevant written materials. When appropriate, the Academic Senate may provide a response to a speaker's questions within a reasonable amount of time (24 hours or more) following the speaker's presentation. An individual who wishes to make a presentation during a public meeting should sign the sign-in sheet held by the Secretary," the Secretary by the way is sitting to my left, "prior to the start of the public meeting so that the Chair may be made aware of the request. In the event the number of requests to address the Academic Senate at a public meeting exceeds the time available for public comments, the requests will be approved based upon the order of requests listed on the sign-in sheet and requests remaining will be carried over to the next scheduled meeting in the order requested."

So, I believe we have one person on the sign-up sheet, and there is a microphone here next to Senator Solebo, on her right. So, if we could have Ashley Dumas come to the microphone and give her comment.

Ms. Dumas: Hello, everyone. My name is Ashley. I just want to first and foremost let you all know that this... the reason why I'm standing here is not about a mere Homecoming event. That is one situation in an abundance of things that black students on campus feel. This is not an isolated event. This is not by chance. This is not black students being crybabies, being dishonest. This is about the real experience that we have at this institution. The email that was sent out by administrators was not accurate at all. We did not get our side. I believe that that email was sent

out to save face. But we did not address the main issue here. This is not about Homecoming. This is about anti-blackness at this institution, and it needs to be addressed. We say diversity and inclusion; no, we're talking about anti-blackness. This institution was not created for us, and now, you know, years later, 100 years later, it still feels that way, and it should not. I'm speaking on behalf of the black community, on myself. But this isn't about me. This isn't about BHC. This is about your students, and that's the main focal point. Let's stray away from talking about the antics of the Black Homecoming and all of that. That's not what I'm here for, and I will continue to say that. And you will not... This will not be the last time y'all hear me, because I got more to say. We all got more to say. Check out that #AntiBlackISU tweet. Check out that hashtag. I'm not the only one, and I'm not going to be a casualty to this. I'm not the only one. So that's really all I have to say at the moment, but best believe I'm not stopping. You can't stop me. You can't stop the black students, because we need to have equity. We need to be feeling valued, and if we don't feel that way, we're not going to stop until something gets done. I want to see action. I want to see movement, not just a statement sent out to the campus to silence us. That was another act to silence us. I'm not being silenced. We're not being silenced. So I'm going to stop, I only have two minutes, but just best believe the black experience is more than just this mere two minutes that I just gave y'all. Thank you.

(Applause)

Senator Kalter: All right. I want to make sure that we don't have anyone else that wants to give public comment. We've got 10 minutes for it.

Ms. Breland: Hello, everybody. My name is Khayla Breland. So I actually, I want to address the email that was given out. I was able to read that, and I found it, kind of like (oh, she's gone) but Ashley Dumas, she spoke on it a little bit. In the statement, it talked a lot about, like, I saw something about like the task force and people doing stuff, and figuring out and wanting to know how we feel. I kind of felt, no, I did feel like, that was an excuse, right. So, we all know what is wrong with this campus. We all know, like what Ashley said, what the black experience was like. So, I just recently graduated in May, and I just sat in these same seats. I was the former VP of the Assembly of SGA, and while in that position we read many different policies that go through that talked about diversity, that talked about the decline in graduation rates of black and brown students, and we know why these things happen, but nothing was done. So I think we need to come back from saying that we need to talk, and people can say more, and things like that because we know what's the issue already, we just need to do it. So I just challenge each and everyone, from teachers to administrators to the President, to the Provost, to every single person in here to actually do the work, like Ashley said, because we know what needs to be done, we know what these issues are, we just have to actually do it. That's it.

(Applause)

Senator Kalter: Thank you, Senator Breland. Do we have others? Anyone else want to... What's your name? Okay. We have Danielle Agbonifo.

Ms. Agbonifo: Hi. My name's Danielle Agbonifo, I'm a part of PRIDE and many other organizations on campus. My main thing right now is University Housing. I currently live at Cardinal Court, and it is the 6th week of school, and we've already had several incidents when it comes to race on campus and University Housing. I feel like it is really important for us to make sure that our students are safe, and they're able to have a place to lay their head at night and feel safe while doing so. I think it's not fair that we pay all this money to live in University Housing and when we complain about racial, LGBT issues, homophobia, transphobia, and you know, the works, it's being ignored. I feel like University Housing and University needs to do something better, and to actually listen to the students who live there, because we had, just from the beginning of the year, we had students who didn't have a place to lay their head because University, like, was over populated. Watterson, people were living in places where they should not be living, same with at Hewett and Tri-Towers. I feel like it is really important to care about the students here because without the students there would be no University, and that's a really big important part about the University. We are the students. Without the students, you guys would not have jobs. And I just feel like you should just listen to the students when it comes to Housing, hate crimes on campus, and as well as just like people who are allowed on campus. I know Jeb, the priest that likes to come here, was calling (excuse my language) calling people whores, sluts, saying that what we were wearing was not appropriate, and that should not be on campus, because I can't go down and walk to class without feeling like my life is in danger by someone who is allowed on campus because this is a public university. I feel like we need to listen to our students more, if we don't listen to our student we will not be here. And that's just basically it. Thank you.

(Applause)

Chairperson's Remarks

Senator Kalter: Any other speakers for public comment? All right. Thank you so much. We're going to move on to Chairperson Remarks which is basically that I don't have remarks, except to say thank you for the public comment, and for the public being here, and for speaking out on issues that we know are endemic to historically white institutions, and hope we will all keep working on making things better. So, I'm going to turn it over to Senator Solebo for Student Body President Remarks.

Student Body President's Remarks

Senator Solebo: I want to address the #AntiBlackISU, and all of the stories and experiences that have been coming out from the last couple days. So, one thing I want to say is, I am a black woman, and in this position, people try to disassociate my identity with this position, and I can't do that. That's one of the reasons why I'm in this position, and it's just... I just feel like [sobbing], I feel like this University a lot of the time with the policies that are in place,

sometimes we do what we're used to and not what is right, and we need to change that. That's one of the things that we need to change. A lot of the students feel like we're paying for racism, and we shouldn't feel like that on a campus that we pay for. These experiences will stick with us for the rest of our lives. A lot of the people who are in these positions that have these jobs, a lot of you can go and quit your jobs and leave your jobs, and the experience won't follow you, but as students, as black students, a lot of the experiences will follow us. That will follow us for the rest of our lives. The fact that some people can't feel like, ([given tissues] thank you, thank you), the fact that some people can't feel like they live... Can't feel like wherever they're living is right, and the fact that they feel like what they're paying for isn't meant for them, that is terrible. That is a terrible feeling to have. A lot of people will not feel that for the rest of their lives. Me, I was called the n-word my first week here at ISU and that's one of the reasons why I wanted to make a change on this campus. That's one of the reasons why I wanted to go for this position. I wanted to represent everybody. I wanted to represent everybody, and anybody on this campus. And we need to make sure that we're doing better, and we're doing right by our students, and that we're actually listening. I have went through a lot of things on this campus, and I do feel like this position can help me represent everybody to my fullest extent, and the fact that I'm sitting here crying, telling you all, like, my story and like my experience, why should I have to do that? Why should that have to be the start of something new? This movement isn't new. This movement just looks different from what it did a couple years ago. The fact that we're still talking about this is a problem. The fact that we're still talking about why students should be able to leave, because they're going through racism and microaggressions is a problem. With that, I yield for questions.

Senator Kalter: Does anyone have any questions for Senator Solebo?

Senator McClellan: The statement that President Dietz put out this week was a slap in the face to black students on campus and their experiences. It seems that the President is more concerned with the university being characterized as upholding diversity and inclusion than actual black students that are deeply affected by anti-blackness and the lack of diversity and inclusion every single day they step on this campus in their own skin. You emphasize how the campus works tirelessly to provide an inclusive and welcoming environment, yet you cannot claim inclusivity without denouncing racism and addressing the anti-blackness that students are speaking out about. In this letter, you never address anti-blackness or denounce racism. Yes, we have the diversity. Yes, we are here but we lack inclusivity. There are no structural or procedural things in place that protect us from anti-blackness. One student spoke about her experience in campus dining, and how she was threatened to get written up because she could not fit her natural hair into her campus dining hat. As much diversity as we put into campus dining, we our student workers are still subject to Eurocentric policies and procedures without our blackness in mind. At Illinois State University, to black students, diversity means anti-blackness. Diversity means microaggression in classrooms. Diversity means students should shut up when they're being discriminated against. Diversity means that the administration ignores students' actual needs, and

they need us... and they make us out to be dishonest about our experiences. This is our experience. What are you going to do about it? In this letter, you state that you take student concerns seriously, but in the same letter you dismiss the discrimination of Black Homecoming Committee by putting out a one sided statement. This makes it seem as if you don't care to even hear them out for the discrimination that they are facing. You could have instead reached out to Black Homecoming Committee, listened to their concerns, and moved accordingly. How do you expect students to feel comfortable to come to your administration about concerns with diversity when this is how you treat them when they voice their opinions? Based on students' stories under the #AntiBlackISU, and stories that we have listened to and collected, students are having similar experiences to the experience that students did in 2016 when the Campus Climate Assessment report was conducted. According to that report, the total types of harassment and discrimination experience respondents most frequently indicated that experience racism, harassment, and discrimination related to race and ethnicity. The report also included data on students reporting experiences in harassment and discrimination. 93% did not report their experiences to an ISU official or designated office. Of those who did report to ISU officials or designated office, most were extremely dissatisfied with the outcome. In Table 10, the Perceptions of Institutional Response to Reports of Harassment and Discrimination, 100% of people who reported an incident of harassment and discrimination either strongly disagreed or disagreed with this statement, "The University objectively and rigorously investigated reports of discrimination and or harassment." What has been done to combat students feeling as if they cannot report their discrimination? According to the hashtag and student stories, many students still feel as if when they report these incidents not much is even done. I would like to bring attention to the student focus group finding portion in the Campus Climate Assessment report. Students of color stated that they feel significantly underrepresented and under-supported. They expressed that ISU is a whitewashed environment, and campus programming, activities, and services maintain a Eurocentric culture perspective. Students of color in this said that they did not feel like they were a part of the Redbird family or student experience. If you google the #AntiBlackISU you can see that black students still feel this way. Why was it that... Why did Black Homecoming Committee... Why was that even created in the first place? Because black student leaders saw that Homecoming was a place that wasn't there for them. The experience that they saw before was Eurocentric and would never truly include black culture. The fact that students had to make their own space to feel included is unacceptable. Today in 2019, students of color still feel this way and nothing has been done to combat this. With talks of a new Multicultural Center arising, I think it's important to point out that when the Multicultural Center is here, that is not the end all, be all. When it comes to inclusion on campus, black students shouldn't have to go to one building on campus to feel safe. If I'm in the dorms, I should feel safe where I sleep. If I have a meal contract, I should feel safe where I eat. If I pay tuition, I should feel safe in my classroom. Black students should feel safe wherever they go on this campus. Anti-blackness should not be tolerated in any single spot on this campus, and if it is black students are not safe. Which of your implementations address students not feeling a part of the Redbird community and how? What is

your progress with these implementations? These do not address black students feel like they belong at Homecoming. Unlike white students, black students do not have a program where that centers their identity that can program at its full capability. I would like to mention that the security concerns were not brought to Black Homecoming Committee as an issue, until around late September or early October, after their initial reasoning provided by Hayden Young, the Assistant Director of Facilities, in Athletics, that the arena would not be able to accommodate us because a change in practice calendars with their basketball and volleyball teams. You say that most Homecoming events are planned up to a year in advance, but as an unsponsored Registered Student Organization, we depend on program funding from the Dean of Students office. The program fund does not give out allocations until mid-July, which doesn't give Black Homecoming Committee the same opportunity as organizations such as UPB to plan for events. If you have reviewed Black Homecoming Committee's demands, the first demand addresses this. I would like to also mention that the program fund is decided by a group of people that might not have our identity in mind or have knowledge of the black experience. You say the largest room in the world is the room for improvement. I think it's about time that we start rearranging this room you claim as diversity and inclusion at Illinois State University.

(Applause)

Senator Kalter: Further questions for Senator Solebo? All right. Seeing none. We'll move on to Administrator Remarks with Senator Dietz.

Administrators' Remarks

- ***President Larry Dietz***

President Dietz: Well, thank you very much. Let me, first of all, say that I appreciate everyone who's expressed themselves here this evening, and also the individuals who were a part of the march the other day. Hard to hear, but I appreciate the passion behind your concerns, and I will pledge, along with my colleagues, to listen, to develop plans that will include you, and to try to move forward together. But I appreciate everyone who has expressed themselves tonight. I've taken notes here, and I look forward to trying to get together with you next week. I think we're working on a potential meeting. I think Senator Johnson will talk about that shortly. But you know as our motto states, gladly we learn and teach, and we learn all the time, and we not only learn from the faculty here, but we learn from each other, and we learn from students, and I'm learning from all of you right now. So, I'm sorry that my email may have offended some of you. It was not meant to do that. I understand that this is a bigger issue than the Homecoming issue, that's become quite apparent and we will work to do better.

