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Academic Senate Minutes

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## Senate Meeting, August 25, 2021

Academic Senate, Illinois State University

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**Academic Senate Meeting Minutes**  
**Wednesday, August 25, 2021**  
**Approved**

***Call to Order***

Academic Senate chairperson Martha Callison Horst called the meeting to order.

***Roll Call***

Academic Senate secretary Dimitrios Nikolaou called the roll and declared a quorum.

***Chairperson's Remarks***

Senator Horst: Good evening, everybody. We did it. We're in-person. This is really exciting. I want to welcome everybody if you've never been to an in-person Senate meeting. This might be a first for a lot of people. So, here we go.

Welcome to Becky Beucher from the College of Education, who will be replacing Senator Lucey for this semester. Also, I want to welcome Senator Nancy Novotny, who is a new senator from Mennonite College of Nursing. Also, welcome to Senator Zhang, who will be representing CAS-social sciences this year. And welcome to Senator Kinzy, who is also attending her first Senate meeting! Thank you again for coming here this evening and to Senator Kinzy for opening up your home to us. That was really a nice event to kick off this year.

I want to just go over a little bit of what's been going on with Legal, regarding having meeting in-person. Because we are under the Open Meetings Act, we have to follow that. There was an Executive Order that was permitting us to have virtual attendance last year. That Executive Order has expired. So, we will be meeting in-person to follow the Open Meetings Act unless things change again. But last year, we were under a directive from the Governor's Office and that has expired.

If you are feeling uncomfortable, Cera and I did order some extra chairs and we tried to have a little bit of extra space on the sides. So, if you feel like you want to just go and have a little bit more social distancing in the other rows, you are free to do that, and then just come up if you want to participate with a mic. Also, we are now using mics, and with the mask in particular it can be tricky. So, you want to speak directly into the mic. Try not to turn around to the side because then the mic doesn't pick it up. And Senator Nikolaou or I will be monitoring that. If we get some signals from those nice men over there, we might have to tell you to speak a little bit more directly in the mics.

We have potentially three information items tonight: an Academic Senate bylaws change, the IDEAS graduation requirement proposal, and the Criminal Background Investigation

policy change. We will be doing them in that order, which is a slight change from your printed agenda.

All of these items are in what we call the “information” stage of the Senate review process. So, what that means is that this is your opportunity to ask questions either of the chair of the internal committee who’s presenting the material or the expert witnesses who will be coming to guide us through the background information of the policies. It’s not really appropriate to start debating the issues. So, the old joke is if you want to state something just at least try to raise your voice at the end to pretend it’s a question. So, we are all just asking questions at this point. After the information stage is over for these three items then we’ll go to the action stage, and that’s where it is appropriate to actually do a formal debate.

We will be discussing a revision to the bylaws that will allow remote attendance for members of the body here so we can accommodate some OEOA material. And this is going to come directly from the Executive Committee.

The IDEAS graduation proposal is going to be coming from last year’s Academic Affairs Committee. Since that committee just nominated and elected a new chair to this committee, that person (whoever it is) will not have to present the IDEAS proposal today. The Executive Committee has asked Dimitri Nikolaou, who was chair of that committee last year, to present that proposal this evening. If you are on this year’s Academic Affairs Committee please pay special attention to the questions because, if we get to that proposal, you’re going to have to address those questions in your internal committee.

We will also be looking at policy 3.1.30 on Criminal Background Investigation, and this will be coming directly from the Executive Committee.

The Executive Committee has set 8:45 pm as a hard stop time for the full Senate because faculty do have some business they have to do after that. So, when we get to 8:45 p.m. we will conclude our meeting, but the faculty will have to stay for an additional Faculty Caucus meeting.

I look forward to finding out who got nominated and elected to be chair and secretary of the internal committees. And we’re going to do something new this year. The Executive Committee is going to send a letter to the committee and the chair giving you some guidance as to how we think you might approach your task list. And so, we will be finalizing those letters on Monday and sending those letters out to the committee chairs and on TEAMS. So, that’s something a little bit different.

I just want to thank all of you. This is really great that this is in-person. And we do have a lot of work to do this year. Last year, if you were on the Senate, we were required to do the roll call multiple multiple times, so things really slowed down, and I’m hoping we can get

through a lot of hard work this year. I would encourage you all to try to volunteer for a subcommittee. Help out your committee chair. Maybe you can volunteer to edit a document so the committee chair can work on something else. As a former committee chair, it all can't be just the committee chair. Right. It has to be the entire committee working on these materials. So, I do encourage you to really try to help the Senate out this year to try to get through a lot of material. And with that, I will turn it over to Senator Villalobos for Student Body President's Remarks.

