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Senate Meeting, January 22, 2020

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Academic Senate Meeting Minutes
Wednesday, January 22, 2020
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.

Chairperson's Remarks

Senator Kalter: I just have a short Chairperson Remarks comment. Welcome back. I hope everyone had a refreshing winter break, and is off to a good start of spring semester. AccuWeather, for your information, so far is forecasting no polar vortexes through April 21 and highs for January, February, and March in the 30s and 40s. So, regrets to those of you who like to brace yourself against wickedly freezing gale force winds, and I don't want to curse the rest of us, but I am hopeful that we will not have too many, you know, weather events, let's say. And that's it for chairperson comment, and you can see what's on my mind. Any questions for me? All right. Seeing none.

Student Body President's Remarks

Senator Solebo: Hi. Just to echo what Chairperson Kalter, I hope you all have had a good winter break. Just a couple things. So, the Career Closet, thank you to all that have donated. We had a lot of donations, and the two days that the Career Closet is going to be held is going to be Friday January 31 from 4-7 p.m. and it's going to be in the Brown Ballroom. And then, Thursday February 13 4-6 p.m. in the Circus Room. So, if you could relay these on to your students, or students that you think would benefit from having professional clothing and other things such as, like professional shoes, padfolios, and things of that nature. This is going to be a really good event. And also we're going to be doing resume review and LinkedIn help. So, please direct students that you know that would benefit from this event.

And the Mental Health Week is going to be February 10 -14. And this is a week that's going to be dedicated to mental health and it's going to be called #stopthestigma. And also, just to reiterate Success Week, please make sure that you're not assigning assignments that are more than 10% the week of finals and the week before finals. This puts a lot of undue stress on students, and just to remember that going forward. And with that, I yield for questions.

Administrators' Remarks

• ***President Larry Dietz***

President Dietz: Thank you very much. I also want to welcome everybody back, and hope that you had a nice restful break, and here we go again for a great spring semester. So, welcome back.

Couple of updates. We're in the midst of going through interviews for the Provost position. We had 73 applications for the position. 66 of the 73 were completed. The search committee narrowed down the list of individuals, and invited 11 for airport interviews. We went through 6 of those today. We have 5 more tomorrow. Our idea is that we will try to dwindle that number

from 11 down to around 4 for campus interviews. Those campus interviews have been scheduled at this point for February 10, 11, 13, and 17. And they'll be open forum times that everybody's invited to from 2:00- 3:00 on each of those days, in the Old Main Room (in this room). So, I invite you to perhaps put those dates as a hold on your calendar to participate in those. It's a good group of 11 and we anticipate having a strong group of 4 that will be invited to the campus.

Another update. We closed out last year with really a terrific year in terms of fundraising. I think you'll remember that we had a goal when we started the campaign of \$150 million, and we exceeded that goal June 30 of this last year. So, a year ahead of time we are already about the \$150 million goal. I'm very pleased to report, and very thankful to our donors, who made it possible for us to say that we ended the calendar year over \$170 million and rising. So, we still have our foot on the accelerator, if you will, and we're still raising money, and the campaign will conclude June 30. But I've been talking to a lot of alums and have another group that I'm meeting with next week, and so we anticipate increasing that number even more. Some very positive news about that is that there's over 50,000 donors who have contributed to this campaign this far, and over 26,000 of them have never contributed to the University before, at all. So, that really bodes well for the future, in terms of fundraising. And students, you'll be pleased to know that the leading source of funds that donors give their money to are for student scholarships, and support programs for students. So, I'm delighted about that.

Also want to mention that I had an interview late this afternoon with WGLT and I was asked about an article that appeared about the University of Illinois tuition rising and Pritzker strikes deal so more low income students can attend tuition free. And the question was, what's Illinois State doing in this regard? And my response is that I applaud the University of Illinois for the activity that they're pursuing to try to accommodate their students, but I also said, you know, the per student amount of state appropriation that the University of Illinois gets is twice the amount of money that Illinois State University gets. So, if we find that we are in a position to have double the state appropriation, we can do the same thing the University of Illinois can do, and more. And so, I'm still working, pushing that message, we'll kind of see where that goes. I'm also still lobbying to get a release of funds for the Wonsook Kim College of Fine Arts and for Milner Library, and also for \$40 million in other deferred maintenance projects. And that's going to be an ongoing issue for the spring semester. I am pleased though that the Governor made a trip to Chicago State University at the end of last calendar year and announce a \$3 million capital release when he made the trip there. Just this week, he also went to SIU at Carbondale and announced a release of \$8 million of planning money for the new Communications building. And so, I've put in a call to Jesse Ruiz, who's the Deputy Governor for Education, saying that we would love the Governor to visit here sooner versus later. So, perhaps he can make an announcement here. But we're going to continue to work on those. And I'll yield for any comments or questions you might have.

- ***Provost Jan Murphy***

Provost Murphy: Very good. Well, welcome back, everybody. Just a couple personnel updates. Mark Walbert who is the Associate Vice President for Academic Technology is retiring on June 30, 2020, which is 159 days from today (Don't ask me how I know that). It presents an opportunity for us to realign our academic support in the Division of Academic Affairs, and so we've been working with Dan Stephens, and then Charley Edamala, who is the CIO and reports

to Dan Stephens, and we are going to move that function to a position that reports to Charley. So, we'll have a new executive director position in Administrative Technology. It'll be filled by somebody with faculty credentials, and we hope faculty credentials at Illinois State University. We think someone that knows the culture of this campus and understands the needs of our faculty and our students. It will report to Charley. It will manage a new unit called and we're tentatively looking at the Office for Advanced Technology Support for Academic Affairs, but we'll work on that title. It will serve as the executive director for learning spaces, that's the group that Doug Smith works on to help upgrade classrooms. That position will serve as the point person for collaborating among the colleges and the CeMaST IT Director, so that continue, to kind of work with all the colleges' technology folks, and then TechZone will also, it won't physically move, but TechZone will also report up to that position.

CTLT. Years ago when we first established CTLT (the Center for Teaching and Learning), at that time, it reported to the Associate Provost (who was me), and then we added the technology group to CTLT, and called it CTLT, and then we had a dual reporting line. So CTLT (the Center for Teaching, Learning and Technology) reports to both Dr. Yojanna Cuenca-Carlino and to Mark Walbert. With Mark's retirement, that center will continue to report to Dr. Cuenca-Carlino with kind of a dotted line over to the Executive Director of Technology Support for Academic Affairs. So, the search for this new position will begin pretty quick, we're meeting again on Friday to make sure that the position description looks ready to go, and it will start, we hope, on July 1, 2020 which is 160 days from today. So, any questions at all? Well, I'll finish my remarks and then answer questions, I'm sorry.

Couple other search updates. The Milner dean's search. Many of you were able to participate in the on campus interviews of four candidates for the Milner dean. We're reviewing all the information that we receives on evaluation sheets and surveys. I meet with the committee chair tomorrow to get the sense of the search committee, and then we're probably a couple weeks away from finalizing that. It always takes a little bit of time to finalize a dean position.

The Associate Vice President for Research and Graduate Studies is underway. We have four candidates on campus, a combination of both internal and external candidates, and they will be on campus over the next three weeks. I think two next week, one the following week, and one the following week.

We have a new position. So, with Mark Walbert, the funding that goes into his position, and with his office, we're going to create a new position called the Assistant Vice President for Student Success. This person will coordinate student success activities on campus, working on retention rates, graduation rates, and all of our support services for students, coordinating work, and working very closely with Student Affairs where many of these support services are located. This person will be working... will be responsible for Academic Affairs, support services, but coordinating with the folks over in Student Affairs. So, although it's housed in this unit, it really will work closely with colleagues in Student Affairs. A national search has begun, and we have a pretty good size pool of candidates, so we're excited about that.

And then, Cooper Cutting began his new role in the Office of the Provost on January 6. He's there to help with program approval processes, and program review; those are what he's starting with. So, we're excited to have Cooper there in the office.