Senator Kalter: Do we have questions for Senator Dietz?

Senator Hollis: So for the ISU Campus Climate, these were concerns in 2016, and these are still concerns that we experience in 2019. So what is going to be the difference from you already have this information in 2016 to now? What are you really going to do to fix these concerns instead of just saying it out your mouth?

President Dietz: Sure. Well, I think we've made progress since 2016. There's a Campus Climate Task Force, and now there's an established advisory committee to me on diversity and inclusion issues, and if you look at the accomplishments that have happened since 2016, there have been some accomplishments. The issue about changing culture is tough and takes a long time, but it's something that I think that we need to keep after. But if you go to our website, you can see some of the things that have been accomplished. And one of the longer-term goals was the Multicultural Center, and I'm delighted that we're moving in that direction. I couldn't agree more that just having a building is not enough. And it's what's going to happen in that building, and, overall, a feeling that you're valued on the campus, and that you're safe on the campus to pursue your education, and co-curricular activities. That is not lost on me tonight. So, all I can say is that I would be anxious to sit down and talk with the various leaders of the organizations and talk about what we can do to move on the list of points of progress that you'd like us to make. And from there we're put a plan together.

Senator McClellan: So, for the Campus Climate Task Force, one thing that students expressed in 2016 that I haven't seen any change with now is students knowing where to actually go to report incidents of harassment and discrimination. So what have you done to publicize this?

President Dietz: The Office of Equal Opportunity and Access is the office that investigates those kinds of things, and so that has not really changed in terms of an office, perhaps. We need to do a better job of promoting that office, and the work that goes in that office.

Senator DeGrauwe: As a white male, I don't... I don't... I'm not subjected to the same side of discrimination that my colleagues are, but I'm sitting here reading #AntiBlackISU on Twitter, and if you haven't read this tonight, you really should open up Twitter. And if you don't know how to use Twitter, ask someone around you, because what is written on here is absolutely appalling, and I think it's something that you should absolutely read.

President Dietz: Thank you.

Senator Wall: I was just wondering if you could cite some of the specific changes that have been made since 2016? You made some general statements, and while the Multicultural Center is a large change, I would like to say that I do believe that a lot of the push for it did come from, again, student led action in that area. So, I wanted to know what specifically this group and administration has done in regards to those changes.

President Dietz: We have a number of programs and I think Senator Johnson can get into the programmatic aspect of that during his remarks, but the list is pretty impressive in terms of the faculty, general sensitivity training is a part of that. The OEOA office has done a lot more proactive programming. The number of programs, I don't know, but I know that they've done a lot more proactive programming there. The Diversity Advocacy Office has done a lot more work to try to advance the whole issue of diversity and inclusion. So, I'm going to fail to get a lot of specifics, but we can get that to you.

Senator Wall: That would be great. Thank you.

Senator McClellan: I hear a lot of talk about diversity and inclusion but I'm just wondering when you're going to denounce racism.

President Dietz: Tonight. I denounce racism. Having said that, that's an easy thing to say, and a very difficult thing to do at a large complex university. But of course I denounce racism. One of the values of the institution is diversity, and inclusion, and integrity. And I've mentioned tonight that I will commit to addressing the issues that you have all talked about. I want to make sure though that we have a dialogue about this beyond tonight, and so that's why we're setting up some times to get together with representatives of the organizations, but also make sure that we're including the shared governance process in that, Student Government Association in that. Absolutely. That should not be part of this environment. It ought not to be part of society, but, unfortunately, it is, and we're a microcosm of society. That doesn't excuse it, I know that. So we'll work harder on that.

Senator Hollis: I just want to say just when you actually do sit down with the students that you are going to sit down, having all that information of what you all have done for diversity so we can actually see it rather than it come out your mouth. And as well as, starting off an apology saying, "I'm sorry if the email offended some of you all," is not a real apology.

President Dietz: Well, it is for me. I can't sit for you, and I understand what you just said. But it is a sincere apology. It may not be accepted, but I am sorry.

Senator Heath: As a student that has faced racism in Watterson Towers, I was not offered any sort of housing relocation when it came to me feeling unsafe on my floor. So where does that come in? When are we going to start listening to people when they say that they're not comfortable, when they feel like there is some form of harassment? When do we remove them from the situation, instead of telling them to kind of make the best of a bad situation, where they're literally every step of the way having to pass people that don't want them there, or make them feel like that is not a place for them to be?

President Dietz: I think that's Senator Johnson and I both are listening to that, and we will certainly bring that up to our housing staff, and register your concern about that. So I hope soon.

Senator Heath: I would also say RAs, because I know a number of students will go to an RA and tell them that something is going on, but they're students themselves, and a lot of time they don't know how to handle that sort of situation. So, when it comes to training, I think that that needs to be looked at again. Because people can say that they don't know what to do with the situation, and pass it to a higher up, but as it goes higher up the time that they're on that floor, it's a long time. So, they're kind of just stuck in this situation, and hoping that eventually you'll get around to it. Eventually it'll be figured out. Eventually they won't have to be in that situation anymore. But when does that happen?

President Dietz: I appreciate the comment, and I appreciate the suggestion of a solution about additional training, and that's something we can talk more specifically about, not only the training part, but the elements of the training, what needs to be a part of that.

Senator Heath: I will also say when it comes to racial slurs or comments based on race, a lot of times it can be called freedom of speech, and people aren't allowed to take action against that. Or students feel as if maybe they weren't clear on the situation, and they kind of try to figure it out themselves, but when we go to a police officer and we say this was said to me, to get the response, well, it's their right. Well, isn't it my right to be a student here and not have to deal with that sort of, you know, abuse. And it is abuse, because it's mental and it can be physical.

President Dietz: Right. Well, there are obviously protocols around hate speech and such as that, and that's something we need to look into as well. Thank you.

Senator McClellan: Is there something in the hiring process that assesses implicit biases of administration and educators brought on this campus?

President Dietz: I'm sorry, would you do that one more time?

Senator McClellan: Is there something in the hiring process that assesses implicit biases of administration and educators brought to this campus?

President Dietz: I'm not sure that there is. We have a faculty and staff of nearly 3,600 members and the hiring is done at the departmental level throughout the university. Your point is well taken, in terms of something that we might be able to do in terms of training of search committees, and training at departmental levels to try to include that and be aware of that.

Senator McClellan: Are you willing to publically apologize when you tried to humiliate Black Homecoming Committee in that letter, and the fact that you never reached out to them, and made them out to be liars?

President Dietz: Well, I'm sorry. That was not my intention. If I offended people, I'm sorry for that, but that was not my intention.

Senator McClellan: Are you publically going to apologize to them?

President Dietz: To the Black Homecoming Committee?

Senator McClellan: Yes.

President Dietz: I'll apologize if they took offense to that, yes. The other part of that is that, on that issue, there were inaccuracies that were being reported in the press, and I'm not suggesting that the committee did that, but there were inaccuracies in the press around that particular issue, and what I was trying to do is to correct those inaccuracies. If I offended people, I'm sorry.

Senator Hollis: I just want to say, during that trying to save Illinois State's face and addressing the inaccuracies, you were still inaccurate, and that is why BHC is asking for a public apology.

President Dietz: I'm not sure about the inaccuracy. I mean, I'm happy to talk with you about that next week at one of these group sessions, etc., but I don't know where I was inaccurate. But to me, the bottom line of all of that is that if people were offended by what I said, I'm sorry for that. It was not my intent at all, and never is.

Senator Jones: I just want to know, like, what took so long? Because if you're saying there was a task force created in 2016, I'm guessing that was due to the reaction toward the election, or whatever happened on campus. I wasn't here, exactly, so I don't know. But I just feel like if we're saying that our campus is a reflection of society, this problem, obviously, has been going on in our country since it was formed. So, I don't know, like, what took so long? And I'm just basically saying how can we be proactive? Because a lot of the response to, a lot of the problem that black students have is, like, so many things have to happen in order for our voices to be heard. Like, it's not enough that we're just like harassed, it has to be like the worst harassment, you know, it has to be like the worst aggression towards us. So, I just want us to have a proactive, rather than be reactive, because this should have happened a long time ago. So, like, what will be put in place so that issues like this don't have to come up, but they're being dealt with. Do you understand?

President Dietz: Sure. Actually, the issue about diversity and inclusion came up well before the 2016. I became President in 2014, and one of the things that I talked about in my first State of the University Address was the importance of values to the institution. And I talked about each of those values in that process, and shortly thereafter I initiated a Campus Climate Assessment Task Force, and we brought in a gentleman by the name of Shaun Harper from the University of Pennsylvania, who has a center on race and ethnicity at the University of Pennsylvania, that does Campus Climate Assessments about the environment. So, he did that assessment, and out of that assessment and report, came a lot of information, and that has served to inform our actions on that ever since that time. There was a demonstration in the last national election, and that heightened some of that sensitivity. But I think one of the issues also is what's happening across the country affects all of us in many ways, shape, and form. But we can't necessarily control what's going on in the country, but we can control some of the things that are going on here. And with your help we'll do better, and try to make this environment better for you.

Senator Hollis: A lot of black students feel uncomfortable with ISU PD. So I just wanted to know what would be done about the rampant over-policing of black students on campus, and the obvious racial bias that factors into a lot of stops and arrests on campus?

President Dietz: The only thing that I can tell you is that we'll talk to the Chief of Police about that. I don't know the statistics of all of that, but we'll start conversations there as well.

Senator Heath: Also, one more thing, I know that you said that OEOA is a resource, but I will say that a lot of times when students are facing this form of racism that it's words. It's not necessarily something that you can take a picture of, or bookmark, or grab as evidence. So, when it comes to an OEOA report, it does have to be evidence that they deem sufficient. So, when it comes to the actual... something being done about it, who's to say that that will be, after they have reported it, because OEOA may not deem it sufficient evidence.

President Dietz: I guess my only response to that is that, if there are specific reports involving specific students, they do follow up on that. They conduct an investigation, and depending upon the investigation, they make a decision depending upon the evidence in the case. And so, I don't have an overall statement for that to say that they, you know, they do the best they know how to do, given the specifics of each case, but each case is different.

Senator Heath: Yes. I'm just saying that if a student has been called the n-word, or has felt harassed whether it's verbal or non-verbal, that sort of thing... you cannot grab that. You cannot say this is that. And so, what do we do for those students that will fall through the cracks? They have experienced this. They have been wronged by this university, and the students on this campus. What do we do for those students? The students that cannot quantify, or provide enough evidence for, that is sufficient enough for OEOA? What do we do for those students?

President Dietz: I think that we have to listen. I think that we have to provide counseling. I think we have to try to figure out who is causing that behavior, and how they're feeling about that, and try to correct it. I don't have a canned answer to that, other than we need to know more about that, and if there are particular places where that's occurring, we can address some of those issues. If there are particular people that are exhibiting that behavior, it helps us to know that as well.

Senator Heath: I would say Housing is definitely a big portion of where this racism is occurring, because it's students on the same floor as students that did not grow up in being familiar with black people, knowing anything about our culture, knowing no way of how to speak to us, or ask us questions about what our culture is. It's more of... I'm curious about this, but they don't know how to be... It's not appropriate. That's what I'll say, it's not appropriate.

President Dietz: Okay.

Senator Heath: It's not appropriate. And at times, it can be rude, and it can come off and make people uncomfortable. But there is not training. There is not things to stop that in Housing. When it gets to the point where somebody is uncomfortable, and it's brought to OEOA, but it's not sufficient, then what happens? If they have not, as she said, if it's not enough. If that is not enough, what is being done?

President Dietz: Well, obviously, you've hit upon training a couple of...at different times, and comments, and I don't think that we can overdo the training. And so I think people being more

sensitive to folks that are from different cultures, and different backgrounds, and that should be an important part of the valuing of that, not of the de-valuing of that, or making people feel unsafe, unwelcome, that ought not to be a part of this culture.

Senator Wall: I just had to ask, you see the Office of Equal Opportunity and Access as an investigative body which is its purpose on this campus, such as for Title IX. Where do you see students of color, minority students on this campus going for advocacy, for their needs, and their rights, when it's not met, like what Senator Heath was saying. When it doesn't meet what the investigative body deems as enough evidence? Where should those students be going instead of having to self-advocate for themselves constantly? Who are they going to? And I don't think Diversity Advocacy staff is necessarily the best answer, because... I know that's probably the initial response you should give, but there's only like two or three staff members there, that I can think of off the top of my head. So, is that enough to serve this campus community, the amount of minority students that we have on this campus? And where should they be going, if not to the Office of Equal Opportunity since they obviously can't handle all of the requests?