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

Senator Villalobos: Thank you very much, Chairperson Horst. Good evening everyone. Just to reintroduce myself to anyone who may not know me, my name is Rodrigo Villalobos. I'm a senior here at ISU, the Student Body President, and an avid fan of the Mongolian Grill at Tri Towers.

First, let me begin by again expressing my thanks to President Kinzy and Mr. Kinzy for hosting us this evening. I had a great time.

It truly is wonderful to see everyone back here at Academic Senate in-person. This is what Academic Senate should look like, and I'm extremely excited to see what we will discuss both tonight, and in the year ahead.

I'm also pleased to be back receiving instruction here at ISU in a face-to-face format. The positive energy that I've seen and the thousands of smiling faces that I saw every single day on the Quad should give us all piece of mind that being here in-person was 100% the right decision.

Much of the reason as to why we are here is due to the truly fantastic scientific breakthroughs of the COVID-19 vaccines. I would like to applaud and thank every single Redbird student who uploaded their vaccine information, of which around 65% of the student body has already done.

My administration and the entire Student Government Association are committed to making that number go up. I also welcome the news that the Pfizer COVID-19 vaccine has now received full FDA approval. SGA will be capitalizing on this new development within our new #RedbirdsGetVaccinated promotional campaign. I also urge the University to also do the same.

On that note, I'd also like to express my gratitude for the use of our own SGA hashtag from official university accounts as well. Student led campaigns truly do work. And I'm really pleased to see that many have seen that in our own campaign this year.

While on the subject of vaccinations, I must say that my position has also not changed. I continue to strongly urge every single Redbird student to receive one of the approved or authorized COVID-19 vaccines and to upload their information as soon as possible.

In my view, it cannot be ignored that this pandemic has been worsened by two groups, including COVID sceptics who deny science, and COVID apocalyptics who seem to bring an end to any sort of normalcy that we might find ourselves in. The rhetoric from these groups is fundamentally wrong. They both seek to subvert science and operate on a platform of fearmongering. I will never admonish anyone, including any student, who have hesitancy routed in legitimate concerns. I will, however, urge every single student to seek proper information from the proper sources. That is why I implore every single Redbird to visit ISU's Coronavirus website and to ask questions and have conversations with the wonderful doctors and healthcare staff at Student Healthcare Services.

SGA meanwhile will continue to be hard at work throughout this semester and throughout the academic year as well. We recently had our retreat at which many smiling faces were also there before the start of classes. I really am extremely encouraged on what I have seen from the attitudes and the confidence that this association has.

Building off that, we also recently just had our first General Assembly in this room, in which we passed our first pieces of legislation for the year. I was proud to sign two extremely important bills that increase the privileges of our ex-officio and secretary members. That was extremely important on our part, and I'd like to thank the association for getting that legislation passed.

I'm confident that this particular group is made up of many of the leaders of tomorrow. This association has really bright ideas and I know for a fact that they are committed to helping their constituents and the student body in general. I'd like to thank all of them for stepping up to the plate and serving as student leaders. That is most certainly not an easy task.

We as an association are committed to capitalizing on the fact that we are here in-person this year in order to better connect with all of our Redbird students. I'd like to take this time to assure everyone, and assure the student body, that SGA will never take a backseat. In fact, we will make sure that we are always in the forefront fighting for the interest of students every single step of the way. I look forward to working with everyone throughout the rest of the academic year. That is all I have. Thank you very much.

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

- ***President Teri Goss Kinzy***

President Kinzy: Thank you so much. It's a pleasure to join you here tonight. For those of you that I have not had the pleasure to talk to in very much detail, I just wanted to say that I'm so pleased to hear your comments about belief in science. As a scientist, I have to say it is our responsibility to try to help people get to the best possible information about everything in our society. I'm proud to be an addition to your presidents, a member of the School of Biological Sciences, and so, a special thanks to my colleagues here from the School as well as from the College of Arts and Sciences. I'm very proud and hope to in some way contribute to the environment while I'm here.

Some of you had a chance to meet my husband, Scott, who likes to go by the official title of Scott Kinzy (for those of you that were wondering). And he is pleased to also be here, and you can look forward to seeing him at events in your colleges as well.