And finally, just to let you know that fall 2020 admissions are running slightly behind. So, again, there's applications, admissions, and then enrollment, right. So, applications are way up. Admissions are running a little bit behind schedule for undergraduate, but deposits are much better than last year at this time, so we feel good about that. Admissions are quite a bit ahead of schedule for graduate programs, so we're very excited about that. And as always the quality of student continues to trend up. We have excellent students who come here, and we're thrilled that students still see this as a university of choice. So, I'd be anxious or willing to answer any questions you might have.

Senator Pancrazio: Yeah. I have a question. Is it accurate that there has been a General Education task force has been convened?

Provost Murphy: There is. So, and Amy Hurd is here. So, the General Education task force has been convened. I'd be glad to have her come to the table if you would like to hear more about that.

Senator Pancrazio: No. It's a procedural issue. On March 7, 2018, the Senate approved a policy, changes to the... and the policy; I can give you the document numbers if you're interested. The changes to the structure of Gen Ed and Graduation Requirements, and one of the changes that came through in that was that the university community at large was to be informed once that was convened. Can we expect an announcement? It's the charge to the Provost, by the way.

Provost Murphy: I understand that, but I'm trying to make sure and understand where we've been in terms of communication. I'm sorry.

Dr. Hurd: Yeah. All of the deans talked with the faculty at their meetings, but a general announcement, I have the draft that came in this afternoon to read through, and it will go out, I believe, in the next media report.

Senator Pancrazio: Okay. I think in Academic Affairs we were talking about listserv to faculty.

Dr. Hurd: Okay.

Senator Pancrazio: Something that simple.

Provost Murphy: Sure. We can do that. All right. Thank you.

Senator Kalter: My understanding was that task force was put together in October?

Dr. Hurd: Yes.

Senator Kalter: And did it get finalized in October? I know that there were still some seats that were not filled yet.

Dr. Hurd: It did get finalized, with the exception, we are still looking for students. And we have an Executive Committee, and we are forming some subcommittees as they are needed. Right now, we have one focused on focus groups, we have one on best practices, and one on assessment, and we anticipate several more being formed. And so those subcommittees will have people on them from the Executive Committee, but also the campus community at large.

Senator Kalter: Thank you. Further questions for the Provost? Or for Dr. Hurd. (Pause) Just one thing. So, the search for the AVP for Research and Graduate Studies, the first interview is tomorrow. And I believe that the open forum is around 2:00 or 2:30, I can't remember exactly where it is, but we just sent out an announcement about that to all the Senators and then the next two, as the Provost said, are next Tuesday, Thursday, and then the Thursday after that. All right. If no further questions, we'll go to Senator Johnson for Vice President for Student Affairs Remarks.

Vice President of Student Affairs Levester Johnson

Senator Johnson: All right. Good evening everyone. I'm going to focus my timeframe for remarks on particular areas. There was some questions raised by Senator Pancrazio related to our police force, and I've asked Chief Woodruff to attempt to address some of those questions. In particular, those questions centered on a couple of specific areas, how integrated is our police force, are they representative of the student body and the goals towards diversity. There was a request for us to provide information as relates to the training of our officers, diversity training, and specifically within the area of implicit bias. As well as, there was specific reference to an incident that took place on June 26, and questions being raised about differential treatment in that area. So, I've asked him to come and speak to those four areas. He is overly prepared. He could probably speak for about 20-30 minutes, I've asked him to only do a fraction of that, and then just open things up for questions. So, with that being said, I'm going to turn things over to Chief Woodruff.

Chief Woodruff: Okay. Thank you, Dr. Johnson, and thank you all for the opportunity to come today. I'll answer those questions a little bit out of that order, and provide a little bit extra context the best I can here. The first question, is the department representative of the student body and our goals towards diversity? So, a little bit about the hiring process, because many of you aren't familiar, but our officers are hired under a civil service process that is specific to University Police. It is similar to other police hiring. It includes the physical agility test, written exam, oral board made up of members of an outside agencies and community representatives, department interview, extensive background check process, physiological medical exams. Once hired, the officer then goes through a rigorous and intense 14 weeks of basic police academy, they come back to the department for another 18 weeks of on-the-job training, and given the extent of this process, we lose applicants at each step along the way. So, it's pretty much a very difficult process to finally get through. I know all this because hiring for diversity is not as easy as it may seem to people who aren't familiar with the process. However, my predecessor, many of you remember Chief Swan, made hiring for diversity a significant priority for our department. When he was first hired in 1984, he passed that on to me and to our department as well. So, locally we

have always been the most diverse police department, because we've always recognized the importance that our police department represents in our community. This, of course, does not mean that that is all we focus about or that's all we care about, in regards to diversity. So, I will address some of our other initiatives related to those topics. Having said that, our current department make up for race and gender are as follows: We have 29 sworn police officers, 10% are identify as black or African American, I believe our campus student population is about 9%. 7% identify as Hispanic or Latino, and I believe our campus population is about 10% there. 4% represent of 2 or more races. So if you total that up 21% of our law enforcement officers are represented as non-white. So, we still always have room to improve on that. In fact, one of my favorite quotes Dr. Dietz always mentions is, "The biggest room is the room for improvement." So, we're always trying to recruit, hire, retain great and diverse employees from all backgrounds. We've also have had many diverse applicants that are on our hiring list, that just happen to have been hired by Normal PD, because they got to them before we could. I hate to see us lose good prospects, but the positive side of that is Normal Police is actually a lot more diverse today than they were, even eight years ago, as a result of this. So, Chief Bleichner, kudos to him for making that a priority for them as well.

The national attention on policing these past few years has highlighted not just the importance of hiring for diversity but also improving cultural competencies in community relations. However, it should also be known, this is not new to us. Our department has practiced this for decades, and we've also worked very hard to bring other local agencies along, even if they didn't think it was important at the time. For example, in 2001, our department along with the other local police departments, the NAACP, the Bloomington/ Normal Human Relations Commissions, several other social service and community organizations, formed MAPP (Minority and Police Partnership). MAPP's mission has been to promote a better understanding, improved relations between minority and law enforcement communities to encourage positive minority and law enforcement contacts, and establish mutual trust through honest dialogue. Since its inception, the organization has met monthly or bi-monthly to discuss concerns over racial profiling, police use of force, police policies procedures and other mutual concerns, regarding policing either locally or on a national level. Additionally, the organization has sponsored at least five hate crime conferences, brought in national training, hosted panel events, and in recent years created an event called Behind the Badge, which we've hosted here on campus at least twice. This provides the community an opportunity to learn about these most contentious issues regarding law enforcement.

I'm proud to have twice served as the co-chair of the MAPP, and also worked very hard to bridge the trust between our local agencies and our community. I'm also proud to say that as a result to my relationship with MAPP, I became a lifetime member of the NAACP and have been actively involved in our local Bloomington/Normal branch for at least a decade.

How integrated is our police department? Upon appointment to my position 2011, I made this a priority. We revised our mission statement. Our mission statement now reflective of that "...to serve, protect, and educate with PRIDE and in partnership with our community." Pride for us represents our values of professionalism, respect, integrity, diligence, and equality. If you ask our officers, they should be able to recite this back to you. For those of you that do know me, you know that I don't just encourage community policing, I demand it of our officers. So, what does

this look like? At a minimum, that means our officers are expected to get out of the car and interact with our community. They walk the buildings and the residence hall floors, much like a beat officer used to walk the streets to get to know their neighborhoods, and talk to the community. We encourage our officers to interact with students in a positive way. We are very active on social media and use it as another tool to connect with our students and humanize our role often times with humor. If you don't follow us on social media, I encourage you to do, because I think we're kind of funny.