President Dietz: Sure. I would say that OEOA has an investigative responsibility, that's part of the law. But they're also, have been doing a lot more programing out of that office within the last few years. You've already, I was going to say Diversity Advocacy as one of those areas, and I don't know about staffing, we've not talked about that, but your point's well taken that perhaps we need to have more resources there.

Senator McClellan: If black students or minority students have gone through every single avenue to basically report their instances of bias and harassment, and nothing has still been done, what is a black student to do?

President Dietz: Again, I don't have a canned answer to that. I think each student brings their own experiences to this. I'm happy to meet with anybody about anytime. I don't have an open door, but I have a scheduled door, and if you don't feel like you're being heard on the campus I'm happy to talk with you. Senator Johnson's happy to talk to you. We have lots of faculty that are happy to talk to you, a lot of staff, but I'm happy to help address that.

Senator Kalter: So, at this point, I'm going to actually move to Senator Murphy's remarks because we have some business that does need to get done tonight. So, I'm going to try to move into that phase and also to Senator Johnson and Senator Stephens' remarks. But we will come back to questions for Senator Dietz if we have time towards the end. So, I want to go to Senator Murphy for her remarks.

- ***Provost Jan Murphy***

Provost Murphy: I have no remarks for this evening.

Senator Kalter: Thank you. And I assume we have no questions about that. So, let's go to Senator Johnson for Student Affairs remarks.

- *Vice President of Student Affairs Levester Johnson*

Senator Johnson: Hello, everyone. This is tough because it is indeed a dark time and a dark week, I think, for ISU. Things started on Monday, which, with what was a well-organized march, and gathering, and sharing of the concerns of our students about their experience at ISU. I want you to know that it may not seem that way right now, given your experiences that you have shared over the last couple of days, but we do wish to support you. We support definitely your right to voice your concerns and your experiences and we need to do better. That march, that gathering, was followed then by a well-organized, by BSU as well as the Black Homecoming Committee, open forum last night, where multiple students shared their stories, their experiences of disrespect, racism, challenges within residential environments and inside the classroom, and it took a lot of courage, I know, to share those experiences, some being taped. Indeed African Americans experience microaggressions, discrimination, racism, and other anti-black type of acts across this nation, and college and universities are no exception. We are subject to this. We have to do better. We will do better.

We desire to, as it relates to Homecoming, attempt to reach out to individuals who were attempting to plan something in order to engage with them, and see if there is still something that we can pull together, in order for the African American community and other students of color to bond for that Friday afternoon and evening. So, we're going to be looking forward to trying to have those conversations.

As the President had mentioned earlier, there is going to be a meeting scheduled for next week, where we'd like to get together with student leaders, students involved, and engaged in this process, faculty, staff, members of the Campus Climate Task Force to be present as well, and really open this up, and discuss, and get into some details, and come up with a plan, and a way to move forward.

Last night, I think it was Ashley and maybe some other students, they spoke extremely well about how this is a journey. This is a process that is not going to change overnight. I came here three years ago, it's my fourth year. I left an institution where this very same thing happened in another predominantly white institution. Guess what, it's happening on the University of Colorado's campus right now, University of Wisconsin Madison, it's happening across this country. That doesn't make it right, doesn't make it better. We've got a lot of work to do. But it will not happen overnight. It will not happen just because we're building a Multicultural Center, all right. There are many things, infrastructure wise, training wise, education wise, non-tolerance wise, we need to establish and put in place in order to assist moving forward and attempting to eradicate this. But we're going to have to do it together. You all, our students, have rolled up your sleeves first. You've articulating how you're wanting to work on this. That you're not going anywhere. Thank goodness. You shouldn't. And that we have to change your experience so you can sleep well at night. So you can eat properly. So that you can study properly, and have the right experience on this campus that's equal to everyone. I'm sorry for your experience, and,

again, we will attempt to do better. I'm just going to end right there, and open things up for any questions.

Senator Heath: Does the Housing question pertain to you? So, if we're a student that feels as if they are being harassed, or they are unsafe on their floor on the basis of race, where do they go? Where is that temporary housing?

Senator Johnson: Yeah. There are two avenues with it. One has been discussed before and your questions and some of the answers from President Dietz, some of these cases are dealt with internally to Housing. Some of these, depending upon the circumstance and the type of incident, they have to be referred over to OEOA, right. So, depending upon which, and again that's a long spectrum as to the type of thing and no case is the same. As to what happens, what the follow-up is, and what's dealt with. I can tell you that in some cases where maybe OEOA came up with a decision where they could not find the person responsible, that does not mean then when those individuals come back into our residential environments that our Housing folks don't take on a non-binding follow up with that person in order to educate, challenge, hold accountable those individuals, okay. So, there is something that's potentially done. From what I heard last night in listening to students, some of the things that are missing is what's the circling back in order for folks to understand how that loop's been closed, what's been done, okay, and is there any type of resolution to that behavior and whether it continues or not. There's room for improvement there.

Senator Heath: I would say that there definitely needs to be a set timeframe, and it should not be long, from the time that it is reported versus the time that they are removed from the situation. And that means reported to anybody.

Senator Johnson: Agreed. Agreed. I would also add, your comment earlier about training, again I heard from some of literally our staff students who are serving in these roles, they're taxed, they're challenged, okay. And one spoke specifically on, and it really connected with me, in our attempts to fully educate our staff as relates to the various forms of diversity, all right, and inclusion, we may have taken time away from other specific areas that maybe we hit a little bit more. I'll go specifically there, race and ethnicity. This past year we concentrated a little bit, not more, but we added a component on faith and spirituality, all right. Well, when you do something like that, guess what, there's only so much time that you're going to be educating, and so forth, and that may affect the training, and the education, and the experience that the RAs or the staff are receiving in order to address those situations. So, we got to take a look at that. Do we need to have continuing, ongoing in-service training in order to fill that gap? It's not like we have to stop, because there are issues as relates to religion, and people's faith as well. So not that we have to stop that, but we cannot water down, we can't take away from the other pieces of diversity that we need to focus on in order to address some of the type of things that are happening within our residential environments.

If you'll allow me, I'll add one more component to all of this. We have become a more diverse campus community. We should not lose sight on that. First year when I got here, the campus community was 25% or so underrepresented populations of students of color. We are now at the point where we are bringing in a third of the new student class are students of color. So what you describe as this environment now that we have within our residential communities is more incidents, more interaction, more opportunity, I would say as well, but if we don't have the things in place in order to properly allow for those interactions and that engagement to be positive, then we are missing out, all right. So, we've got to work on that. We've got to figure this out. So as we increase the multicultural student population, as we continue to check off some of the things that have been identified in that Campus Climate Task Force, and the things that we wish to implement, we've got to create more, we've got to do more. Because, again, this work diversity and inclusion is not easy. It is hard. And it will become even harder as we become more diverse, because even within our own communities, guess what, we cannot identify or suspect that everyone within a particular community is going to be the same as well, and has the same needs too. So, it is hard work, but we got to acknowledge that, we got to continue to try to do better.

Senator Solebo: I just want to address Housing and OEOA. So I think that a lot of the times when students need to report these situations and what's going on, well, one thing is right now, like, we're over capacity. And that can become a problem so if students have a problem with their roommate, or whoever it is, they can't really find a way out. And that's a huge problem. And obviously not too much can be done about that, but at the same time, when they do report it, they should not be made to feel like it's their fault. I think that's something we don't stress enough to the students, because with the talk of retaliation and all that, we should not feel like it's our fault that this stuff is happened to us by other people. But I just want to mention that. And then I also want to say, we have to know that as ISU becomes more diverse, and the numbers change, we have to know that it's going to look different. So next year, Senator Jones had mentioned with the election and what not, we have to know what we're doing beforehand, to prevent anything like 2016 from happening on this campus. And to make sure that these students feel like they are actually welcomed here. And that they should be here, whatever the political climate is on the outside of ISU, that they don't feel unsafe in their own campus.

Senator Johnson: I fully agree with both those points. To your first point, I would though suggest back that there still maybe something that we might be able to do, as relates to this issue of the numbers within our residential environments. So, capacity wise, we don't need to be probably at 107% when we start up the school year, so maybe there are some things. So strategically we need to take that into consideration moving forward about how can we still meet our mark of trying to get close to being filled, but what do we allow ourselves room for, those situations that don't go well, okay, and to have that additional space. Down the road, I think our new residential environment is going to add and help support that, but we need some actions, or some things that

we can do today. So that's to your first piece. And now I've lost the second piece, what was the second piece?

Senator Solebo: Well, I mentioned retaliation, OEOA, and then also then also the next election that's coming up.

Senator Johnson: Next election, yes. We have started discussion on that. This is extremely important for us. I remember my first engagement with this body in speaking, and it was right after the elections where, literally, I had to report on being locked arms with some of the fellow Senators within this room, faculty members, and others, separating some of our students who were just expressing their concerns for how the election had gone. And how they were experiencing these boldened words, charges from other students, about them being here on this campus. And literally there were other students who were voicing those type of opinions on the other side of the chain that we had, and we were physically trying to keep students separated from each other. So, we do not want a repeat of that. I've spoken before and I still believe that this community can be a very special community because people do care; everyone is here because they do. And I think working together, trying to be proactive then in that sense (I'm glad that you're raising this) that we can put some plans in place, education in place, so we don't get to that again.

Senator DeGrauwe: I'm currently looking over our Student Code of Conduct, and I'm not seeing anything that's specifically stating anything about hate speech or how a student that uses hate speech would be sanctioned. There's a lot of different policies that saying, oh, there's a violation of a policy, and it talks about the Anti-Harassment and Non-Discrimination policy, but that more talks about in the school and in the education setting. I know right now during this school year we're supposed to be going over the Code of Conduct, and hopefully trying to re-implement it because of Title IX changes in the upcoming year. Would it be possible and if it's not, why not, to add a specific part about hate speech, and about how that affects students, and how we can sanction them with the University Hearing Panel and things like that.

Senator Johnson: Yeah. My only response to that, you know, that's been brought up at this actual group and this body and so forth and so I think that work needs to be done with that group. Legal will need to be involved in that. I think as we get into those issues, we all need to learn more about that. So, I don't think we've solved that and this group taking a first stab at it and we'll need to go there.

Senator DeGrauwe: My only concern with that being is Title IX is not going to happen for a long time. We don't know how legislation's going to happen. So, this is something that we cannot wait on. This is not something that we can wait even a couple of months that we don't have a policy in place saying this is not okay on our campus, other than an Anti-Harassment and Non-Discrimination policy. That does not specifically talk about hate speech.

Senator Johnson: Yeah, again, SGA, as well as the Division of Student Affairs, and the Office of the Dean of Students and so forth, we're responsible for that. So, I'm going to come right back at you and say let's get working then because, again, I don't know whether or not we can or not, but that goes both ways. So, if you want to have discussions about that and we want to get those meetings going, then we need to get those meetings going.

Senator DeGrauwe: Thank you.

Senator Campbell: Okay. So, I want to keep this short, because I don't believe it's my place to speak on a lot of these issues. But I do think it's important to raise issues like former Senator Breland brought up. Last year we looked at numbers, and while it's great that we have admissions numbers, looking at like a third of our student population from underrepresented groups, we're seeing statistically that we're not keeping those students until graduation. And that is a huge problem. And it's just something that we can do better in. And I think a huge way to make steps towards that is Student Counseling Services. I think you need folks of color like within those roles, and not only that but, correct me if I'm wrong whether you or Dr. Davenport in the room know any better, but I believe that there's a cap of like 12 meetings, individual one on one meetings, that you can have, group I believe you can have up to as many. I just think that's a problematic statistic. I don't think you should be able to cap students' mental health, and I think that that's like a disgusting thing that happens at this school. And if the problem is that we can't divert enough resources towards that, you need to divert resources towards helping students find help outside of this campus.

Senator Johnson: Yeah, and I think we all agree with that. And we've taken a number of steps over the last year or so in order to increase, literally, staffing. We've expanded the months that our psychologists and our counselors actually are working there. We've added positions within Counseling Services. And the latest thing that we're working on, and I thank President Dietz for the support in this area, as we're thinking about new areas in outreach services, we have approved the adding of two additional case managers for our residential environments. And we've also then approved, or had approved and supported, as we get ready to queue up the Multicultural Center, having a counselor embedded within the Multicultural Center as well. So and I think by having these outreach places where we're actually going to where the students are at, that will break down walls as well of having to find out or having to go to Counseling Services too.