It is very exciting that this is my first Academic Senate on day 55 of being the 20<sup>th</sup> President of Illinois State University. It's really been an amazing two months. And what you'll often hear people talk about is the first 90 days of an administration or job or a new opportunity, and people write books about it. And so far, what I would tell you about my first 55 days, and my plans for my first 90 days is I am living the motto of our institution which is, "Gladly we learn and teach." So, I'm spending a lot of time learning. I learn from all of you with every conversation that we have about our institution, your aspirations, your hopes and dreams, and sometimes I find out about things where I can actually go back and make a difference already, which feels really good.

I'd also say that the opportunity to teach is I hope to share some of the experiences I've had along the way that might be helpful to people at our institution, and I think that that sort of sharing of all of our experiences is what makes us a great institution. Collaboration. Asking each other questions. Working back and forth to make a solution to a problem even better. I certainly see that as the work of this body, and I hope to be able to be able to contribute to that.

What will I be doing for the rest of these 90 days? Well, I will be finishing up opportunities, now that campus is alive and vibrant, to be visiting on some road tours. I've had opportunities to meet with deans, to start to meet with some of our athletic teams, student organizations, our student government leaders. I'm starting to meet with faculty and different opportunities. So, through that you'll see me around campus a great deal, and don't be afraid to introduce yourself again if I've seen you first with a mask off and then with a mask on. But I've really been excited that students will—I think maybe it's just the way that I dress, they sort of figure out that I'm the President--they'll stop me on the Quad, introduce themselves, tell me about them, and it's wonderful. After that we've got a lot of work ahead of us.

I can tell you the members of the leadership team for your institution are a group of individuals dedicated to our success, the pursuit of excellence, sharing our story, and many opportunities there. And you'll hear more about that in the near future. I'll just give you a hint for those of you that weren't a part of the search process, there's a couple things I really love: government affairs is one of them, and the opportunity to work with our elected officials for the betterment of our institution and the causes that we believe in in higher education.

Cooperate and community engagement. We are a huge part of this community. We'll be the host site, if you have not heard yet, for the 50<sup>th</sup> Anniversary for Bloomington Gold next June, which is a Corvette rally—which I think is very exciting and I got to sit in a Corvette. But what is really important about that is we worked with the Town of Normal, the City of Bloomington, our local conventions bureau, and Athletics to have our facilities filled with people all over this country. We're a really important part of the community. So, you'll hear about things like that that I've been involved in. But also, our strong academic programs, our student focused activities, and all of our opportunities to impact society here in our region, our state, our country and the world.

But I really look forward to continuing to meet people. It is by far the best part of my job. I love hearing alumni stories and people in the community talk about what we mean to them and how excited they are that we're back.

As we begin this semester, we are seeing more and more students on campus who are very happy to be back. The excitement in the face of faculty and staff, and the experience of a more traditional college experience. With all of those holistic activities that are incredibly important part, not only of our community, but of the professional development of our students as scholars and as leader of the future. And so, it's been really exciting for me to be a first-time freshman on campus with them as well.

I'd like to just share a couple points of pride. One of the things I learned very quickly about Illinois State is the pride that we have in our institution. So, let me share just a couple of those with you. Here's a financial point of pride. Illinois State University raised more than \$25.1 million in private support during the last fiscal year, in a pandemic. And a lot of that went to support our students, particularly as they were facing incredible need. It's the third highest fundraising record in University's history, and it serves as the basis for us to develop big, bold, transformational ideas that will get our donors excited and give us some of the resources we need to support our ability to move forward.

A point of pride of external recognition. Two of our Illinois State colleagues have been named 2021 researchers to know by the Illinois Science and Technology Coalition: Dr. Marilyn Prasun from the Mennonite College of Nursing was named in the Improving Health Outcomes category. Her research focuses on heart failure, atrial fibrillation, biomarkers,

symptom management, quality of life, medication adherence, and patient education—how important is that last one. And Dr. John Sedbrook from the School of Biological Sciences. He was named in the Sustainability and Future Ag category for leveraging gene editing to create new varieties of crops for human use.

In the community commitment area, one of our points of pride was that Illinois State Police Officer Tyler Creamean was presented with the Life Saving Medal in July for his role in an off-campus event after a shooting in saving the life of a victim and putting his own safety aside.