Unfortunately, part of our job also requires us to take action, investigate crimes, questions people, and sometimes make arrests. We realize our presence alone can make people uncomfortable, or even triggered, but we still have a job to do, and don't have the luxury of ignoring calls for service. When it comes to law enforcement, our role is very similar to that of a referee. No matter what decision we make, inevitably one or more people may not be happy with it. However, we still have to hold individuals accountable as long as we're enforcing the laws fairly, while treating people with the dignity and respect every human being deserves. I tell our officers that if you take somebody to jail, and they tell you thank you at the end, then you've probably done something right. I know some of you find this hard to believe, but in my over 20 years of policing, 90% of the people I took to jail or gave a ticket over the years, actually said thank you. And that goes back to, again, our values of PRIDE, professionalism, respect, integrity, diligence, and equality, and, again, alliance with those tenets of procedural justice.

Speaking of crimes and calls for service, while theft remains our single biggest crime on campus, and sexual assault our most serious, we also deal with a significant number of mental health related calls for service, and those numbers continue to increase. Many years ago, law enforcement and mental health professionals came together to create a national mental health training program for policing known as Crisis Intervention Team training. I'm proud to say that our department is probably one of the few in Illinois, if not the nations, to have every single police officer, including myself, certified as CIT. I also receive regular feedback from our regional CIT instructors that our officers perform above and beyond other police officers during the certification process. The importance of this cannot be understated. Last year we recognized Officer Jessica Jones for saving a student who was intent on harming himself by jumping from a residence hall window. She was able to physically pull him back into the room, and detained him until others could arrive for help. Officers Shepard and Lullo saved another student who was attempting to hang himself, then tried to cut his wrists in front of them. Why do I bring this up? Because two years ago Officer Erickson had a student approach him on the Quad just to come up and thank him for saving his life. A couple years previous to that, that student was making plans to commit suicide, and was ready to follow through on that act, until Officer Erickson had a conversation with him, and talked him into getting some help. Had that officer not interacted with that student that day, we would have lost another one of our students. We've had officers give CPR, jump into moving vehicles to save someone, and done numerous other acts of bravery, with very little recognition, because that's what we do. We often here use the #ourcopscare because deep down we really do.

One of the benefits of having this stabilizing staffing that we've had over the last couple of years, is that it allowed us to look for ways to be more intentional about community engagement. As part of our strategic planning process a couple years ago, we really reflected on our mission and

what it meant to educate for us, and what we could do to foster trust, and improve the world around us. As a result of that, we created a long term plan, focused on what we consider high impact community building, having an influence over those three spheres of influence: the campus, our professions, and society, using the tools of innovations, collaboration, and education.

The first step was to be more intentional, was to create our Community Engagement unit. This unit started this past fall with two officers and a supervisor. I tasked them with finding opportunities to interact and engage with our students, faculty, staff, and community. They don't take enforcement action, or calls for service, unless it's absolutely necessary. While benchmarking other institutions during our planning process, we also came across a very successful and unique community policing concept that was used at Marquette University (no thanks to Dr. Johnson here). Our colleagues there said it was the single biggest positive impact their department has made with their students, and that of course was their creation of their community engagement dog Natty. We were intrigued and in researching this, we had planned on doing something similar here. Thankfully, when we proposed this idea to Dr. Johnson and Dr. Dietz, they both approved it. And last fall, as many of you may know, we added one more member to our community engagement unit and that is Sage. Sage is not a typical police dog. She does not smell drug or explosives; she doesn't track or bite people. She is truly an engagement tool used to break down barriers, and make our police officers more approachable. It provides an opportunity to have informal, non-confrontational conversations with our students; however, she also provides emotional support for our students who are suffering from mental health issues, and those who are victims of crimes. Last fall, she comforted at least four victims of sexual assault or sexual abuse. An added side benefit is that she's improved the morale within our own department, and we are eternally grateful for all of our supporters. But to give you an idea of what three cops and a dog can do in just one semester, when tracking their contacts, they had over 7,000 positive contacts with students, over 800 employees, and over 2,700 community members through various events, meetings, and/or trainings, both on and off campus. I've also received several inquiries from other departments around the country about the program as they're looking for new ways to improve their community relations. The community engagement unit is directly influenced in the three areas I previous mentioned: our campus, our profession, and, hopefully, society. So, to answer the initial question, are we integrated? Absolutely. Do we make everybody happy? No, of course not. We make mistakes, and can always do better, but as long as I'm Chief here, I intend to move forward with our vision of being a leader and innovator in higher education law enforcement.

I was also asked to provide information about the training for diversity – implicit bias – that we give to our officers. As I mentioned earlier, I recognize hiring for diversity does not address all the issues related to social justice concerns facing society today. It is merely a first step. Every new police officer receives cultural competency base training in the academy, covering areas such as implicit bias, procedural justice, and police community relations. Once they graduate and return to our department on campus, we have them meet with Mrs. Angel Howard from Student Affairs to introduce the concept of diversity and inclusion for our division. I also personally meet with every new officer to provide our department's expectation on diversity/inclusion. I also provide them with training related to implicit bias and procedural justice, which I'll go into more detail shortly.

Cultural competency based training for police officers is difficult to find, because it is a very sensitive subject. If not done correctly, it can be ineffective and actually hinder learning. I've been to trainings where speakers or instructors would rather insult officers, rather than help them learn to be more culturally competent. As you can imagine, this can make for difficult learning environment for everyone, but it's especially frustrating as a leader if you're trying to encourage growth in an area as important as inclusion. Nevertheless, I've always been a strong proponent for improving our officers in these areas, and setting an example for other departments to follow. It's similar to an inoculation process, you can't just attend one class on diversity and be done with it. It needs to happen in regular small doses starting with the first day as an officer in our department. Our officers are expected to attend or participate in diversity and inclusion based training and experiences every year, as part of their annual evaluation process. For example, this Friday, many of you may see several of my officers at the MLK dinner. Each year we purchase a full table, and invite four U-High students to sit with our officers, to have healthy conversations and, hopefully, build mutual trust.

Another complication to providing training for police officers, is that they all work different hours of the days, different days of the week, with different time off for vacation, illnesses and other things. This means, while they all receive some baseline training in select areas related to cultural competencies, they don't always have the exact same training or experiences after that. For example, it's not feasible for every officer to be at the event this Friday. To give you some broad examples of things we've done, in addition to training related to race and gender, we have sent officers to a variety of different training or experience to things such as: poverty simulations, microaggressions, and intersectionality training, autism training, safe zone, and other LGBTQ+ training, interfaith and religious based training, and numerous opportunities as they present themselves, either here on campus, or elsewhere.

I would also like to highlight a few of the unique and specific trainings we've done in the past few years. In 2015, I partnered with Prairie Pride Coalition and the Department of Justice Community Relation Services to co-facilitate transgender awareness training for our department. We were the very first police department in Illinois, outside of Chicago PD, to have given this training. Given that we're about to host MBLGTACC at the time in our community, I invited our partners from Normal, Bloomington, and McLean County Sherriff's department to attend as well. While many of these officers were initially uncomfortable with the subject matter, they quickly warmed to our facilitators, and the feedback was overwhelmingly positive. The key was providing a safe space for the officers to ask questions, they'd normally be afraid to ask, out of fear of offending someone; and having facilitators who are open and willing to respond in a kind and non-judgmental way. In 2018, we brought the training back by popular demand, but we also added sessions on two other unique religious based populations: the Muslim and Sikh communities. Again, both I and officers from my department, helped co-present the training with representatives from each of these groups. A representative from the US Attorney's office was also present, and asked if we could bring the training to the Champaign area, to which we helped co-present there as well.