Senator Heath: I know that we've begun looking into adding another required course to basically educate, you know, the student body when it comes to diversity, and like what other cultures, you know, experience and that sort of things. And I think that more students should be included in the conversation, because a lot of time we're seeing first-hand what people are confused about, or they have questions on, and we are responsible for educating them, when that's not our job. That's not our job to educate somebody on how I do my hair, or... That, you know, do you see what I'm saying?

Senator Johnson: Yes.

Senator Heath: And that's not my role. But if I was asked, what do you think should be included in the course, then I could give you ideas. But I think that students should be included in that, and I know we have committees, and that includes us as Senators, but the student body, they need to be included in that. I don't know if it will be surveys or forums, this sort of discussion, but it's necessary.

Senator Johnson: I don't disagree with that. And whatever entity right now is looking into that and working with that, I hope that we can make sure that we get that information to those folks, all right.

Senator Kalter: Further questions for Senator Johnson? Before we move to Senator Stephens, one place as a resource that's not been brought up and that's the Inclusive Community Response Team. So when you were asking about where do you go if OEOA does not help solve the problem, just please remember that that's another place on campus that students can go, anybody can go, but I think students, in particular, can go to the Inclusive Community Response Team. So, we're now going to move to Finance and Planning Remarks from Senator Stephens.

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

Senator Stephens: Yes. Thank you, Senator Kalter. For the sake of time, I will withhold any remarks for the evening.

Senator Kalter: Thank you. I also want to make a comment that we are recording the meeting, as we always do, and so we have very detailed meeting minutes that we will have to be able to parse out everything that's been said here and not lose it.

Action Item:

02.27.19.01 Policy 4.1.18 AAC email (From Academic Affairs Committee)

02.27.19.02 Memo Deletion of Policies (From Academic Affairs Committee)

03.08.19.04 Policy 2.1.6 Undergraduate Proficiency Examination (From Academic Affairs Committee)

03.08.19.06 Policy 2.1.7 College Level Examination Program (From Academic Affairs Committee)

03.08.19.05 Policy 2.1.8 Community College And Other Transfer Students (From Academic Affairs Committee)

03.08.19.07 Policy 4.1.18 Transfer Of Credit Current (From Academic Affairs Committee)

09.10.19.03 Policy 4.1.18 Transfer Of Credit MARK UP (From Academic Affairs Committee)

09.12.19.01 Policy 4.1.18 Transfer Credit policy Clean Copy (From Academic Affairs Committee)

Senator Kalter: We're going to move to our Action Item, or first Action Item, and that is about replacing or consolidating a number of policies regarding transfer credit into one policy. It looks like Senator Pancrazio, who's been shepherding this since last year has moved the microphone towards him, so I'm going to hand it over to Senator Pancrazio.

Senator Pancrazio: Thank you. Thank you, Senator Kalter. Again, this was part of our normal policy review. As we reviewed all of the policies that came under transfer...

Senator Horst: Speak into the microphone, please.

Senator Pancrazio: Okay. As we were reviewing in the Academic Affairs Committee, all of the policies that came under transfer, we received the suggestion from the Registrar to bring all of these under one roof to make it easier both for our faculty, for staff, for students, and everyone that has to be involved with transfer credit. We took questions from the floor, the first time this came up as an Information Item and those have been included, those have been included. So, I believe we are ready to put this on the floor with the approval of my colleague here, who is actually the current chair of the Academic Affairs Committee.

Senator Nikolaou: Yes, we are in agreement.

Motion by Senator Pancrazio, seconded by Senator Nikolaou, both on behalf of the Academic Affairs Committee, to approve the revisions of the Transfer Credit policy. The motion was approved unanimously.

Information Item:

10.03.19.02 Student Leave of Absence policy Mark Up (Academic Affairs Committee)

10.03.19.03 Student Leave of Absence policy Clean Copy (Academic Affairs Committee)

Senator Nikolaou: So this is a policy that we saw last spring, and it actually came from feedback the University received about three and a half years ago about practices the university can adopt in order to improve mental health and suicide prevention on campus. So last spring, there were some questions about what happens with scholarships, what happens with time to graduation. So, if you look at the markup, there are responses based on different courses that mainly Senator Pancrazio conducted last spring.

Senator Pancrazio: Yeah. When this came up as an Information Item, we had about seven different questions that came up from the floor. Most of those were included and there was a long discussion about what the limits were about what we could do with scholarships. And most of those items come under what the federal government will allow us to do. Essentially, the policy was put into place to be able to give students who are having some mental health issues, or have emotional issues, or having a middle of a crisis, to be able to take some time off, and still remain part of Illinois State's community, and not have to go through the process of reapplying and things like that. We did as much as we possibly could. Certainly we fell short of what we wanted to be able to do was to guarantee students because federal law did not allow to do it, but we did as much as we could so that we could guarantee that students would still be part of this community. So, what you have in front of us is the collection of what we got off of the floor, plus all of the discussions with Sandy Colbs and with the Registrar.

Senator Nikolaou: So some of the changes that we made apart from answering these questions is that we clarified that this is the Student Leave of Absence policy. So that it is different from the current employee Leave of Absence policy 3.1.11. The main change is that we specified who is going to be involved in the Student Leave of Absence Committee. So if you see on the copy, we have four main members where we are going to have the Dean of Students as the chair, and then we're going to have a specialist on retention, or degree specialist, a representative from the University Registrar, and a faculty member, and then, depending on the case, we have (if you look at this last bullet point) we allow for up to five specialists. So, if we want to have feedback from the advisor because the student may have not met with the advisor, then we can invite the advisor with the student. If we are talking about a graduate student, then we might need to have the Director of the Graduate School. If we have a student who has certain type of accommodations, we may need a representative from that specific office. So, we gave five so that there is some flexibility in the committee. It doesn't mean that we're always going to have five, it might be that, in cases, we don't need to have any additional members. And also, we have the Director of Student Counseling Services Sandy Colbs, and the Dean of Students John Davenport who were involved in the creation of this policy.

Senator Kalter: Yes. So, I wanted to ask them if they had anything that they wanted to add before we get to the comments and suggestions portion.

Dr. Colbs: I don't think so, no.

Dr. Davenport: No.

Senator Kalter: Terrific. So, Dr. Davenport and Dr. Colbs are here to answer questions. Do we have questions? This is, remember, the Information Item. We're not moving to Action yet on this. Do we have further comments, suggestions, questions, concerns?

Senator DeGrauwe: I have a question about the second paragraph. I think I'm in the clean copy, the smaller one, yeah, the clean copy, sorry, the third paragraph where it's talking about if it's after the tenth day you would need to withdraw from the university through the normal process, then you can request a leave for future semesters. But if you withdraw from the university don't... Or is that a different type of withdraw? Are you not fully out of the university, or am I misunderstanding what that withdraw means.

Senator Pancrazio: I recall we talked about this at length, but it's been what eight months now.

Senator Nikolaou: So that was if you apply for the leave of absence after the tenth day then you would need to withdraw for that specific semester and then you can apply for the leave of absence for how many semesters you need to withdraw from, the leave of absence.

Senator DeGrauwe: And then just another question, it was talking about how a leave of absence does not... You may have to leave your university, like my college... So, if I took a leave of

absence from the Nursing program, I would probably have to leave the Nursing program, because of policies through the Nursing program. I think that's what it's saying in the first paragraph. Correct me if I'm wrong, it's up to the colleges, university and their policies.

Senator Pancrazio: Yeah. I recall now is that a withdraw from a semester and a request for a leave of absence are two different things.

Senator DeGrauwe: I'm talking about a leave of absence.

Senator Pancrazio: Okay. And if you request the leave of absence, certainly you can get it. Now how does that affect your individual college, we leave that to the college and through that process about how you would be reintegrated to that. Because the Mennonite College of Nursing has that lockstep type of major, okay, that's why, I believe that's one of the reasons why they've added so many people to that committee to get students back in after they would choose to take the leave of absence.

Senator Degrauwe: That is what I'm talking about, because, according to MCN policy, if you are not a major, if you're not a Nursing major, you cannot apply as a Nursing major if you already go to ISU. So, my concern is if I take a leave of absence, and I'm absent from the university, I will lose my position as an MCN student, but I will not be able to reapply as an MCN student unless I leave ISU for a full semester. Correct me if I'm wrong.

Senator Neubrandner: Thank you. Clearly if this policy were to pass, then Mennonite would look at our policies and see how we would accommodate that.

Senator DeGrauwe: Thank you.

Senator Heath: As it goes to the student that is requesting the leave of absence, when it comes to actually having a student sitting on this committee since it is a Student Leave of Absence Committee, I think that they should have the student perspective, whether it be a Senator for, say, if it's a student and their major is in the College of Business, why not have the College of Business Senator sit in and hear that student's request for the leave of absence so that they can at least provide that perspective. Do you see what I'm saying?

Senator Pancrazio: It's a little bit noisy. Are you talking about students on the panel?

Senator Nikolaou: On the committee.

Senator Pancrazio: On the reinsta... on the kind of the reinst...

Senator Heath: Where is says, "The Student Leave of Absence Committee will be comprised of," I believe that a student should be included in that.

Senator Pancrazio: I believe we have FERPA privacy issues that we would have to address, because these are privacy issues, so I think that might have been one of the concerns.

Senator Nikolaou: Yeah. And one of the comments was that the student who is applying for the leave of absence may not feel comfortable having a potential peer, revealing sensitive information to them.

Senator Pancrazio: Right.

Senator Nikolaou: And probably it's also FERPA.

Provost Murphy: That's my understanding also, that it's more of a confidentiality, privacy, that a student may not want there... because often times these are pretty sensitive times for a student. I think the same thing (I'm looking at the Dean of Students John Davenport) and am I right in thinking that when we do sometimes reinstatement committees, I mean, any committee where a student may have to explain a situation that's a very private and personal situation, we tend to not have other students on. I mean, we can certainly talk about that decision, but I know that that's the thought process behind it.

Senator Heath: I understand that. The way I was thinking of it is that, as a person that ran for the Senator position in the College of Business, they did it to be an advocate for the students of the College of Business. And so, I thought if anything it would be a role as an advocate but if it goes against FERPA, the law, then obviously that's not possible.

Senator Kalter: Senator Heath, I remember that the Executive Committee also discussed that issue, so if we can find the minutes for that, we'll dig them out so that they'll be here next time this comes on to the floor, but I'm pretty sure that this was the conversation that we had about that. That we wanted to have that happen, but then decided that it would be not advisable to have students have to go before a board where they might have to reveal something to another student that they didn't want to. Do you, Senator Heath, have any other questions that you wanted to ask first?

Senator Heath: No. That was it.

Senator Kalter: All right. So do we have other questions, comments, suggestions for this policy?

Senator Wall: More to Mitchell's point (Senator DeGrauwe) a minute ago, should it be left up to college specifically to decide whether or not the student be reinstated into the degree, or should it be left up to the committee, I guess. Because if what Mitchell is saying is true, and like, yes, I fully believe that the Mennonite College of Nursing will likely change their policy to make it realign with that. In the event that a policy was overlooked or something like that from each college, should it be at the responsibility of those colleges to make that decision or does that really fall to the committee's decision? I just think reevaluating that might be important.

Senator Pancrazio: If I understand correctly, you're asking, does the possible change to the practices in the Mennonite College need to come first, is that what you're suggesting or do you want... Because what we have in front of us is a new policy, I think we did an assessment,

university-wide assessment, of how we respond to issues of student mental health, and one of the recommendations that came from (I think this has been two or three years now) is that we institute some type of policy. And this is the form in which that begins, and typically we would make a formal request that they would review their own policy.

Senator Wall: Yeah, I see that point. I'm just also pushing back a little bit in the statement that we are then expecting on due diligence of each college to then verify that, as this policy changes in the future, as it will, that they also change their policy to be congruent with that. And I don't think that that's necessarily the most future proof method. So I'm just suggesting potentially having that jurisdiction on whether or not the student has to reapply and they get dropped from their college, or department, should they reapply after the withdraw...

Senator Pancrazio: In this case, I think the intent of it was that a student would not be dropped from it, but would still be considered part of the University community. I think that that's how it was presented from the very beginning. So, I don't believe that that would be in line with the current practices, and because this would be the University policy, I think that would supersede.

Senator DeGrauwe: I think what you're saying, and what's in the policy is different, and it might just be the policy's not written...

Senator Pancrazio: Go ahead. Elaborate.

Senator DeGrauwe: So it says, "students granted a leave of absence may have changes to their.."

Senator Nikolaou: What paragraph are you on?

Senator DeGrauwe: The first paragraph, sorry, about half way through, "student granted a leave of absence may have changes to their plan of study (due to changes in departmental policy or the curriculum)." My concern with that is...