We serve our community as well. In the leadership category, I'm very proud that Dr. Doris Houston has been named an Emerging Higher Education Leaders Fellow with the global research and best practices institution EAB.

In our Adversity, Equity, and Inclusion point of pride, our new University Housing Service Rainbow Floor Themed Living-Learning Community designed for our students interested in living on a floor supportive of the LGBTQ+ community is a point of pride of all of us.

So, there's lots of great things happening, but there's an ongoing conversation about COVID-19. In general, I want to say that we are receiving positive feedback from students, faculty, and staff on face covering compliance. As I walk through buildings, or I go through the Bone Student Center, I'm very impressed that our community has responded, as you all are today, in wearing masks. I acknowledge that in some circumstances it's challenging and uncomfortable, and my glasses are also fogging up a little bit here, but I thank you for what you are doing, following this requirement and serving as role models. We can support our students to do the same. We can engage in productive conversation, "oops, is your mask too big, I see it slipped below your nose," versus yelling at each other, and working together to try and support each other, because Redbirds take care of each other.

I'm personally taking every opportunity, especially to speak to students, in regard to being an advocate for their personal health and to be good consumers of healthcare, which starts by getting authoritative information about the COVID-19 vaccines from sources that are both reliable and independent. As I meet with sports teams and other groups of students, I personally offer to meet with them privately in my office to talk about any questions they have about vaccination. Of course, I also send them to our Health Center, to CVS, and I can tell you I've already heard of students where they just need a little bit of support to make a difficult decision. We're hopeful that all of the work that we're doing that we're able to help more and more students to see that as an option for their personal safety.

And speaking of experts, I want to personally thank our Biology faculty: Dr. Laura Vogel, Dr. Jan Dahl, Dr. Wade Nichols, and Dr. Ben Sadd who co-authored a Q&A piece for the campus community regarding COVID-19. This type of expert information, written at a level

understandable by all is critical, it can make a difference for student, employee, and one of their family members. And in fact, I can tell you I was at the football practice talking to the football team and there was a scout from the Philadelphia Eagles there, I walked off the field and he said, I really liked what you said. I have a family member and they're really hesitant. And I said if you think that's good, you should see what our faculty wrote, and I emailed him the link. And we can all share those stories.

I'm very pleased that our COVID-19 dashboard is up and running once we collected that first week of data. It's available. It's easy to see on our COVID page and it gets answer to the questions people want. I've been watching it every day before it became live, because we were working through making sure the system ran, and I can tell you every day that I looked there's been an increase of vaccination rates. Since I looked yesterday to today, since I wrote the remarks yesterday, with Chief of Staff Katy Killian, our faculty staff number is already at 84%. It's been going up every day. In University Housing, we're at 77%. And our overall students went up again to 66%. It's important to remember that it was July 28<sup>th</sup> when we put out the requirement of vaccination uploads to our students. They've not even had the full five weeks if they went that day and got a shot and had to wait three weeks for the second shots in two weeks. And we hear that every time we send out reminders and we talk to people our numbers go up. So, I think we should feel really good about where we're going and know that we're going to be on top of this all the way along. It's a really impressive number.

And as you know, until vaccination records are received, individuals are required to test. Testing is through the roof. If you look at our dashboard, you'll see that we're doing more than 1,000 tests a day. The system is working. Supervisors are being notified. We're really seeing the testing that we need, and we're hearing people at testing that are saying, you know, I think I just need to get my vaccine. I just ask that you share with anyone you know to please treat the staff in those sites, particularly in light of the fact that almost all of them are our students, with kindness and respect. These are policies we all have to follow for the safety of all, so we all want to remain extremely collegial and treat each other with care. But as has been the case all along, in this pandemic, things change quickly.

I know Monday the Pfizer vaccine was approved by the FDA, but it was only today that Moderna submitted all of their required paperwork to the FDA for approval. That means even if it goes at 40% of the time that it normally takes, that takes three months.

Information is going to be changing all the time. We are always watching the Illinois Department of Public Health, the Illinois Board of Higher Education, the Office of the Governor, the Center for Disease Control, as well as local health officials. And we will continue to reevaluate our approach and make modifications as necessary throughout the academic year. I understand that change is difficult, and sometimes people feel like the

ships moving under them, but it's critically important that as new information becomes available, the booster shots, as another example, that we'll consult with the appropriate public health officials. Our COVID Steering Team is meeting multiple times a week to make sure they stay up on all of this. We will continue to take all the necessary steps to remain in person, looking out for both the physical health of our community and the emotional and mental health of our community which has been sorely taxed.