Several years ago, I read the book *Blink* by Malcom Gladwell (I'm sure many of you have read that as well). When I first read the chapter on implicit bias and the Harvard Implicit Association

test, I was profoundly changed. I realized this, this, was one of the big areas afflicting our profession, not necessarily the explicit racism that is so often implied. I know hundreds of officers around this country, I'm friends with many of them, and not one of them would have any desire to really get involved in an officer involved shooting. These are extremely tragic, life changing events for absolutely everyone involved. I know there are bad police officers out there, but just like every other profession, I knew something else was happening in these tragedies. Implicit bias became the obvious and most rational answer to me. Unfortunately, after first reading about it in *Blink*, I couldn't find anyone who was implementing implicit bias training specific to police. A couple years later though, I was fortunate enough to be at a conference and hear Dr. Lorie Fridell from the University of South Florida speak about a new research based training that she was doing created specifically for law enforcement call Fair and Impartial Policing. She based the training on past and current research surrounding implicit bias and the concepts of procedural justice. In 2017, I was fortunate enough to become a training instructor for the program and began training all of our officers and some of the officers from local departments as well. Since then, I've trained members of the McLean County Bar Association, McLean County State's Attorney office on an abbreviated version of the program. I've also presented some overviews on campus here, if anybody's attended those.

More than anything though, I'm extremely excited to announce that in partnership with the Office of the President, we will be hosting Dr. Jennifer Eberhardt to campus on March 19. She'll be meeting with our department, and also give a keynote address to the campus later that evening. For those of you that don't know, Dr. Eberhardt is from Stanford University, and is one of the foremost experts on implicit bias. Her research is the foundation for the training program we use, and she also released a book last year called *Bias*.

In addition to these areas, in 2018, we sent Sergeant Michael Gardner to become a certified instructor for RITE (Racial Intelligence Training and Engagement). RITE is a comprehensive training that addresses diversity/inclusion, the escalation communication, police misconduct, ethics, and officer wellness. To my knowledge, he is the only instructor locally, and last year he provided this training to all of our staff. Again, these are only a few of the highlights, but I would argue our officers have more cultural competency training than any other police department, not just in this region, probably across Illinois and this nation.

I recently spoke to a nationally renowned campus safety and diversity expert about this topic and he was amazed at the work our department was already doing in this area to educate not just our officers but others as well.

Unfortunately, many of the positive things that we do goes under the radar, which is why I'm always happy to talk about this stuff here.

Now for the last questions, the question that was posed to me is how are we to conclude that there is not a difference in the enforcement of the law, citing two examples. I think there are some very broad things that were mentioned here, so, and I don't have the specifics, but I think I know which events you're talking about.

Last summer, one of our officers saw a vehicle that was driving on the south side of Hovey Hall about to enter the Quad through the sidewalk. When the officers stopped the car, the driver in a very rude tone, identified himself as a Bloomington firefighter who was new to the area, and had just become lost. The officer smelled alcohol, requested a second officer to the scene, which is pretty standard procedure when you're doing field sobriety test. He conducted the standardized field sobriety test, all while the driver remained verbally abusive. The results of the tests were inconclusive, as the driver did not fail enough points to be deemed impaired by the courts standards. But he did fail enough for the officer to believe he was close to the legal limit of .08 BAC. The officer did not have probable cause to arrest, but was still concerned about this person driving. The officer asked the driver to voluntarily take what's known as the Preliminary Breath Test, or the PBT, which confirmed the officer's suspicion of a BAC of about .08. And this is where the local blogger, and others who read about the incident, presumed the officer gave some type of preferential treatment. The PBT test is not admissible in court. It is different from the actual test that is required for a DUI arrest. It is not considered accurate enough, and is only used as a confirmation tool for the officer on scene to make sure there are not other factors, such as impairment for drugs. This is more if you think of it as a teacher of offering a pretest; it's not going to count towards their grade. If anything, this process only highlighted the officer's integrity. If he had truly intended to provide any preferential treatment for this firefighter, he never would have asked for a second officer, gone through the whole testing process, all while on video, and he certainly wouldn't have notified his chain of command. Once I was notified, I felt obligated to let the fire chief know about his employee's conduct, just as I would hope someone would notify me if one of my employees behaves similarly, hence, the published memo that became part of a FOIA request.

The second example that you inquired about was a Twitter video and a traffic stop. I can only assume this is in reference to a video posted on Twitter last fall, which showed a traffic stop in Cardinal Court involving a vehicle with an African American driver and passengers. It appeared like there were six to seven police cars behind it, the caption of the Tweet implied that it was ISU police, and as a result, those who viewed or replied to the video also believed it was our department. However, if you look closely at the video, you'll notice that they were actually Normal Police cars, with the exception of one. The car just happen to pull into Cardinal Court when the officer activated his lights. At some point, that officer requested backup, several other Normal Police cars arrived. Normal Police, then, specifically requested our assistance and we sent one officer at that request. Our officer still did not know what the request was about to this day. I don't know any further details about the stop since it didn't really involve us. However, when it happened and was on our twitter feed, I did forward it to Chief Bleichner, of the Normal Police, so he could address it with his department.

Again, I'll just close in saying, you know, we've made many mistakes in the past, and I'm always willing to own up to them, but we'll make mistakes in the future. Just like there are times, many of you will make mistakes as well since we are all human. I just ask that we give each other the benefit of the doubt before drawing conclusions, and passing our assumptions out as facts. If anyone has any question or concern, you're always welcome to call, email, or stop by my office, or I'm always willing to meet out for a coffee, though I prefer Dunkin. With that, I will transfer it back to Dr. Johnson.

Senator Johnson: And we will stop there and open things up for any questions.

Senator Hollis: How close do you work with Normal PD and Bloomington PD?

Chief Woodruff: Well, we work closely with them. Our responsibility is really for calls for service that happen on campus, or University controlled property. So, in the event they need assistance, they will call us and ask us for help. We don't automatically go to their calls for service. We do cross train with them. As I mentioned earlier, some of the training that I've done, I've trained some of their officers on some of these issues as well.

Senator Kalter: Further questions?

Senator Pancrazio: I'd like to thank Senator Johnson for addressing this. Thank you.

Senator Johnson: Not a problem. Thank you all.

Senator Kalter: And my comment is, if you ever do find anything more out about what happened in that incident, we would love to have an update about it.

Chief Woodruff: Okay. Again, it was Normal Police, I don't typically inquire, but I can certainly try to find out.

Senator Kalter: Thank you. And Senator Johnson, do you have further remarks?

Senator Johnson: That's enough.

Senator Kalter: All right. So, if no further questions, we will move... Oh sorry.

Senator Kosberg: Yeah. I have a question for Senator Johnson about... there was a WGLT article today about the housing being pushed back to fall of 2022. And so, I just want to know, because this fall, there was issues with lots of students, like we were over capacity, so, there were lots of students living in the lounges. So, I'm just curious if that's going to be an issue again next year, or if there are steps already in place to like avoid that.

Senator Johnson: No. We are working on addressing issues of, again, it will be in partnership with our Enrollment and Admissions folks. We're hoping that the numbers will come out such that we won't be over crowded like we were before, but you never know. I can't make any promises in that area. I do want to address the article that came out. The headline read that our housing project is delayed. Our housing project is not delayed, okay. We initially came out when we selected the firm Gilbane. We, actually, in the first announcement to this campus community the date that was on the RFP that we issued did include a hope that we can get this project done by the fall of 2021, but soon after we went through this process of hiring Gilbane, we realized that it would not be until the fall of 2022, and our first announcement really came out saying that that would be the case. So, it's not delayed at all.

Senator Kosberg: Thank you.

Senator Johnson: Okay.

Senator Kalter: Any further questions? (Pause) All right. And I'll just say thank you so much, Chief Woodruff, for coming, and giving us that very detailed report. It's going to be in our very detailed minutes, so it will be there for posterity. And thanks again for coming, and for all that you do. Senator Stephens for Vice President for Finance and Planning Remarks.

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

Senator Stephens: Thank you, Senator Kalter. And good evening. I only have a couple of items to share. As we are in January, our Payroll team and Human Resources team finished the year end tax reporting for W2s and so they...over 10,000 documents were produced for this year. They've been, for those who did not select the electronic option, they'll be placed in the mail. You should be getting them anytime over the next several days. Even if you didn't select the electronic option, you can go on the iPeople, and click inside there under tax forms, you will see an ability to see that electronic print out. You can print it from there as well, but it is a secured site, but we wanted to announce to people that things are available at this point and time for tax information.