Senator Pancrazio: Go ahead.

Senator DeGrauwe: If I, I'll take hypothetical, if I'm in the School of Music—so it's not even MCN with their strict policies—it's the School of Music. If I take a three semester leave for mental health. If I come back, I should still be a School of Music student in the same position, because all the classes I've taken still count. I've not lost any of that knowledge. I should still be in the same place, but this policy is kind of giving a loophole for the colleges to say, well according to our policy, you have to reapply because you've been gone for so long. So I think that that's the problem that me and Senator Wall are having, is that there's this loophole that's allowing the specific colleges to say, sorry you took a leave of absence, I'm glad you're ok, I'm glad you're doing better, welcome back to the university, but according to our policy, you're no longer a student at the College of Music.

Senator Kalter: So, Senator DeGrauwe, I just want to say that both of your concerns are registered, right. In other words, we'll talk about that in Executive Committee about whether or not that means that we need to either put something else in the policy itself, if we want to leave it that way before it comes back, right. In other words, before it comes back as an Action Item, whether or not it needs to go back to committee, whether it needs to just have a quick change, or whether it should stay as is and do the administrative route.

Senator DeGrauwe: Then my apologies, because my first statement was talking about how MCN should change their policy, my new statement is saying this policy needs to change.

Senator Kalter: Right. Right. So that's what I'm saying, rather than debating it, we're listening to what you're saying, and we'll take that into account about how fast this policy moves and whether it needs more changes.

Senator Kosberg: Yeah. I just have a question about the same spot, because unless I'm mistaken, tuition rates are fixed, like, once I enrolled my tuition rates were fixed for my four years, correct?

Senator Kalter: This is one of the things that Senator Nikolaou can speak to because they talked about tuition and that kind of thing.

Senator Kosberg: Okay. Because I'm just confused how they can like change it if ISU advertises fixed tuition rates for your... yeah. Oh, is it just consecutive, is that?

Senator Pancrazio: We've discussed this quite a bit and that was one of the issues is that once a student leaves that, and is officially out, that was something that was beyond our control because of federal regulations. I believe Dr. Colbs can also address that. We have a lengthy email from her.

Dr. Colbs: About tuition rates? I don't think I wrote about tuition rates.

Senator Pancrazio: Well, I think the question is, is that what happens, when a student begins as a first time in college, they have a fixed tuition rate. And that if a student would take a year off, that would add an extra year to that four years, and could the university, and I think this was presented last year, and that was the same discussion that came up, and also a lot of discussion about the scholarships, and it was my impression that if a person came out of that cycle, we could only guarantee that fixed rate for those four consecutive years. That was my impression of it, but I think it would be wise for a quick review of that, just to make sure that that's accurate.

Senator Kalter: All right, are there any other questions, comments, concerns, suggestions?

Senator Pancrazio: I did have one thing for the record, so make this part of it, is that what we had in mind when we were talking about program changes were things that were much more simple, like a class can become deleted or a program change. So that's what we had in mind

when we wrote that. So, we would like some of that element because if a student is gone for a year or two it's quite possible that a faculty member would redesign or they would eliminate a class and that would no longer be part of the requirements. So that's what we had in mind when we wrote that. So, we would like that part to remain in that.

Senator Nikolaou: Yeah, so when we're talking about the plan of study, we were not thinking that you're going to be dropped from the Mennonite, or from the Theatre, from Music...

Senator Pancrazio: Exactly, from any program.

Senator Nikolaou: We're thinking that there may be that there is a course that is not offered anymore, and you were going to take, but it has been replaced by a different course. So, you may have it saying, because of a change in the curriculum, you may have to adjust slightly your course of study, but we never thought that because a student's going to take a leave of absence they're out of their specific program. So, it was really specific at a smaller level.

Senator Palmer: In that vein, what popped up into my mind would be, would a student who's coming back from a leave of absence be changing the catalog they came in under? If we're talking about a possible change to that, that curriculum usually of course changes through catalog changes and so I didn't know if that would change the catalog a student would be under or if they would still have to maintain that and they would just change the classes specific to, you know, if a course is no longer offered, they would still be under the same catalog, but we're just talking about the specific course if it's no longer offered in that sense.

Senator Pancrazio: That is what we had in mind.

Senator Palmer: Okay.

Senator Ferrence: I have a question that pertains in the first paragraph to the last sentence, which states that, "A leave of absence does not extend the time limits for degree completion for graduate students." And what I'm curious about there is, I assume this is referring to, in our graduate programs, from the first date that you start the graduate program, there's a certain maximum total number of years before courses taken in the early years automatically time out. And so what this seems to suggest is if a student needed to take a couple years off, the time out dates would not change and so they would actually... if it happened close to their end and they were at risk of timing out, courses could time out, so why is their date not extended?

Senator Pancrazio: I have no recollection of why that sentence is in there. I'm sorry but I just... I think we discussed this about a year ago and I'm drawing a blank. Sorry.

Senator Kalter: We can look into that one in the interim and ask Dr. Selkow about that.

Senator Heath: I have a question. I understand, due to FERPA, we cannot make it required that a student sits on the committee, but could we offer it to the student that is requesting the leave of

absence? That if they do want a student from like their college to sit on as an advocate, they are offered that, but they can turn it... like they could reject it as well, because FERPA, it requires the permission from the student to be released, the information. But at least offering to advocate I think would be something that we should include.

Senator Kalter: I'm wondering if Dr. Colbs or Dr. Davenport have any views about that or what the best practices are around the country?

Dr. Colbs: I think that we would be quite open to that as a possibility. I think we would want to really talk through with the student first, though, how vulnerable it can be to share about the, you know, the worst thing that's ever happen to them in their life with a group of people in a formal kind of process and make sure that this is something that will make them feel less vulnerable instead of more vulnerable. But certainly, if they want to do that, or if they want someone to be, you know, with them if they're meeting with the committee as a support presence, I don't have a problem with that.

Dr. Davenport: If I could say one other piece. A thing that might be considered, if that is a change if the group decides to make is, I understand the intent of saying if a student within their major that might be supportive or perceived as helpful, but that also might increase your odds that there's a connection. And so, it might be better for, you know, there to be students but not necessarily matched up specifically by major unless the student requests it. Just something to consider.

Senator Solebo: I have a question just about... So, would this policy have to be implemented to add in an appeal process? And do other universities follow that? Because that's the only thing I'm confused about. So, if a student doesn't get this... it doesn't apply to them, and then they don't get the leave of absence, would they be able to appeal that?

Dr. Davenport: At this point, the policy we talked about didn't have an appeal process in it.

Senator Solebo: Okay.

Dr. Davenport: Not process, but didn't have a piece for appeal, or section for appeal.

Senator Pancrazio: I don't think the committee considered a negative response at all. I mean, I think that the point was to be as helpful as we possibly could.

Senator DeGrauwe: Going off of what Senator Heath was saying, I wonder if it would be more beneficial to add that the student's allowed to have a support system with them, but the support system wouldn't be a part of the committee, so they wouldn't be a voting member. I'm not sure if that's what Senator Heath was trying to get at or maybe I'm just misinterpreting it. I'm not even sure if these are technically voting members, because it's committee. But I think that would be more beneficial than trying to have a student that doesn't know what's going on or doesn't know how this committee's run, trying to be a part of the committee, but a student that's going to

the committee should be able to bring someone with them to be their support system, because if they're going through this process, they probably need a support system.

Senator Pancrazio: With all... In all fairness, I think the original intent of the committee; I don't believe we even had members of the committee. I think this was something, the original version of this was that they would meet with someone from the Dean of Students Office and I think over time the committee began to add members, but I don't think any of us foresaw this as something we would vote as a, kind of, King Solomon here cutting the baby in half. I think the general intent was that we wanted... if a student really wanted this, that this was some type of thing that we could do to make people's lives better. And I think that, and I don't think that was ever a question that someone was going to be voting, And, if someone really was man enough, or woman enough, to request one, that we really owed it to them to give that. So I kind of am a little cautious about that. I don't think we had voting or appeals, and I don't think any of us foresaw it as something contentious. I thought that the idea, the real spirit of it, was to be as supportive as we possibly could, at a moment when a student was not going to be able to be a good student.

Senator Heath: I understand the intent. I guess my only question would be what would you deem not enough to grant a leave of absence? Because I know that it has not been granted in the past. So say that did happen, what would you believe would not be enough?

Senator Pancrazio: I believe this has... I mean I typically I handle policy review, we hand kind of the heavier lifting over here to the Dean of Students, so I will defer to John here.

Dr. Davenport: I guess a situation where we would say not enough is if the student didn't provide, so if a student said, I'm requesting a leave for a particular reason and provided no documentation whatsoever. But, again, to echo what Senator Pancrazio talked about, the people that are placed on the committee, the intent of them is to make sure that they get those appropriate documents, make sure they talk to the appropriate people so that the case that we...so when we bring it to the committee, we just make sure all the Is are dotted and Ts are crossed. And so, I mean, I guess there could be a situation where students... it would be the intent that the packet that the student submits to the group wouldn't be submitted until they work with someone, primarily in the Dean of Students office, to make sure the packet is complete and at that point. So they wouldn't get, they wouldn't come before the group to get formal, to ask for a formal request until we had worked with them to make sure that they brought everything they had to the committee, if that makes sense.

Senator Heath: Yes. I understand.

Senator Kalter: All right. Any comments or questions? All right, I have one and it's incredibly minor, but we need to put a hyperlink to the Leave of Absence Form at the place where it says here's the "leave of absence form." So that people don't have to go searching for it, not that they're going to go onto the policy page to look for this. I also wanted to just remind people, or

just let the people know if they didn't see it that there is some food over in the corner, over there, so if there's any left, please partake of that.

Discussion Item:

Discussion of the New Engineering Program Concept

10.03.19.01 Engineering Programs Chronology

09.27.19.01 Engineering Programs Proposal - June 2018

ISU DRAFT Fiscal Statement- Nov 7 2018 - Engineering Program Study

Transcript from Faculty Caucus discussion 2019-09-25

Senator Kalter: The next thing that's on our agenda is a Discussion Item about the new Engineering programs. We're probably going to have a little bit shorter of a discussion than we might have. Just a reminder, that we did have a session in the Faculty Caucus on this same concept, so I'm going to be starting out, first of all, by asking Dr. Dietz to make some comments about the whole concept, and then I'll be starting out the question and answer by recognizing first the student and staff Senators that weren't at the Caucus meeting, and then opening up to faculty. So starting out, though, with Senator Dietz.

President Dietz: Thank you very much. The items under this Discussion Item are several here that you can see on the agenda, the last of which is the transcript from the Faculty Caucus discussion of 9-25-19. So, my comments tonight are really not different from what was included in the transcript. I would then go back to the Engineering Programs Chronology and put that in a little bit of a context. The issue about adding Engineering programs specifically to the curriculum are really within the context of a workforce demand of the state. There are other Engineering programs clearly being offered at other institutions in the state, but they're not meeting the workforce needs of organizations in this state that hire engineers. There's a terrific demand still for more engineers in this state. If that wasn't the case, I'm not sure that this would all be suggested as strongly as it is being suggested. So, there's a demographic need for that.

There's also, in terms of demography, there's also a decline in the number of students who are graduating from Illinois high schools, which is creating a decreasing market, if you will, for institutions all over the state to try to recruit those students and have them enroll. There's also an outmigration issue within the students who are eligible to attend Illinois institutions at representative of about 50% of the students who are college going age, in terms of those graduating directly from high school. About half of those individuals pursue their education outside of the state. Lots of reasons for that, I think part of it is the MAP program has not been well funded in the past. Matter of fact, about half of the students who apply and qualify for the MAP program don't receive it because there simply has not been enough funding. So, the concern is that a lot of those student may not go anywhere. So that funding has increased a tad with a new governor and general assembly for the current year, but they've got a long way to go to come up with meeting the overall needs of those individuals. So, there's a declining demographic outmigration, Illinois is one of the biggest outmigration states, already mentioned

the MAP issues, but the other part is that Chicago is the third largest city in the United States. Last information I read about that that there are 130 colleges and universities in other states who have their recruiting force living in Chicago. So, we've got a bit of an issue in terms of the declining demography, so the market is decreasing. You've got the threat of the outmigration. I don't think that that's going to be reduced a great deal. I think MAP will help with that but you've still got a lot of out of state institutions focused on the largest market in the state, and that is Chicago. So, the competition is increasing. So, the issue about enrollment is a huge issue. We only get about 14% of our budget from the State of Illinois, not a lot of money. It's important money and it represents about \$69 million to the institution, but clearly, for all of public higher education in Illinois and across the country, enrollment is the main thing that drives the entire university engine, if you will.