I end by thanking you all for everything you've done. I was not here last year, but I can imagine that what I saw back at my prior institution is what you saw here. What we saw were hard working dedicated individuals who did not want to let each other or our students down. And I thank you for everything that you did, and I thank you in advance for everything you will do for us this academic year. Thank you.

Senator Horst: Questions for Senator Kinzy?

Senator Stewart: Thank you very much for your remarks. These are some questions that I've received from constituents really about planning going forward. And I was very happy to hear everything you just said about being flexible and taking the best data into account. All educational institutions at all levels need to be planning for different scenarios given the rapid change with COVID and the emergence of subvariants, etc. And to do this they need to have a clear sense of how to benchmark and measure changes that require a reaction. So, in light of this a few questions: Most generally, what benchmarks are determining ISU's current approach to the pandemic? What benchmarks would call for a change in ISU's approach to the pandemic? Will these benchmarks and benchmark numbers be made public before we reach them if we seem to be getting close? Would there need to be a state of emergency declared by the State of Illinois again for any changes in modality to occur in case the worse would happen? More specifically, will fall semester continue normally come what may? Now look, I'm happy to be optimistic, but we have to respond to the data, I think. If not, what kinds of numbers would provoke a change? Finally, in regard to the spring semester in 2022, if by January either the flu season plus the holidays, plus the constantly emerging new variants bring the numbers or danger level in our county or the state significantly increase, will the spring semester start normally or online? What numbers would provoke a change in ISU's approach to the spring semester? Thank you.

President Kinzy: So, there is no single number that is ever used to make any determination as relates to a response to a pandemic like this. It is a matrix of numbers, and in fact they aren't any single one that's a trigger. The best approaches to addressing the summary of all the data is to have a series of different parameters, some of which are quantitative, some of which are qualitative, some of which are ones on our dashboard; there's a great deal of data now on our dashboard, and those all have to be looked at in their sum. That is why the COVID Steering Team has a large representation of people from across the University on it,

and has, when necessary, consulted with the leadership, our shared governance partners. So, I cannot say a single number in any particular category, and they also tend to work in ranges. That isn't something that's done that way at any institution for which I'm familiar and it isn't a best practice in public health. We have to understand that we need to always be looking at the totality of numbers because there could very well be a number that comes up that we haven't been thinking about in the past that's brought to our attention by public health. So, it's important to be fluid and be collecting all the data and analyzing it. It's impossible to make a prediction right now for the spring.

I will say that variants and mutants of viruses are a very common thing. That's why every year we get a different flu virus shot, because we have to know which variants of the flu are available, and then the shot is made to match that. And so, the emergence of variants is not something that is unique to COVID-19, and sometimes variants emerge that actually burn themselves out faster. So, it's very hard to predict. Just because something is a variant doesn't mean that it's a dangerous variant. And so, that sort of information is best assessed by public health officials, which they're monitoring it very carefully, and we have very good quantitative sequencing of viruses in this country to be able to monitor that. I know it's being monitored in our county and in our region. We can be misled by numbers. We can look at the hospitalization numbers in our county, but we find out that more than half of those people actually aren't even from our county. They're coming from other parts of the state where there isn't the same healthcare system. But we are of course monitoring what the capacity is in our healthcare systems. We also know we will look at quarantine space, for which we have plenty. But we also know that a lot of our students are going to go home if they have to quarantine. So, we're working all of these things together. To use quarantine as a number would be wrong because it's possible the quarantine number usage would be really low, but the cases could be high. So, perfect example why no one single number is important. We are going to have to be very thoughtful and constantly assessing this and there are no particular switches that this institution uses. It is a holistic approach.

Senator Hollywood: I have a question from one of my constituents. If a student for some reason just doesn't do what they're supposed to do, you send out the reminder to be tested and they just never show up. What is the protocol for that?

Senator Johnson: So, we have a system by which there's a series of non-responsiveness from students if they are not testing, and things of that nature, where ultimately Student Conduct Office will follow up with them. They will ask them to come in. There will be a meeting and/or some sanctioning, possibly as a result of that, depending upon whether the student is found responsible or not. They will go through the normal conduct system in order to be adjudicated in that sense. But that's the trigger. It's a series of non-responsiveness. I mean, we're going to try to work with students, but if there's a series, at some point you've got to then come to Student Conduct and be responsible for your actions.