From a Facilities perspective, our Multicultural Center Project continues to move forward at a very positive pace. We've got the floor designs finished, and we're actually issuing some contracts. We've been doing some demolition work over the Christmas break, and we are beginning to identify equipment that needs to be purchased; furniture, we'll end up with a new sprinkler system will have to be placed in the facility. But we're still targeting for a fall 2020 opening. So, everything is looking great in that perspective. There was Sustainability Green Team formed. Some of you may have attended on the 17th where we are soliciting input for our new update for our master plan for sustainability. I, unfortunately, was not at that meeting but heard there was a lot of interested students, faculty, and staff there. So, we appreciate everyone who's beginning to get engaged in that process. In talking with Chuck and Mike Gebeke (our new AVP) said that process to produce the new Sustainability Master Plan will take at least about 12 months to maybe as much as 18 months, depending on how the meetings progress. But things are beginning to kick off in a positive direction, so we're very positive about that effort going forward.

Our Facilities team, we're into the winter months, as you well know, and so far the weather hasn't been too bad. We're hoping, Senator Kalter, your points will occur, and we won't have another polar vortex. What our team is doing is they are continuing to stay ahead of storms, and they're using, as many of you are aware, we have a salt brine solution that we try to place out before the storm. It's a mixture that allows for our team to place it on high volume or high traffic sidewalks, the Quad, entrances into the academic buildings, the housing and dining facilities, and it's designed pretty much to try to minimize as much as we can when any storm comes through, to try to minimize the snow and ice development. So, hopefully this year, our weather will be milder than last year.

And then finally, the Julian Center project, Cybersecurity project, is also still moving well. And it's slated for completion at the end of this calendar year. So, that concludes my remarks, and happy to answer any questions.

Senator DeGrauwe: At the new entrance for the Bone in the back, where it's all brick, there are currently four different signs that say slippery when wet. But today when I came out, it was pure ice. And I'm not sure if that section is getting salted, or if it's getting plowed, because you can't put a vehicle on it. But today, the whole brick outline was ice, and all the sidewalks around it were pretty clear. So, I'm really hoping that if it's not getting salted, we can get them salted, that way we prevent any injuries.

Senator Stephens: So, if you don't mind, tell me again which entrance were you...

Senator DeGrauwe: By the Barnes and Noble, where it's pure brick.

Senator Stephens: Okay.

Senator DeGrauwe: The new entrance.

Senator Stephens: Okay. We will definitely look into that. Thank you very much.

Senator Kalter: They did have, when I walked in about 5:20 or so, I believe, they had some warning signs up to not walk on it. But I could see how some people could have missed that as well. Because I don't think they were at all four corners.

Senator Stephens: Okay. We will certainly look into that. Thank you very much.

Senator Wall: I know you have continuous input from students, I'm sure, with the diversity center going up, and the floor plans you've gotten, but since you've seen the floor plans now, has there been consideration (because I'm not involved in the conversation) in having all gender restrooms in that center.

Senator Stephens: Yes.

Senator Wall: Or are they...

Senator Stephens: Yes, there will be... We're renovating quite a significant amount on the inside. We will be adding or building some new all gender restrooms in there. There were two in the back of the facility, two small ones. We're actually going to replace those. And then, we're going to use those for the equipment for the sprinkler system. And then, we're going to be building new restrooms in the front of the facility, near where the male and female facilities are. And so, yes, we very much are cognizant of that, and trying to insure that the building and renovations we're doing is going to be, hopefully, met with a lot of excitement from the entire campus community.

Senator Wall: Thank you.

Senator Hollis: Okay. For the Multicultural Center, like thing, is there anyone in Diversity Advocacy on that staff, or like any students.

Senator Johnson: In the planning, right now we're at the phase and the stage where Dean Davenport is actually working with the staff from that area on the plan for the programmatic aspects, as well as the staffing plan for that. There are also students who were part of the planning team that went into the design and things of that nature, for the facility. So, yeah. There definitely were students as well as staff from Diversity Advocacy, especially right now at this point, involved in the planning part, the programmatic aspects of it.

Senator Hollis: Thank you.

Senator Kalter: Further questions? (Pause) All right. Seeing none. Let's see. That's it for our Administrator Remarks, thank you so much. And we'll move on to our Information Items. The first one's coming to us from Academic Affairs Committee, the mark up for the Withdrawal policy and Senator Nikolaou.

Information Items:

01.08.19.02 Policy 2.1.14 Withdrawal Current Copy (Academic Affairs Committee)

01.15.20.02 Policy 2.1.14 Withdrawal policy Mark Up (Academic Affairs Committee)

01.15.20 03 Policy 2.1.14 Withdrawal policy CLEAN Copy (Academic Affairs Committee)

Senator Nikolaou: The Academic Affairs Committee reviewed the Withdrawal policy after a recommendation we received from the Office of the University Registrar, the Student Conduct and Conflict Resolution, and the Provost Office, and this is the last paragraph you see in each of the two sections. And the recommendation was to actually clarify that if a student is facing an academic penalty, they're under academic dishonesty process, they would need to resolve this case first, before they received the actual grade. So, right now, how the policy's written is that a student could withdrawal from a class if, for example, they had plagiarized a paper, and the grade that would appear is a WX, so they wouldn't have to go through the disciplinary process. So, the recommendation right now is that if you have the disciplinary case in process, then the Student Conflict Resolution that we need to resolve it first, and then if it is in favor of the student they are going to get the WX. If it is not in favor of the student then the respective faculty member they can decide what is the grade, you know, A to F. So, this is the main change. And again, it is the last paragraph in Section I and in Section II. And then we also cleaned up the last part of the policy about the accommodations, because it was also referring to employers, and since this is just for students, we removed any reference to them. And that's pretty much it. Oh, and a comment. In the added paragraphs, it right now states "in abeyance." So, we received a comment that this might not be clear to students. Since we has Wendy Smith from Legal in our meeting today, we asked her, and she's going to email us legal language that we can add in this paragraph instead. So, we're just going to wait for her to tell us what is the best instead of making up language ourselves.

Senator DeGrauwe: My first question is talking about the very first paragraph. It says students should speak with their academic advisor, or the Dean of Students office, before withdrawing from a class or classes. I guess my question is going towards why is the option of the Dean of

Students there. I feel like that's very high, and not always the academic advisor or maybe the Dean of the College. Why does it go to the Dean of Students? Or is that more towards withdrawing from the university as a whole?

Senator Nikolaou: That may also refer to what you just mentioned, the latter part, because the policy refers first from dropping from one course, or the second part is from dropping from all courses from the University. And I don't know... so Jess Ray's from the University Registrar, he's here in case he has more background information on this issue.

Senator Kalter: Yes, I was just going to ask either Jess Ray or Amy Hurd if they wanted to come and answer that question.

Mr. Ray: I believe the intent for that is what you were just saying; the Dean of Students is because not all of the issues that lead to withdrawal are academic in nature. And so, sometimes they may feel more comfortable talking with someone from the Dean of Students. The goal, I think, you'll notice that it's encouraged is just that. It's to encourage that student before they make a very important choice to have all the information available, and to reach out to someone on campus who might be able to help them.

Senator DeGrauwe: This is going towards, down to the new added portion about the academic integrity violations. Right now, it seems to me, if I'm reading this, it's not very specific if it's talking about per class. So, the way I'm interpreting it right now, if I have an academic integrity violation, I can't withdrawal from any class. So, I'm not sure if it needs to be specified that you cannot withdrawal from the class the violation is in, or if it means you can't withdrawal from any class. So, I think it would be better if we can specify what we mean with that.

Senator Nikolaou: Okay. Thank you.