So, we're always interested in shoring up our enrollment in order to maintain the quality of the institution. One of the ways to do that, in my estimation, is to make sure that we continue to have a vibrant curriculum, and strong faculty to offer those academic programs, and Engineering is one of those that's in great demand. And we already teach Engineering courses here, we don't have a program per se, but we teach courses here in Engineering Physics and Engineering Systems. And so one of the things that we talked about also related to Engineering, is how would that impact the current curriculum, and it would make it a more diversified curriculum, more in demand curriculum, and there's also a STEM element of this, that obviously also would be enhanced.

The student who would also potentially enter into an Engineering program will be academically strong students and there's a positive impact of the academic profile of the institution. And simply put, the process that we suggested that we go through that has been terrifically successful, is a similar process when the university was considering adding Cybersecurity as a major to the institution. And the biggest part of that is that we started with faculty to say, well, what do faculty think about this idea? Because clearly that's the organization, that's the group of folks that have the most direct influence over all of this.

So the chronology, not to belabor this, but the chronology of all of this, is that almost three years ago, almost to the day on October 12, 2016, members of the Planning and Finance Committee of the Senate had asked Provost Krejci at the time, Janet Krejci, about the possibility of developing Engineering programs and the context of long range planning for the university. In January, Senator Marx was chairperson of the Planning and Finance Committee, met with interim Provost Jan Murphy to discuss a possibility of developing Engineering programs. And the Provost then agreed to discuss that possibility with me as the President. And I agreed that it was definitely worth exploring. Later in January, the invitations were sent out for an exploratory engineering program meeting. In February, the Provost appointed a task force to investigate the feasibility of establishing Engineering programs at Illinois State, and that group met for the first time. April of 2017, the Institutional Priorities Report, Academic Senate endorsed that report, which was articulated that "one way to remain competitive and to maintain our enrollment, transfer, and

retention rates is to provide educational offerings that better meet the needs of the students we seek to attract and retain.” And they also expressed support for the Provost’s exploratory committee. That summer the Educational Advisory Board was asked to look at demand for Engineering graduates, particularly in the fields of Mechanical and Electrical Engineering. And their recommendations came back that, indeed, there was strong demand for particularly those two programs in Mechanical and Electrical. That summer, members of the task force went to a number of other institutions that had engineering programs, and met with related faculty and administrators at those institutions, and they included James Madison University, Ohio University, Rose-Holman Institute of Technology, and Campbell University. We’d also met with a number of executives from Caterpillar, Cabot Corporation, Farnsworth Group about what they thought about the University having an Engineering program, and the feedback was very positive, that indeed they needed more engineers that were not being provided at this time, and encouraged us to continue to pursue this.

In the Spring of 2018, there was a task force that submitted a final report to Vice Provost Murphy and Stephens, and the task force recommended that establishing programs in Mechanical Engineering and Electrical Engineering within the Departments of Technology and Physics, respectively, would eliminate the need to develop a separate school or college administrative structure to support that. In April of 2018, the Senate endorsed the 2018-19 Institutional Priorities Report, which indicated the support of the efforts of the faculty, administrators who’ve been working since 2017 to study and develop a plan by offering quality Engineering programs, be both attractive to domestic and international students.

Later that spring, then, we looked around on campus to see if there were facilities on campus that might accommodate this. One that was looked at was the John Green Building that might accommodate that. We found out later that due to a whole variety of issues, particularly related to the heights of the ceilings out there and the demands of Mechanical Engineering that that building was not feasible, and that the strong possibility that a new building would need to be constructed to accommodate Engineering.

August of last summer, Provost provided an update to the Senate in her remarks. In the fall of 2018, also presented the Engineering concept, the Provost also presented the Engineering concept, at each of the seven fall college meetings, and at the fall administrators retreat, and I also referred to that in my State of the University Address in the fall of 2018.

At that point the President, myself, and the Vice Presidents presented the Engineering concept to a retreat of the Board of Trustees in November that year, and recommended that programs in Mechanical and Electrical and some simulations around budget were presented to the Board and they expressed interest in us pursuing this further. In January of this year, the Provost presented the concept in her annual meeting with Chairs and Directors Council. Also, in February met with the Engineering Task Force to provide an update on the project. And this past summer, Facilities Planning developed a quality based QBC (Quality Based Consultation) to hire an architecture

and engineering firm to help us determine an estimated cost for a new building. We're assuming at this point that a cost of a new building will be somewhere in the neighborhood of \$100 million, but again that's right now a rough estimate. The bids have come back in, and we hope to have this project determining size, location, and estimated cost underway very soon. This fall, the Provost presented the Engineering concept at each of the seven fall college meetings, and at the fall administrators retreat, and I, again, referred to this possibility in my State of the University Address.

Next spring, we anticipate that consultants will be finished with their report, and we will plan on having an open forum kinds of campus focus groups throughout the campus, so we can finalize planning of the facility.

The other parts of this, second part is that Engineering programs proposal. And it essentially states what I just stated, so I'm not going to get into the detail of that. There's information in there about one of the first things that we would need to do is to hire program directors for both Mechanical and Electrical Engineering that could help us develop this and work with faculty to move this forward.

The next item is the fiscal statement, and this is draft, and this was the one that was presented last fall to the Board of Trustees at a retreat, and it's a fairly complicated chart. I will say that the short version of it is that the simulations that we've done at this point, which include moving the program from year zero to maturity, which is basically four years to graduate the first cohort with this, and then adding an additional four years to that, that we anticipate that this entire program could be a stand-alone budget, not relying on funding from any other academic units. We would need to front some money out of this, but we can potentially do that, and over the course of the... it goes out eight years, if you took it out two more years, basically, if you took it out to ten years that the cost associated with doing this that would include the building, faculty, staff, equipment, essentially financial aid to help support the students that might enroll with this, similar to the students that are enrolling here currently. All of those items to run the program, we anticipate that by year ten that the program would be in the black, and that we would be running a successful program that would essentially pay for itself, including the building in that timeframe. So, from a return of investment perspective, it looks like a very successful program. Obviously we don't have it, and this will need to be tweaked as we move along, but it does lend itself to the next item which is an Action Item about the Operating Budget and the Capital Budget for this next year, because within that request on capital is an Engineering building.

We've been in touch with the Illinois Board of Higher Education, and said that, you know, we don't have the curriculum yet, that's being developed, but we ask their opinion as to whether or not we should put this on a Capital list, and they strongly suggested that we do, even though we don't have the details of this completely defined. Simply to be able to get the attention of, hopefully, the governor and the general assembly to say, this is the direction that we want to move in, and to at least get it on their radar. I don't know if we'll get state money for this,

because the other assumptions that went into the budget, I asked Senator Stephens, I said I think we can get some money from the state on this. I'm not convinced that that will happen, but I'm pretty sure that it will. But let's assume from our budget strategy that we don't get a penny from the state, that they're not going to help us with this at all. And let's also assume that we're not going to get any money from the private sector. And I've had good conversations with several corporate entities that are engineering firms, and I think there's strong possibilities of getting some money from them as well to help run this. But I asked Senator Stephens not to consider that we're getting a penny for the state or a penny from the corporate sector to help us out, and would this work. And so, the model that you see, that again, says that in about ten years this program will pay for itself, that does not include either of those. And so, if we get that, that will obviously reduce some of the cost related to this, and allow us to turn this into a more financially solvent program much more quickly.

But with that, there's another section in here about the transcripts, as I mentioned earlier, I won't get into that, but we had, I think, a really good discussion at the last Caucus meeting that only involved the faculty. And we got some great questions that we're still wrestling with, but the students were not a part of that, so let me stop there and see if there are any questions. And I'm going to put Provost Murphy and Vice President Stephens kind of on call here to see if you're asking questions I can't answer that I'll turn to them. But I'll yield for questions.

Senator Kalter: Terrific. Thank you. I had a feeling Senator DeGrauwe might be one of the first to ask a questions. Go for it.

Senator DeGrauwe: Always. So, you just said the transcript which got my head running. So, if this goes through, and it's a four-year program, would we not take a fourth year engineering program transfer until the fourth year? Or are we going to have all of the classes at one time? So basically, my question is, would the first year we only offer the first couple of classes, the prerequisites, or would we offer all like three hundred level classes, even though no one at ISU really should be taking those their first year here?

Provost Murphy: That's a great question. Remember that we might also, and we hope that we also have transfer students that would come into this program. So, we wouldn't just be accepting first year students into the Engineering programs. So, we would need to be thinking much more broadly about which course we would take. We may have transfer students who come prior to getting an associate's degree, they may come as sophomore, we may have some transfer students who come as juniors. So I think the simple answer is no, or yes, depending on the answer to that question...

Senator DeGrauwe: That was my question

Provost Murphy: Very good.

Senator DeGrauwe: My question was are we going to accept transfer students into...

Provost Murphy: Absolutely.

Senator DeGrauwe: Okay.

Senator Kalter: I think, Senator DeGrauwe, from what I've read, and Senator Murphy can correct me, I think in the first and second year of actually getting the program up and running, the committee (the task force) had said we're going to bring in like a first class because the building might still be being built, and so then you wouldn't be able to have some of those third and fourth year classes. So, at that point, it might not be bringing in transfer students who are in their junior or senior year, it might be if they were transfer in like their sophomore year, but they're still taking their gen eds. And I think that's part of your question, I think, but what Senator Murphy was saying was, absolutely when it's up to maturity that we would be doing transfer students the way we normally do. Right? Okay. Other questions?

Senator Qaddour: Just... If you want to take transfer student, I think, it makes sense because they have their associate degree to start with the third year, because I know you will get many students if you accept transfer and start from... First and second is going to be mostly general eds. We have those classes here, mostly, I would say, because math and physics, and, you know, science, and so forth; we have them. But you start with the third year and you accept the transfer student that would be more really, for the budget point of view, it would be much better than to just postpone it a couple of years, you delay the process.

Senator Lucey: So we have information about the budget, and the faculty who we expect to hire, and some of the curriculum. My question is, to what extent did we consider diversity and cultural issues as part of the curriculum and the hiring of the faculty? So, for example, when we're talking about construction of bridges and neighborhoods, interstate bridges often times go through poor, low economic circumstances, or communities of color more than white areas. When we talk about housing design, housing design is different between affluent areas and underrepresented populations. And I think these are very important issues that we need to talk about in the curriculum, if we're talking about making a safe environment for the entire community that includes the curriculum as well as the external environment. So, what type of issues were considered in the, those plan issues?

Provost Murphy: You know, and that's a point well taken. So, you raise a number of questions. In terms of the curriculum, the task force mapped out a very draft curriculum, and it was faculty, you know, we don't yet have an Engineering faculty, so as we make our first hires, those are the faculty who will need to develop a curriculum that goes through all of our curricular processes. And I think through those curricular processes, that's where we ensure that those kinds of issues are addressed, in each of those Engineering programs. I think that's very important. You talked a little bit about the diversity of the faculty, and I know that is an issue. That is an issue that we face every year. We're working hard as we're looking how search processes are conducted, how we train search committees, to try to start to diversify a faculty in a way that meets the needs of a

diverse student body, and I would say the same thing about an Engineering faculty. At most institutions, I believe, an Engineering faculty can often be a very international faculty, and there's a positive to that too. So, I think all of your points are very well taken, absolutely.

Senator Horst: I was wondering if you had considered waiting until you got the full approval of the faculty, and the realistic estimate of the building, before you made it as a capital request? It seems as if you're making the capital request before you get some key components, in terms of the curriculum, the approval of the faculty, and the realistic quote on the building. Is there a rationale behind that decision?

President Dietz: We know to a degree what Engineering buildings cost, particularly related to the laboratories that are necessary, and so forth. I want to turn to Vice President Stephens on it because he's a little closer to this than I.

Senator Stephens: Thank you for your question. We did some surveying of information, it was available out there, the comparing from schools that have recently built them, certain level of sizes, certain level of student capacity. And so, our estimation still is an estimation, but we feel it's reasonably accurate that the size of the building given the number of students, could be somewhere in the neighborhood of 100,000 to 125,000 square feet, very similar in size to the Science Lab Building we have. And then the general estimates we've seen across the country for construction costs of those type facilities range anywhere from \$500 to \$700 per square foot. So we did rough estimates there in that time frame, and we also, again, reached out to the IBHE staff and asked exactly about that question, do we place the building onto a capital program request prior to the curriculum getting approved, and they very much encouraged that, mainly because of the timeframe it takes to even get a building approved. So, we're actually hoping that it does draw some traction from the governor's office, for the next Capital Appropriation period. So it would certainly be very encouraging if they did provide... if it was not all of the funding, some of the funding to help the university manage this major investment.

President Dietz: I should also mention that the capital bill that was just passed was the first capital bill in ten years. And so, they haven't paid as much attention as we'd hope that they would for the programs that are there. So, I think we've got a good deal of time to refine this.