Senator Villalobos: Thank you for your remarks, President Kinzy. I have two questions actually. One being, given that there is a requirement right now for the current vaccination set, is that something that would be under consideration for any future booster shots that come about? And two, you mentioned that there were 66% of students right now that uploaded their info. Obviously, we would like that as high as we could get it. Is there however, a benchmark area that we really want to hit as an institution? 80%- 85% or around that area? Those are my two questions.

President Kinzy: Okay. So, public health officials are no longer giving a specific number as a cut off. For one point, we've heard herd immunity would come at a certain percentage. That's no longer being stated by public health. So, for us that number is as high as reasonably achievable. And so, we will not stop education and encouraging people. What I'm really encouraged about, and our health office will tell you the same, every reminder we do, every communication we do, every opportunity a student has to engage on this we start to see an increase in people submitting their information. The numbers are still going up every single day. And I apologize I can't remember... you told me a story about how a student in Fine Arts came up asking for help about how to get their vaccine card uploaded. That is a wonderful story. So, I think that is what we're seeing. Students are reaching out. They're coming for help. They're getting their information. So, I think until we start to see it plateau, which we have not seen anything even remotely resembling a plateau, even with faculty and staff it went up again today to 84%. There's no number where we'll stop in terms of encouraging that. And the first question was about a booster shot?

Senator Villalobos: Yes.

President Kinzy: Right. And so, it's hard to make a decision, and we certainly won't make an announcement until it officially is approved that there is a booster shot and there's proof of sufficient vaccine capacity, which is something that... I think we all forget what it was like when people were lining up and begging for vaccines. So, we would have to be assured that there was sufficient capacity and there was a full approval. And then, that would go to the COVID Steering Team who would... My personal bias is that if you were willing to get the first shot, you're going to be willing to get the booster. It'd be highly unlikely people wouldn't. That would be very difficult for us to track within our system. So, that's something that we will have to work out because sometimes our systems are not as sophisticated. You're going to have to know exactly when someone's second shot was and when are you sending them reminders. And so, for us to do that may require us to do some work with the technology behind it in our system because it was not set up for that. But it will be a good idea and I will expect that our team would fully consider that. It seems like a reasonable assumption, but the final decision will be a recommendation from them.

Senator Villalobos: Thank you.

Senator Biancalana: I had two questions. First one, will there be any changes in the approach after the FDA approval of the Pfizer vaccine? And the second question, is there any plan or strategy that will help fill the gap between total students enrolled vaccination rate and University Housing student's vaccination rate?

President Kinzy: Yeah. So, let me do the second question first. Yes. Now that we have the students on-campus, I think that the housing is an interesting situation and Senator Johnson may have a comment on this, but there was a lot of discussion about congregate housing early on in the crisis and I think that that really motivated a lot of people that were living in dormitory, residence hall types of facilities to get a vaccination. I think what we're now seeing with both the approval of the Pfizer vaccine, as well as people recognizing the benefits of vaccination, i.e. if you would get sick, it's much less likely, and the chance that you would end up hospitalized and even dying are like .001%. So, both of those things I think are contributing and that will make the gap go.

Again, I remind people that our students just got this requirements July 28, and some of us got vaccinated in March, but our students didn't become eligible to be vaccinated typically until they were in finals week, then many of them would be here but then they'd be going to live 4 hours away. They weren't sure they'd get the second shot. I think our students deserve a little bit of grace here to have the chance to catch up because they were in very different situations moving around different places for the summer. I actually have a lot of confidence in our students. I think our attention is going to be exactly this: communication and continued working with student leaders. There is no more powerful voice to a student than another student. I completely agree with you.

Will our approach change after the approval of the one vaccine? As I said, the Moderna is just starting the approval process that is likely to take three months. So, that would mean we would be prescribing people to get one particular vaccine if it was based on it being approved. So, we can't generalize the Pfizer approval to the other two vaccines, that's not appropriate public health. It certainly is used in our favor. I think it will, and we know it has already helped to increase vaccination rates in this country because people wanted that assurance. So, we will consider that as we look at our full strategy for the spring. I believe that all three vaccines, based on the science, are safe and effective. I think the question will be is will it change our approach in terms of it being approved; because there were a lot of people who were hesitant to require a vaccine that had not gone through full approval, even though it's highly ethical and this is a public health emergency. So, we will continue to work on both of those.