Senator Wall: So, I have further question about the same section that Senator DeGrauwe was just mentioning. In regards to that one, I just, I guess I'd like to know a little more background on why it was added. I guess, in reference to the fact that it seems like it opens up the possibility for (and I'm not saying this would ever happen but the possibility for) almost abuse in the opposite direction, where a professor could, in theory, remove a student from their course, effectively fail them, because they're missing classroom assignments, or tests, and then the students is unable to withdrawal from the course. I don't understand as to why academic enrollment is tied in with like SCCR and their ability to review academic dishonesty. Why are those two conjoined? Why can you not unenrolled from a course? Like, what is the real issue there, I guess?

Senator Kalter: Mr. Ray, do you want to answer that? Dr. Hurd, do you want to answer that?

Mr. Ray: My understanding is that it was in part requested because a faculty member wanted to ensure that the student didn't leave the class after having cheated, just going away from any responsibility, and the outcome of the Student Conduct piece. And so, I believe that why it was initially put in there.

Senator Wall: I guess my follow up to that is, is the Student Conduct piece not separate from the academic enrollment piece? Like if I commit academic dishonesty, and drop my course, I don't have to deal with anything from Student Conduct at all? I feel like that is probably more of an issue that should be like tackled with like that side, rather than trying to change how students can withdrawal, because to me it seems like there's a possibility to permanently harm a student's record, and that to me is kind of problematic in a way. Like a professor, wanting to insure harm to a student's record permanently seems potentially negative. And not to say that they might not be deserving of it, but it's just an interesting thought.

Mr. Ray: I can't speak to the specifics of student conduct, I'm looking down...

Senator Johnson: I think the language is in place in order to assure that a student in that case is adjudicated before they're able to leave the institution, and held accountable before they can access any information or move on to another institution. So, I think it does get to that point, I think that you're making about holding folks accountable then before they move on.

Provost Murphy: I think Senator Johnson has said that well. I think it goes back to Senator DeGrauwe's question, is it about that particular class. But, if a student has been charged with plagiarism, whatever that integrity issue might be, that needs to be resolved before a final grade can be (a WX or a final grade) assigned. Because the student, first of all, has the right to go through the process to ensure that they're able to make a case for themselves if they feel they didn't plagiarize. I mean, there is a due process there that's very important, and I think it's premature to make a decision and to be allowed to make a withdrawal from a class with a WX if that student has a pending allegation of an ethical violation. I think that has to be resolved, and then depending on what the faculty has in their syllabus, how that syllabus is set up, then I think the faculty has the opportunity to work with that student to decide what the ramifications are if the ethical violation is uphill.

Senator Wall: Can I respond to that?

Senator Kalter: Yes. But let me also add something on the Senate side. So, Senate has, I think, two external committees, the University Hearing Panel and the University Appeals Board. So the assumption that the faculty member can alone punish a student is not correct. In fact, faculty members are supposed to hold their grade until that process is done, and then do not sit on the board that judges whether the student violated or did not violate. They're one of the parties, you know, in that adjudication process, but it's put in other faculty, student, and staff members' hands.

Senator Wall: I guess my point or question is, does this belong in this policy specifically, or could argument be made for it to be moved? Like you're saying... Talking about transferring, say, to an institution, I'm held in academic dishonest, I drop out of all of my courses, and I attempt to transfer to a different institution. Is there no way for SCCR to prevent a student from transferring? Or hold on their transcripts, right? Something that is less permanent, because not all of these issues are necessarily ethical violations. I believe, you also included here classroom disruption. And I know that we have a classroom disruption policy, and I've reviewed it, but I still think that that specific piece there, those two things... I would be curious to see if there's

other locations where this could be enacted in external committees, whether that's Student Conduct, whether that's in the two external committees you're speaking on, rather than in this policy specifically. That's I guess the point I'm making, I guess, is consideration for that, because I don't know that, it feels like Student Conduct has been brought into this conversation and the Dean of Students Office, and potentially that's someone who needs to be a player at the table.

Senator Johnson: If I could respond to that.

Senator Kalter: Yes, Senator Johnson.

Senator Johnson: I agree with that point actually. So, I would suggest that there be some conversations with the Dean of Students office, and with Student Conduct as relates to this to get to the specific aspects of your questions, and then maybe there are clear answers as to why it's coupled together there in that sense. I think we need some specific answers then.

Senator DeGrauwe: My question is kind of going on what Senator Wall was talking about is the disruption portion of this. I'm confused on why disruption for a class is correlated with someone's grade. And I sit on the University Hearing Panel, and I'm looking at our manual, our operations manual, and I don't see any recommended sanctions for disruption for the class, because it's not something we normally see. So, I guess my question is, why are they not... would one, the disruption from a class affect their grade, and two, if it doesn't, why wouldn't they be able to drop it if there was a disruption in the class. I'm not sure that that portion belongs, I understand the academic integrity, because that's an ethical violation, and that goes against our Student Code of Conduct, but the classroom disruption, I'm not sure how that should affect someone's grade, and why it's in this policy itself.

Senator Kalter: I'm not sure if we have a response right now to that.

Senator Johnson: Again, that is something I would put to the Student Conduct and the Dean of Students office. I believe there are probably specific examples in cases by which it makes a lot of sense (that's what my guess would be, as to why it's included). I don't know those off the top of my head. It's been a while since I've done conduct in that sense.

Senator Nikolaou: Yeah. We can check and we can come back with what we find out.

Senator DeGrauwe: My only concern with that is that there may be cases (maybe one out of ten) where that fits perfectly, but for the other nine cases for academic disruption, it's only going to harm them more if they have to wait to get that drop from their class, then help that one person out.

Senator Johnson: Yeah. And again, I don't know what that percentage is, and I don't know if you have those facts either. So, that's why I say I think we should relegate this to having conversations with that office so you can see. So, that we can find that out.

Senator DeGrauwe: Okay. Thank you.

Senator Kalter: Further questions, comments, suggestions? (Pause) I had two and Senator Nikolaou knows that they're coming. So, the first one had to do with a little bit of confusion about the first change is Section II. Where it says, "If a student's written request, including appropriate supporting documentation, to withdrawal from the University is granted, all grades will be assigned in the same manner and under the same provision as the regular course withdrawal guidelines described in Section I. The instructor of each course will assign a WX or a letter grade as appropriate depending on the date and circumstances of the withdrawal." And what I was concerned about there, I kind of get that that relates to what we were just talking about. On the other hand, generally speaking, the instructor is not the one who assigns the WX it's the Registrar's office who does that, and then after they do that, we don't have—and we should not have—control over whether we can change that from a WX to something else. And so, I think that it's a wording thing perhaps, and I wondered if we are... I think that you said we're looking for a solution to that.

Senator Nikolaou: Yeah. And that was one of the items we brought up with the University Registrar, and also the Graduate School responded, and they both recommended to actually remove that first whole sentence, under Section I, and just be the last sentence where it says, "The instructor of each course will assign a WX or letter grade as appropriate depending on the date and circumstances of withdrawal." So, in the sense that if you requested the withdrawal before the time, you are going to get the WX, but if you failed to request the withdrawal, and it is after the due date, and you haven't had an exception because of an emergency, health issue. Then it's going to be the letter grade that the instructor is going to give you, because they don't have a WX assigned in the first place.

Senator Kalter: So, that actually confuses me even more, because I kind of thought that the first sentence should stay in and that the second sentence was the one that was problematic. Because, I think, partly because it's not tied specifically to that deadline for applying for the withdrawal. So, if that can be... If that wording can be shifted so that it's much more clear what you just said that... In other words, otherwise it sends the message to the student that even if you want to withdraw and you get the withdrawal that the faculty member could still assign you a grade, which defeats the purpose of a withdrawal. So, I think it's a wording issue there.

And then, I think you're referring to the substance of my second question, which had to do with the second paragraph under II, "Before the end of the twelfth week of classes..." So, I've had many students over the years who I thought should be able to have a withdrawal either from all classes or from certain classes after the twelfth week. And I wondered if we got an answer about why we have that deadline, rather than it being fifteenth week or anytime, if there's a legitimate reason. Do we know why we have that deadline at all?