Senator Evans-Winters: I think that I also want to sort of piggyback after what Senator Lucey is saying. There are certain buzzwords that I hear as a faculty member, and I also hear as a policy expert, and I also hear as someone who has a college student now at a different university. It concerns me when we talk about building programs, and new buildings, and new departments etc, new curriculum, when we just had a group of students sit here for nearly 20 to 30 minutes, and I'm watching students crying, they're nervous, they're upset, they're angry, they're literally shaking in their boots. So, we're still talking about building programs, and we're really talking about to use one of the young people's words, they're saying you're recruiting us, you're recruiting us and you're using us as tokens. Now I may be getting some of this off the tweets of

ISU's hashtag. I did listen to the Senator down here, and I checked that hashtag. I'm almost embarrassed at what I see. As a senior faculty person, and someone who's a full professor, and when I hear these words diversity, diversity, we're going to build, you know, Engineering programs, etc., and I'm thinking if we want to be realistic in the State of Illinois, we do have an exodus. So, a lot of the people, a lot of the community that we're going to be recruiting from are more than likely going to be black and brown. So now we're asking these people, these young people to still come into our community, without the faculty to support them, and when I say faculty, I mean black faculty, or even Latino faculty, but for now I'm talking about black faculty. We definitely don't have the curriculum, because at this time, we see curriculum that centers anti-racism, we see curriculum that talks about racial diversity actually being, not only marginalized, but literally dumped out of the curriculum. So, we have a problem. The exact people that we are going to recruit from, that pool, let's be realistic, they're going to be black people who are probably from poor, working class families. So, I do have some concern, not necessarily with the Engineering program, but as Senator Lucey said, who's going to support these students academically, interpersonally, as well as their social, emotional, and financial needs. So, I just want to, while we're talking about... We need to start naming the diversity.

President Dietz: Points well taken.

Senator Horst: You mentioned 1,000 new students. Could you discuss what sort of housing you envision? Do you envision creating new housing or what is your plan?

President Dietz: As you are aware, I think, from previous discussions, is that there's a plan to build an additional 1,200 bed facility over where South Towers was placed. So, I think that will help, certainly, with this. We also may have with the transfer students, potentially would come into this, they would probably already have their own off campus housing. But we think the 1,200 bed facility not only will help us meet current student demand but also help us with this other demand for these students.

Senator Kosberg: So, if we're accepting 1,000 new Engineering students, and we're assuming that we can accommodate them in our 1,200 bed new facility, that only leaves 200 extra beds. And so, by my estimates, because at one point when we first talked about the overcapacity in Hewett-Manchester, there was 14 floors that had students in lounges. And I had already been told that those students in Watty had been moved out, and the students in Tri had already been moved out, and there was still 14 floors with people living in lounges. So, I mean, just quick math right there, there's probably about 200 students who were displaced. So, then we're not increasing enrollment at all, we're increasing the capacity, we're getting these 1,000 Engineering students, and then the 200 students who were already displaced, so we don't actually have any extra beds.

President Dietz: The first issue is that only freshman and sophomore students are required to live on campus. So, of the 1,000 that reduces that by half. The other part of this is that it won't be

1,000 students automatically. It'll be probably, I don't know, what did we figure, about 200 in the first cohort?

Provost Murphy: Right. And it won't necessarily add 1,000 more students to our total student population. Part of this is trying to make sure that we're able to maintain our current enrollment, at a time of declining student demographics in the State of Illinois.

Senator Campbell: I'd just like to quickly say that, I believe, from the reports that I've read and the discussions that we've been a part of as SGA, the extra housing was also meant to be for junior and senior students. So, I just want to like keep that as a point of information. You're shaking your head, Senator Johnson.

Senator Johnson: Those facilities were to live into our sophomore year requirement. We do, on an annual basis, have a certain number of juniors, who do request to live on, and we have accommodated those individuals or some, a portion of those individuals. We hope to do that same thing moving forward, but there's a balance. The primary group, though, and constituency will be first year and second year students.

Senator DeGrauwe: My question was, basically, what Senator Kosberg was saying, was my only concern is, was this new college that we're planning to bring in part of the consideration when we decide to build a new housing site? Or is this now just a back thought? So the new housing facility was, I'm not sure if what we're putting up, because I was under the impression that enrollment is going up in the past couple of years, or maybe I'm wrong, I don't know the numbers I guess. Was this actively thought about when we decide to build a new housing site?

President Dietz: Yes.

Senator DeGrauwe: Thank you.

President Dietz: I might also elaborate a little bit; we're really not talking about a College of Engineering. We're talking about two programs being housed in two separate colleges, at this point. Some other organizational structure might evolve over years, but we're really talking about two programs, not a college per se.

Senator Stewart: Actually connected with that, is there any mechanism to stop existing departments within, for example, College of Arts and Sciences to compete with these new programs for faculty lines?

Provost Murphy: No. The funding model that we've built keeps it as a separate funding model, that's the whole idea is not to draw out of the current AIF fund that we hire faculty and replace faculty. This would be that budget model as you see it, and read it, is a separate budget model, just so we make sure that we don't deplete our faculty lines in other areas.

Senator Pancrazio: I received a message from Dean Zosky and the Chair of the College Council Nancy Lind, and they said, and I quote just for the record here, “At this point, the position of the College of Arts and Science is that adding Engineering can add to our other science programs and raise the STEM profile of ISU. Although there’s still a number of issues to be worked through, as long as the program is built without sacrificing current programs, the addition of Engineering could be positive to the University.” So, at this point the College of Education is kind of, is listing its support of the discussion as it evolves.

Senator Kalter: College of Arts and Sciences.

Senator Pancrazio. Yes. College of Arts and Sciences. Yeah. Thank you.

Senator Kalter: The College of Arts and Sciences professors [Senators] received that email.

Terrific. I thought that was a question, but maybe not. Do we have other questions? All right. We can continue this discussion if there are, and I’m just going to just put out a couple comments more than questions, two of which came up while we were talking. So, first one is, one very wise person in the sciences brought up to me that in terms of the excel spreadsheet, it may be that the startup costs are estimated on the low side for the new faculty, especially if we’re hiring any at the above the assistant professor level, so that in terms of running various financial models that we may want to look at those startup cost and make sure they’re high enough to compete with other universities, basically.

Second thing is, we already had last time at the Caucus the question about Civil Engineering, which I think is what most of Senator Lucey’s comment had to do with. Also, the EAB report said that Systems Engineering and General Engineering were very high demand, and it wasn’t entirely clear why those weren’t looked into or whether they will be. I thought that was important to do. And there’s also a suggestion about potentially going into Bioengineering at some point. So just putting those on the table as, are these other areas that we might want to expand into? So that’s the second one.

The third one was, we’re talking about not a college, not a separate school, and that part of the reason for that is because of the administrative costs of that, it’s sort of administrative overhead. Again in terms of financial model, I think that since it’s possible that we might eventually, in 10 or 20 years be in that direction, it might be good idea to model what those costs are, just so that we understand them as we’re looking at this. What if this moved into its own school, or what if this became its own college, what kind of additional money would be needed?

And then the final one is that I think just in general around the university, we should start converting our language from talking about STEM to talking about STEAM, which a lot of other institutions have adopted. So that rather than having it being just Science, Technology, Engineering, and Mathematics, there’s an Arts component in there. That we’re understanding how those fields need to be interdisciplinary with the humanities and arts, and how there can be

really exciting, symbiotic relationships there—oh, look, I used a science term (Senator Ferrence is looking at me). So, thinking about us changing our language so that we're both with the times, in terms of our national sort of orientation, and also including Arts, Humanities faculty in these exciting new initiatives. All right.

So, we are now at about 9:15, so I want to get to... And I'm going to do something by the way, in a couple minutes that's a little but untraditional, and that is, I'm going to ask for a recess of Senate, so that we can go to the Caucus, and actually have a vote, and then come back to Senate. But there is a necessary vote in Caucus, so I'll tell you about that in a minute.

***Approval of the Operating and Capital Funding Request to the State of Illinois
(Administrative Affairs and Budget Committee)***

Senator Kalter: But we're going to go first to our Action Item, which is the approval of the Operating and Capital Funding Request to the State of Illinois. Unfortunately, Senator Marx was not able to be here, and so I'm wondering if somebody from Administrative Affairs and Budget Committee wants to present this to the Senate? Or I can do it?

On behalf of the Administrative Affairs and Budget Committee, I believe, they voted unanimously two weeks ago to move this forward, the Operating and Capital Funding Request to the State of Illinois, so I'm going to put that on the floor on behalf of the committee.

Motion by Senator Kalter, on behalf of the Administrative Affairs and Budget Committee, to approve the Operating and Capital Funding request to the State of Illinois.

Senator Kalter: Do we have any debate? The only thing that I had was, Senator Horst asked a question about whether it was considered whether or not the Senate could or should... Or not the Senate, but the faculty should approve the curriculum first, and what was the other component of that? The cost? The cost of the building, and that kind of thing?

Senator Horst: The cost. They stated that there was a realistic estimate that they're going to fine-tune it, but it sounds like they've thought a lot about that. But just that the faculty as a whole hasn't approved of the concept of the Engineering school, or at this Senate, and so we're putting forward a capital request the concept of which has not been endorsed.

Senator Kalter: So I wondered if we could have an answer to that part of it before we move into the approval stage.

Presidents Dietz: Well, I think we, you know, again talked about this in terms of recommendations from the Illinois Board of Higher Education, and they are very close to this, much closer than any institution happens to be. And so, I think given the estimates that we have, we're comfortable with the estimates that we have, that will be fine-tuned as we rely on our QBS responses on all of this to fine-tune that a little bit. But I think it's kind of a chicken and egg issue, to a degree, but I think, again, the suggestions of IBHE is that we move ahead if we want to gain the governor and general assembly's attention on this issue.

So I would hope that they... you know, the curriculum, obviously, is going to be in the hands of the faculty. But I think we've already had a good deal of faculty input into the concepts, and indeed some of the curriculum has already been talked about. So, I think that the building concept, and the amount is appropriate for what we know at this point, and we can refine it later. We submit these capital requests every year, so as we get closer to a dollar amount on that and more refined, we can update that.

Senator Horst: I just hope that during this period after we take this vote and then at some point the state will have lots of money...

President Dietz: That'd be great.

Senator Horst: Give us lots of money and during that interim period there's continued conversations with the faculty...

President Dietz: Yes.

Senator Horst: ... and there's a real embrace by the faculty as a whole on this concept, and there's a lot of information that can be shared.

President Dietz: Thank you.

The motion was unanimously approved.

Senator Kalter: All right. Terrific. We're moving to our Committee Reports. Senator Nikolaou for Academic Affairs, and I'm, again, going to take questions all at once at the end.

Academic Affairs Committee: Senator Nikolaou

Senator Nikolaou: So the Academic Affairs Committee, after we found our room, we ended up meeting. And we discussed the proposal for allowing repetition of courses at other institutions.

Administrative Affairs and Budget Committee: Senator Marx

Senator Blanco-Lobo: So, the committee met, and we heard from Brent Paterson from the President's office, and also from Jill Jones, who were, I guess, taking the heavy load in coming up with proposed changes to the Facilities Naming policy. And after we heard from them, we also briefly discussed a little bit about these projects regarding changes in, or potential changes, to the academic calendar. That's about it.

Faculty Affairs Committee: Senator Crowley

Senator Crowley: We learned earlier this week of an issue regarding the Sabbatical policy of which we were not aware, so this evening we discussed that issue, and developed some language to incorporate into the policy, in the markup. That was followed by additional discussions regarding previous revisions that we had made, and there have been some changes relative to those earlier revisions that will be incorporated in the new markup that we will pass on to the

chair, just as soon as I get the okay from my colleagues regarding the language of those revisions.

Planning and Finance Committee: Senator Mainieri

Senator Mainieri: In Planning and Finance, we continued our exploration of our current priority, enabling more students to enter their desired majors.

Rules Committee: Senator Seeman

Senator Seeman: Rules committee met this evening. We continued our review and discussion on the College of Business Bylaws. And then also started to look at some of the priority Senate Blue Book items.

Senator Kalter: Terrific. And do we have any questions for those committee chairs?

All right. Seeing none. So, I said at the start of the meeting that we would have more questions if we needed them for our administrators, but the Caucus does have business that it does absolutely need to attend to, because we're having a search, and the Provost's office is waiting on some stuff. So, what I'm proposing is that we have a very small recess of the Senate that would allow then the Caucus to convene in the same room, everybody can kind of stay in their seats, we do that business very quickly, we end the Caucus meeting, and then come back to the Senate. Does that sound acceptable to everyone?