Senator Otto: I wanted to make a point of clarity and that is that the FDA letter says that it is not the current Pfizer vaccine that is approved. That is still under the EUA. It is the new

Pfizer vaccine called Comirnaty which is not yet in the supply chain that has received approval.

Senator Horst: Do you have a question, Senator Otto?

Senator Otto: No. I just wanted to make that as a point of clarity.

Senator Hogue: I know speaking with my constituents that a big point of frustration in the past year, specifically over the summer, was the quick turnaround time between the decision to have all of us maintain wearing masks for the school year and the actual beginning of the school year. So, I guess I was really wondering if things were to drastically change, and similar to what Senator Stewart said, if change in modality were to happen what is the turnaround time between administration making that hard decision and needing it to be in full effect?

President Kinzy: So, that is a situation where it's very hard to predict. What happened the first time with COVID was a national decision, essentially, was made. There were so many unknowns that it had to happen instantaneously. When we decided that the appropriate point for this institution was to require masks it happened pretty quickly because the CDC recommendation came out very quickly. What, I believe, we will continue to see is that people want what we all want which is to remain in-person and to have as much of our normal lives as possible. That may mean that a quick spike may require a quick response. Things like the modality of teaching are something where we're very respectful of what that means for both our students and our faculty and our staff. That's why every single day people are looking at these numbers. Right now, we are not in a bad place. Our positivity rate for a massive amount of surveillance testing is less than 2%. Our county is below 5%. We'll be watching for those numbers to go up. I can only promise that we'll make every effort to give as much notice as possible. But if it's a true emergency, the public health of our institution will always come first. And so, that has been a really challenging part of this pandemic. I wish I could tell you that we guarantee no matter what we do we'd give two weeks' notice, but I would never make that promise because I just don't think we know. But I do think what we're trying to do is be far more proactive about bringing the masks on quickly, really pushing vaccination, really pushing testing, bringing on new and very rigorous testing for this semester. Thank you for your question.

Senator Rardin: Hi. Quick question. As I've been talking to a few of my constituents especially those in the College of Information Technology, I've gotten a lot of responses and questions along the line of since we have all this new infrastructure in terms of Zoom and the ability to record classes so that students can interact with them in hybrid format and things such as this, will we be in the future going forward with providing more options in terms of letting students continue to use hybrid classes even after the COVID-19 pandemic is over since we have built up that infrastructure now and put in that money?

President Kinzy: The nature of the academic offerings of the institution lies largely in the hands of the faculty and what the best practices are for teaching. While we as institution of higher education pivoted to online learning and procured some tools, it doesn't mean that we're doing... What we did initially may have worked but may not have been the best practice. There's a lot to online and hybrid learning that we want to take the best of and integrate it into what we do as an institution, but I would say that a lot of our infrastructure is still not to that level. So, while we can record, Zoom when you're here, if you're in a classroom not all of our classrooms are yet equipped with that sort of technology and so we have to make sure what we do is of the highest quality. The Provost, I'm sure will agree, if you have anything you want to add. But for us, we will try to take what's best of what we've learned from COVID, but there's still a lot of work to do in technology for that type of learning.

Senator Horst: Okay. If people have further questions, we can gather them. You can send an email to [acsenate@ilstu.edu](mailto:acsenate@ilstu.edu) and we can forward them to Senator Kinzy. But just in the interest of expediting a little bit because we have limited time, I'm going to move forward to Provost Tarhule's remarks.

- ***Provost Aondover Tarhule***

Provost Tarhule: Thank you so much, Chairperson Horst. I'm super excited that after one year and 55 days on the job, that's 420 days, I'm finally having an in-person Senate meeting. So, this is super exciting to me. I know that we're still struggling with the pandemic. I know all the concerns and anxieties and the questions that have been raised and remain, but at least this is a measure of progress that we're here in-person. So, I'm super excited.

A few news items to share. I'll begin with enrollment. So, as of yesterday (we're not quite at 10<sup>th</sup> day yet) we were down 2% from this time last year in terms of enrollments. So, our total enrollment yesterday stands at 20,268. That's a little bit soft. We always want it to be above 20,000. Given how difficult this year was I think this is really a good number and I commend the enrollment team, Jana Albrecht, for the great work they have done. So, 17,717 undergraduate and 2,552 graduate students.