Senator Nikolaou: No, we didn't have any ideas from where the twelfth week of class is happening, it's not the thirteenth, or the eleventh. So, that's a mystery.

Senator Kalter: So, I would ask... op sorry. Go ahead.

Mr. Ray: When I did some research, I couldn't find in what I looked through why that particular date, the best... my assumption was the reason that date was chosen was that that was a little bit after midterms, and so students would have an opportunity to have some sort of evaluation per se. So, they would know where they were standing in the class was, to make a determination if they needed to exit at that time before having an academic penalty of failing the course. As to later dates, it might be appropriate, not having that conversation, I do know that there could be impacts on some financial aid issues, but we did include financial aid folks in, and I don't remember financial aid office saying that there would be anything about that date that's specific. But that would be something if we wanted to shift it, we would want to maybe have a conversation to see from processes what might occur.

Senator Kalter: So, I would ask the committee to consider simply removing any deadline, or if not, at least extending it as far as possible, to give as many students as possible the ability to withdraw if they need to do so. The kinds of situations that students have told me about have been very, very grave, and the kind of thing that I'm glad I never had to go through as a student. And I think the Registrar's office, as far as I've known over the years, has been very accommodating of those circumstances. And so, it seems like if that's the case, that we shouldn't convey the message in our policy that it's not the case.

Mr. Ray: So, if I also understand, the reason for the WX policy too is that we do want students satisfactory at academic progress. We want them to continue. We want them to, you know, maybe think twice before they drop everything. We do have a process though that says after the twelfth week, I call it after the deadline, because it could cover a whole--I know we talked about medical, but there could be other reasons why—a person can make an exception request after the deadline. And if they provided the evidence that they were not able to make the deadline for, for example, an accident and they were unable to go and withdrawal in time, we would take that into account and we would take into account when issues occurred, and if it was before the deadline we would apply. I think the other piece is the reason there is a deadline is to make sure that students don't wait until the last minute, and just drop classes, because then for some aid packages and some other things, they'll have to pay back aid, they would have to do other... And they don't always recognize that, they're just focusing on the GPA aspect at that point. And so, we'd prefer that people have that thought process a little earlier to know what the consequences of that are.

Senator Kalter: In some cases, and this is the last thing I'll say about it, the student has told me that other people have not explained the process to them. And so, that's sometimes the reason is that they just don't know. They've got this terrible thing going on, and they've been trying to cope with it all semester, and when they talk to me, and I tell them, they're like, Oh my gosh, thank you so much. So, whatever we can do there to give students the benefit of the doubt would help.

Senator Horst: I was just wondering if you have any sense what is the standard across the nation regarding withdrawal? Is it typically the twelfth week or can it vary radically to the final day of the semester?

Mr. Ray: Just off the top of my head, I think it's in that zone. I haven't recently. But I can certainly go back and take a look.

Senator DeGrauwe: Talking about the same paragraph, that Senator Kalter was talking about, about withdrawing, and if there's like certain circumstances you can send in a form or the documentation. Who would they send that to? Would they send that to the Registrar's Office, the Office of the Registrar? And is the Office of the Registrar the only person that has... that will like give their... like approve it or deny it? or will they talk to the Dean of Students?

Mr. Ray: So, we do the initial review, staff then makes a decision, student has an opportunity if they disagree with that to appeal. The appeal goes to myself. We have talked about making some changes to the process so that it has actually better representation on campus for people who deal with the issues that often come up. A lot of the issues that come through that process would fall into--you're a Nursing student so you appreciate it—confidential data and that sense. So we're also... we don't want to also put too much out there for people, so, we're trying to keep it a smaller group, so that the person doesn't have to have 10 or 15 people review. But that is something we have discussed and making a process change.

Senator DeGrauwe: So, I guess my question would be one, in this paragraph can we put that you need to submit the documentation to the Office of the Registrar? Because I'm reading this and I'm like, who would I submit this to? So, I think, that would be...

Senator Nikolaou: Yeah, are you looking at the second paragraph? Because it says, "...or write to the office of the University Registrar... to withdrawal from the University."

Senator Pancrazio: 107 Moulton.

Senator DeGrauwe: Yes, but I'm saying down further, "A student may make a written request for early withdrawal," I honestly would say if you put to the Office of the Registrar there also, it might sound redundant, but it also would make it more clear, in my opinion. That's just my opinion. And then, I guess that's going back over to you is, can we lay out that process. Is that process laid out somewhere so a student can know if I don't agree with you, I can appeal it? or is that a different policy? or is that anywhere that a student can find?

Mr. Ray: Typically, that comes up when a student responds back. We can put something like that on the website.

Senator DeGrauwe: Okay.

Senator Wall: This is probably a question of me just not understanding, so pardon that in advance, but the removal of the Office of Equal Opportunity, Ethics, and Access from the policy given that Title IX is now (I believe) a component of that office, correct me if I'm wrong. Does that there inherently, I'm guessing, stay kind of like, that's removing them from the accommodation. So, does Title IX then in that effect, are they losing or are we not publicizing the ability of them to help students in the withdrawal process, say if their assailant is in class with them? I just think that if you're going to provide additional resources in that

Accommodation section that that might still be relevant, even though it's not... like the Office of Equal Opportunity doesn't necessarily concern itself with only student matters. Is it still relevant, I'm just posing the question I guess, for whoever could answer that, whether that's...

Senator Nikolaou: Yeah. So, this one we removed it because it referred explicitly to employees and also that was something that Wendy Smith mentioned today, that any type of accommodations that refer to the students, they are handled by the Student Access and Accommodation, and if there is an appeal that they want to make, the appeal would go to the OEOA office.

Senator Wall: Okay. So, even in the case that a student has an active Title IX case, they would be going through Student Access and Accommodation Services? I guess that's my question, right, is like Student Access and Accommodation Services, in my mind, doesn't necessarily apply to Title IX. So, I guess that's... like I can see how if they're having an accommodation issue, in terms of like a course itself, and appealing there. But in the direct Title IX route, how does that apply? Does it apply?

Senator Kalter: The committee can take that into consideration, obviously.

Senator Nikolaou: Yeah. We can take it to committee.

Senator Kalter: I think it may go to your former question about, does it need to be in this policy. But they can talk about that. Do we have further questions? All right. Wonderful, And thank you so much, Registrar Ray.

And let's see. We're going now to Rules Committee, the University Curriculum Committee charge and Senator Seeman.

01.09.20.13 University Curriculum Committee charge Current Copy (Rules Committee)

01.09.20.05 Undergraduate Curriculum Committee charge Mark up (Rules Committee)

01.09.20.04 Proposed Undergraduate Curriculum Committee Clean Copy (Rules Committee)

Senator Seeman: Okay. The Rules Committee last fall, we were looking at some of the Senate Bluebook items, including the University Curriculum Committee and the description. And so, we looked at that description of the University Curriculum Committee, and so we made a number of changes, many of them were to be more consistent with other external committees of the Academic Senate. And then the other change was to change actually the title of the committee from University Curriculum Committee. And some of confusion with the function of this committee having that name University Curriculum Committee, makes it sound like all curriculum changes after they get approved, either graduate or undergraduate, have to make a final stop at the University Curriculum Committee. When really it's just looking at undergraduate curriculum changes. And so, that was sort of an obvious change, would be changing it to the Undergraduate Curriculum Committee, to clarify what its purpose is in the title.

And then after that there were some things that sort of make it consistent with other external committees, there was the term recording secretary and executive secretary, and so typically in committees, the executive secretary is going to be the Provost designee, and recording

secretary's simply going to be the secretary that would take care of the minutes for that. And so, we did that change, implemented that change.