Senator Horst: About the Engineering?

Senator Kalter: No. To go back to any questions about the Black Homecoming, and all of that, if we needed to do that. Do we have a motion to recess for about 10 minutes while the Caucus does its business?

Senator Heath: I was just going to ask, we can just leave our stuff in here right?

Senator Kalter: Yes. Actually, you don't even have to leave your seats. You can just sit here, and watch us do our business, and we'll... Because we're Open Meetings anyway, so just trying to get that business done, because we have to do that Action Item. Yeah.

Motion by Senator Crowley, seconded by Senator Heath, to recess the Senate meeting. The motion was unanimously approved.

Motion by Senator Qaddour, seconded by Senator DeGrauwe, to reconvene Senate session. The motion was unanimously approved.

Communications

Senator Kalter: All right. Terrific. So, we are now in our Communications phase of the Senate. Do we have Communications for the Senate, and that can include questions?

Senator Hollis: So just a reminder, it does not matter how high your diversity numbers are, if minoritized students do not feel included on campus. There is still, like you all have stated, a lot of work that needs to be done. As well as just because your diversity numbers increased does not mean that minoritized students aren't experience racism here on campus, that's not getting resolved. I do encourage everyone in this room to look through the #AntiBlackISU, and read those stories of those students. Along with the rally on Monday, we sent out an email to some people in this room. I know Senator Dietz responded to it, but I really want everyone who got the email to really read it and start thinking about how these demands can be met, as well as having those demands discussed in a meeting planned for next week. Lastly, I look forward to working with you on those problems, and, hopefully, you all can start really upholding your core values of diversity and inclusion. And just like Ashley said, we're not going to stop until we see change. That's all.

Senator Kosberg: I do just want to say I got Senator Dietz's email, and I read it, and it like delegitimized, it de... like, it took away the Black Homecoming Committee's concerns, and it just devalued them, and it made them feel insignificant. And then, in response to people raising their concerns about that, you said, if I offended people, I would like to apologize to them. When you have a room full of people who were offended by it, and so you have an opportunity to apologize to them, and you let that one go, and that's disappointing.

Senator Campbell: Okay, so I know tensions are high, but, first of all, I'd like to say thank you to specifically Ashley Dumas for sharing, like that public comments tonight. Thank you to all of the students that stayed. It is 9:30 on a Wednesday night, for a meeting that they're not being paid to be at, that they chose to come, and sit through, while we talked about a lot of really harsh like secondary education jargon. And the fact that they sat through all of that just to display the things that they need to get off their chest. So, I just wanted to thank all of the students for that. That's huge.

To my white allies in the room, I think it's really important that we recognize our privilege. A lot of what's going on is folks of color educating us on what's going on, and that is not their place, nor their responsibility, and I think we need to take that upon ourselves to start educating ourselves, and not leaving that up to folks of color.

To Senators, most of you like didn't speak up during this process, that's okay if you were just intending to listen to folks, listen to the concerns, hear them. But if that wasn't the case for you, I need you to sincerely think about what you are doing just sitting here and not speaking up on behalf of like your students. And if you are here to listen, I hope you are truly and genuinely listening, because this isn't just an administration problem, like faculty can implement what's going on here. You all can help students' lives be better as well. You can take up our causes. You can work with us; you can work with us to sit down with administration. You all have pull too. You can make your classrooms, your spaces on campus more inclusive. So please, just be genuine in what you're listening to tonight, and really take it in.

In addition, we're all equal Senators in this space, and I think it's important that when folks are hearing these concerns we listen, and we listen as not people that are here working for ISU, or students that attend ISU, we're listening as like humans first. And we're listening not to respond on behalf of ISU, or anything like that, we're listening to respond, and actually validate, and work out these issues as humans, and as people, not just as folks that are in individual roles throughout ISU.

And it's also okay to admit your ignorance. So I know there's a lot of questions that are big, high level questions that are being asked here tonight, and it can be difficult especially for the folks that are in administration here. You all oversee a lot of people and it's okay to not necessarily have those answers prepared for us, so if you don't you can, obviously, it's okay to say we don't know, we'll talk to our staff, we'll get back to you on certain issues. All we want to see is like that progress, and you don't have all the information about what's happening on ISU's campus, day to day, and that's okay, but get back to us; but just admit ignorance when it comes to that.

To the media that's been in attendance here currently, or throughout the night, I think it's very important that we tell correct intentional black stories, and we're not here for a spin, and we're not here for clicks. I don't want to read another article about UPB, I want to read an article about black students here, their concerns, and what we can do to make them better.

Senator DeGrauwe: I'm going to kind of go off of what Senator Campbell is saying. When I'm talking right now, I'm talking to my fellow Senators that do not identify in any minority, which if you look around the room right now is a good majority of us. And although I do identify as a minority, I don't identify as a minority in a race, and, one, my minority does not really discriminate against myself. So I honestly identify as just a white male right now, and I am honestly not too happy about what I saw while the conversation was going on. I saw a lot of my fellow Senators not actively listening. A lot of people were on their laptops, on their phones, just not actively listening. And if you don't know what actively listening, it is pretty much leaning forward, watching, and listening. We learn about that in school. We learn about that in high school. We learn about that in your classes as an instructor. You may not be the President of the University, you may be the President of the University, you may be a faculty member, or you may be a part of Milner. It doesn't matter where you are, we are a major part of this University. We all have a role here, and as someone of not-minority, we have an even bigger role, because usually we are the ones at fault. Right now, we are the ones at fault. And it takes us to consciously understand what is going on to fix that. And it may seem like this small thing to you, oh I'm only teaching a small class, but that class affects so many students. That class is what's going to have... the students are going to talk, and so the students are going to say, okay I want to take that class, and you're going to influence more people. It is up to us to learn and better ourselves. It is not up to them to educate us, and better us. If you have not read the #AntiBlackISU tweets, I was not speaking only to President Dietz about that, go home tonight, read it. It is appalling to see what they have to go through, and what they do go through at this university. Thank you.

Senator Solebo: I want to go off of what Senator Campbell also said, thank you to all those students, and everybody else who came for this conversation, and talked. So, one thing I wanted to mention was to remember that this isn't the first time this has happened. This is a multi...this happens... This happens constantly and it's been happening for lots of years, it just looks different. That's the only thing that's different, that it looks different. And we need to also make sure, not only one department, not only Housing, not only the School of Communication is being addressed, but every department, because it's going to look different for every student, especially for the black students on this campus. Because a lot of the times, the problems we face aren't going to be as evident to people who are not black. And that's just the thing, but with microaggressions, and racism, microaggressions look so different, and the fact that when they are addressed, they're not taken as seriously as direct actions of racism, and we need to know how to address those as well as... direct those as racism as well. And I just want to challenge you all to make sure that not only are you keeping yourselves informed and educated about these topics and what's going on, but your colleagues as well. Because it makes a huge difference in students' lives, and black faculty and staff, because they go through a lot of the same issues that students are dealing with, and I think sometimes we forget that.

Senator Evans-Winters: I'll just say that as one of a few actually black or African American faculty around the table, and at the University, and holding one of the highest ranks as a black professor, as a black woman on this campus, I know for sure that many of my colleagues don't even know what the term anti-black means, and I think that's some of the problem. So sometimes when you all ask these young people to do this type of labor, it's 9:30 in the evening. They're not getting paid for this. I see many of them looking like, oh, I got to go here, I should be studying, I need to get up in the morning. This is the emotional labor that they're talking about. So, we use words like marginalization. We use words like discrimination. But what they're talking about is that even when they walk on this campus, their very bodies are hyper visible, yet their needs are invisible. So, what we're talking about is a psychological cost that... I'm fatigued listening to them, but I don't want to decenter them, but yet it's my job to protect them. And so what I... I think we need to do a better job of, is we need to go outside of this body, and we need to become teachers and learners.

So what does it mean when they say anti-black? They're choosing not to use the word racism. So, this is an intentional linguistic twist, where they're trying to tell you all, you all don't really want us here. We have been monetized, we been commodified, but as the Senator just said, at the same time, they have no faculty and staff support. They're experiencing what's called alienation. They don't see themselves in the curriculum. They don't hear themselves when we speak. Alienation in the place that's publicly being rewarded for saying that they are diverse in working on conclusions, I mean, on inclusion. Yeah, conclusions too, but inclusion. And so, every day they wake up, it's a struggle and it's a fight, and we sit around this table, and we come up with excuses, well, they're not doing so good because of their financial needs. They're not doing so good because of their mental health needs. They're not doing so good because they need this and

they need that. We're not asking ourselves, what can we give them more of. And I think that's the biggest challenge. So, when we want to figure out why they come and then why they leave, and many of them don't even tell us why they're leaving, according to the data. That means we're not doing our jobs. We're not teaching and we're not learning. That's what alienation means. You're being treated like an alien in your own space, in your own community. What type of psychological cost and damage are we really doing? So, when I see that #anti-black campaign, I have to be honest, President Dietz, I have to be honest, real talk y'all, many of you all know that my impact on the national level, I'm embarrassed. I'm hurt. I'm bringing these young people here, and I'm asking them to stay here knowing, knowing the assault that I'm putting on their body and their psyche. I'm complicit in the damage, the long-term damage. So I think we need to stop asking them what they want, and we need to try to figure out how to do the work, so that they're not here at 9:30 at night, and then I'm going to ask them tomorrow, did you study? Why didn't you study? That's our job. Trust me, we're doing it for thousands of other students. Trust me. So being anti-black, that means, not that we're asking them to come, to simply come to the university, being anti-black is that we wish they weren't even here, that we did not have to look at their black bodies. That's on us. That's not on them. I'm embarrassed.

Senator Topdar: My comment is actually based on the article from Pantagraph that you sent out, earlier this morning. I circulated it in my department and I requested everybody to send me feedback. So, I'm just going to read an excerpt from one of my colleague's feedback. He's written quite a long message, but he was very specific about if I had to condense it in the interest of time, he indicated what he wanted me to read out. So that's the part I'm reading. This is, again, an excerpt.

To quote, "There is no doubt that there are racial problems at ISU, and at every institution, and university in the United States. As a black faculty... As an African American faculty member at ISU, I have had many uncomfortable and demeaning experiences with colleagues, and on one occasion that led to me filing a formal complaint. Rather than presuming that racial groups are descriptive categories, socially constructed groupings whose members necessarily embrace a wide range of cultures, perspectives, tastes, political views, etc., cultural competency projects tend to proceed from the view that racial groups are distinguished from each other by durable, group-specific cultures. In other words, cultural competency presumes that individual black people all share a set of cultural traits that both bind them together and distinguish them from non-blacks. Just as individual whites are presumed to be bound together by a set of cultural traits that distinguish them from non-whites; the same would apply to Latinos and Asians, obviously. This is not the social constructiveness of race, but it is biological race by another name. As such, this approach encourages faculty, staff, and students to otherize so-called group members, slotting them into a one size fits all culture box. That, ironically, promotes stereotyping, ignoring the diversity of experiences and perspectives among racial group members, or what is often referred to as microaggressions." And this, the point [of racial microaggressions] that has come

up repeatedly from a lot of speakers here today. “The end of inclusion is spot on. This particular road to inclusion, however, spars off into well-intentioned stereotyping.”

So, this is something that he wanted to put out here.

And, I just wanted to add my own point. One of the [concerns] suggestions that had come up earlier was inclusion... inclusivity [on campus that is marred by the use] of a certain language. Prohibiting the use of certain derogatory language is not listed in the Student’s Code of Conduct. I think it is essential to do that, not only in terms of the use of racial slurs, but also—there was one member here from the PRIDE—[in terms of how our policies and codes], we should also reflect other issues that are important. So, apart from mentioning racially derogatory terms as unacceptable language, we should also include any kind of derogatory term that relates to the LGBTQ community—especially, colored members of that community because they are doubly marginalized. I think we have to change our language. We have to change our approach [keeping in view the changing times]. We have to be more inclusive. Language is a reflection of the mind, you know, and [discouraging the use of derogatory language] that has to be a part of the Student Code of Conduct. That possibly also takes care of some of the concerns that came up [earlier], in terms of how do you provide evidence [for racially motivated behavior]. Right? So, if, unless and until we acknowledge that language can be mentally very harassing, that the use of certain language can be very degrading, and unless it is written in the Student Code of Conduct, it is very difficult to implement any sort of concrete measure.

Senator Kalter: We are supposed to vacate the room at 10:00, it’s about quarter of. So are there any objections to adjourning at this time? All right.

Adjournment

Motion by Senator Hollis, seconded by Senator McClellan, to adjourn. The motion was unanimously approved.

Senator Kalter: Thank you all very much. This has been a very important night and I hope we’ll remember it for a long time, and work not to have these every single year. Thank you.