And then, mostly in the first part, we just reorganized the description of membership to make it more clear who everybody was and where everybody comes from for the committee. We changed a little bit of the language on how officers were selected, just for clarity. And then we added some language also on election for members, to try to be more inclusive, and then elections to be staggered to make things work a little bit more smoothly. And then, I think there were... another change, we also added one Function to the final list there of functions, to consider appeals for program changes that were rejected. So, we just added that. I think that was about all the changes that we made.

Senator Kalter: All right. So, we're in Information. Again, do we have questions, comments, suggestions? (Pause) All right. Although, I am on Rules Committee, I had a late observation about this one, and that is that if we're changing it to Undergrad Curriculum Committee, we might need to go through the Functions and change some of the Functions to specifically state "undergraduate." I came up with Functions 1, 2, 5, 8, 10, 12, 14, and 15. And I can repeat that afterwards.

Senator Seeman: Oh. Gotcha.

Senator Kalter: And then, I was not entirely sure whether 3 would continue to... In other words, does the UCC currently develop procedures for the evaluation of all the curriculum proposals, including graduate ones or is that also one that's specific only to undergrad programs and the Graduate Curriculum Committee develops the procedures for the graduate programs, especially since we have 300 level programs [Senator Kalter meant to say "courses"], and that those are currently in kind of a state of flux, in terms of whether they're going to be only undergraduate or graduate or what have you. So that's just a suggestion that we, and I think we could probably do that by email through the committee, just sort of which ones of these need to have undergraduate designated.

Senator Seeman: Gotcha. Gotcha.

Senator Kalter: So, sorry about that, that I didn't see that in the committee meetings. Any other questions, comments, observations, on this one? (Pause) All right. Seeing none.

Academic Affairs Committee: Senator Nikolaou

Senator Nikolaou: The Academic Affairs Committee met tonight, and we had Wendy Smith from Legal to help us finalize the Religious Accommodations policy, and also for us her legal advice for the Dress Code policy.

Administrative Affairs and Budget Committee: Senator Marx

Senator Marx: Yes, the AABC met tonight and discussed a few things. One is a revised version of the Naming Committee policy that we had as an Information Item recently. Several issues were raised last time that we believe have been addressed. We'll be forwarding this to Exec for review tomorrow. And the other thing that we've taken up is a review of a collection of Parking Policies that had been reviewed by the Parking Committee, and sent back to AABC as a result of

some decision that was made four or five years ago by Exec. But anyway, we decide to take this up and to get more information. So, we're beginning that process.

One more thing, and that is that recently everyone received an email with regard to the survey for the performance of the President. Please, again, if you haven't taken that survey, please do so, and encourage others to do so, so that we can get a larger sampling of the campus community.

Faculty Affairs Committee: Senator Crowley

Senator Crowley: The Faculty Affairs Committee discussed and approved three annual reports. One from the Graduate Council, a subcommittee report that dealt with gender and diversity issues in the facilities. Then the second one was from Academic Freedom, Ethics and Grievance Committee. We reviewed their report and approved that. And then, the third was an additional report from the Ombuds Council, we reviewed and approved an annual report that was submitted in the fall semester, this one was recently submitted and we reviewed and approved that one. And then, we reviewed the revisions to policy 7.4.1 Grants and Contracts, and approved the revisions that were suggested to that policy as well.

Planning and Finance Committee: Senator Mainieri

Senator Mainieri: Planning and Finance was joined by six advisors and advising specialists to have a panel discussion to continue our exploration on enabling more students to get into their desired majors.

Rules Committee: Senator Seeman

Senator Seeman: Rules Committee met tonight, and talked about another external committee, the Library Committee. And so we went through some of the similar processes we went through with the UCC, terms of giving the language more consistent with other committees. And then, after that we started our discussion of the Milner Library bylaws.

Senator Kalter: Great. And do we have any questions for any of the committee chairs? (Pause) I just had a question for Senator Crowley. That first report was that a Grad Council report or an Athletics Council report?

Senator Crowley: Did I say Grad Council?

Senator Kalter: I think you might have.

Senator Crowley: I meant Athletics Council.

Senator Kalter: It was Athletics. Okay. Terrific.

Communications

Senator DeGrauwe: There was a Nursing student and a College of Education student actually just started a non-profit organization here at ISU, it's called A Just Brew. It's a part of an ongoing collaboration (there's one in Wisconsin also) where it's a non-profit organization that's a coffee shop, and all proceeds go to ending slavery worldwide. It's actually in the Campus Religious Center on Mulberry Street. It's open Monday thru Friday 9:00- 3:00pm. And all proceeds go to

help ending slavery worldwide. All their coffee is donated, so if you have a coffee addiction, I'm sure most of us do, feel free to stop there and help out a good cause, instead of going to Starbucks.

Another one. Athletics on Friday is hosting their first PRIDE night, which is a women's basketball game. So, I highly encourage you to go and support your women's basketball team and your PRIDE students here at ISU.

Senator Hollis: To go off the PRIDE theme, the Alamo II will be selling apparel and \$2 will be going to the LGBTQ Student Support Fund.

Adjournment

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

2019-20 ACADEMIC SENATE ATTENDANCE ROSTER
Wednesday, January 22, 2020

Attendance	SENATORS	College/Ex-Officio/ Council	MOTION:	MOTION:
ABSENT	Abbadi, Youssef	Student Senator		
ABSENT	Aguilar, Sarah	Student Trustee		
	Avogo, Winfred	CAS Senators		
	Baur, John	AVP Graduate Studies	NV	NV
	Beer, Hannah	Student Senator		
	Blanco Lobo, German	CAS Faculty		
EXCUSED	Blum, Craig	COE Faculty		
	Campbell, Alex	Student Senator		
	Campbell, Geoffrey	CAST/ NTT Faculty		
	Crowley, Tony	CFA Faculty		
	DeGrauwe, Mitchell	Student Senator		
	Dietz, Larry	ISU President	NV	NV
	Dyar, Connie	CAST Faculty		
	Enriquez, Alejandro	CAS Faculty		
	Evans-Winters, Venus	COE Faculty		
	Ferrence, Greg	CAS Faculty		
EXCUSED	Hefford, Kaleb	Student Senator		
	Hollis, Isaac	Student Senator		
	Horst, Martha	CFA Faculty		
	Jenkins, Sheryl	MCN Faculty		
	Johnson, Levester	VP Student Affairs	NV	NV
	Jones, Jalyn	Student Senator		
	Kalter, Susan	CAS Faculty/ Senate Chair		
	Kosberg, Ethan	Student Senator		
	Lahiri, Somnath	COB Faculty		
	Lucey, Tom	COE Faculty		
	Mainieri, Tracy	CAST Faculty		
	Martinez, Arthur	COB Faculty		
	Marx, David	CAS Faculty		
	Meyers, Adena	CAS Faculty		
	Midha, Vishal	COB Faculty		
	Murphy, Jan	Provost	NV	NV
	Murphy, Julie	MIL Faculty		

	Nahm, Kee-Yoon	CFA Faculty		
	Nichols, Wade	CAS Faculty		
	Nikolaou, Dimitrios	CAS Faculty		
	Noel-Elkins, Amelia	AP Rep.		
	Palmer, Stuart	Civil Serv. Rep		
	Pancrazio, Jim	CAS Faculty		
	Robinson, Gordon	Student Senator		
	Rottinghaus, Jacob	Student Senator		
	Seeman, Scott	CAS Faculty		
	Solebo, Samiat	Student Body President/ Senate Vice- President		
	Stephens, Daniel	V.P. Finance and Planning	NV	NV
	Stewart, Todd	CAS Faculty		
	Topdar, Sudipa	CAS Faculty		
	Torry, Mike	CAST Faculty		
EXCUSED	Vickers, Justin	CFA Faculty		
	Wall, Brenden	Student Senator		
	Zamudio, Angel	Student Senator		
	Dean Zeck	Dean Representative	NV	NV
	Melton, Horace	Chairperson Representative	NV	NV