Some good news associated with this report: Our first time in college class will be the most racially diverse class in our history. Our number we think is going to be between 34-35%, which is a huge improvement. So, those efforts that we've been working on with respect to diversifying our student numbers are working. So, this is super exciting. Our Honors class will be the largest class ever with over 450 new students. Average high school GPA is nearly 3.6, which is also an improvement for the incoming class. ACT test score is also up to nearly 24. Our retention for our fall 2020 cohort is nearly 83%. So, super exciting news all around in terms of these numbers even though the total enrollment is slightly down. So, great job and that's something to celebrate.

In terms of fall breakdown, 8% of all our courses are all online. So, nearly 60% or over 12,000 of our students have zero online classes. So, they're taking all their classes in-person. 90% of all registered students are between zero and one online class. And 93% of new undergraduates have zero or only one online class. And only 400 students have three or more online classes. So, it's again super exciting for students because we know this is what they like.

I don't want to repeat the comments that President Kinzy made to Dr. Vogel and her team with respect to the paper they put out, but I mention this because to me it represents the kind of effort that we're going to have to have collectively from all of us to beat this pandemic. If you can lend your expertise, if you have some idea about what seems to be working for you or a strategy that seems to be working for you in your department, if you could share that expertise with the rest of the community, we would really appreciate that.

So, they are biologists, they are experts, and they've gotten together and written an FAQ about a lot of questions that are often most on people's mind. Maybe you are not a biologist, but if you are a teaching expert and you have some strategies, or maybe you have experimented with something in your class that's really resonated or worked with students. If you could share that information with our team, we would really appreciate that. Nobody has been through this pandemic before. Nobody has a store of knowledge or ideas about how to deal with it. We are all basically groping in the dark and it's going to take our collective expertise and contributions to deal with it. Redbird's take care of each other. Please do your part. Contribute your expertise. Share your ideas with us if you have learned something that works, we'd be happy to incorporate it in our planning. So, that's what it's going to take to stay safe and ahead of this pandemic.

Faculty Searches. Last year we didn't authorize any searches because of the pandemic and budget. This year we authorized 53 new tenure track searches. So, this includes four cluster hires, which is super exciting. Many of those are already underway. The search for the Dean of the College of Arts and Sciences is getting underway. Also is the search for the Director of the Graduate School.

And then finally, you will recall on May 7 the Board of Trustee's approved for us to apply to the IBHE for a new College of Engineering. We have submitted a total of three applications. One to create the College of Engineering. And two for Departments of Mechanical and Electrical Engineering. We know that IBHE is reviewing those proposals because they sent us technical questions. We have responded to those questions. At this time, we are anticipating that the applications may be on the agenda on September 14 when the IBHE meets. And I'll be happy to bring you updates when that happens. And that concludes my report.

Senator Blum: I've gotten a number of inquiries this week from constituents concerned about mandatory in-person faculty meetings. There's a couple points I want to make about that. One, prior to the pandemic, we never had mandatory in-person faculty meetings. We always allowed people, for whatever reason, to Zoom in. A lot of people are trying to get their head around why that needs to be? And then, there's other people that have family members who are not vaccinated, and so on. I'm personally having difficulty with this and I'm asking on behalf of a number of other faculty members, why do we have this requirement and why can't we just be more flexible? I think the vast majority of faculty would probably come to an in-person faculty meeting, but just some members being Zoomed in. It just seems like that level of flexibility in any kind of meeting doesn't interfere with the conducting of business.

Provost Tarhule: I'm not sure where that mandate requirement came from. We would like to be as in-person as possible to do out business. I imagine DFSCs or CFSCs set their policies. So, my sense is that people want to be in-person and we're encouraging them to be in-person, but if people have legitimate reasons why they don't want to be in-person or they have circumstances which fall under one of the accommodations we apply, I believe that we have created provisions for those. So, I'm not exactly sure what the thrust of the question is. Whether you are asking where that policy came from, or whether there is a possibility to participate remotely or not. I don't know. We don't have, as far as I know, a mandatory requirement that you must be in-person, although we want as many people to be in-person. I think it makes sense for our interaction, but I also know that we have a lot of accommodations for people who have reasons for why they can't participate in a meeting in-person.

Senator Blum: I guess what I'm saying is there is an impression, at least among the chairs, that this is, in fact, a requirement. From our point of view in Special Education there's two-fold. There are reasons for some people that may not necessarily be themselves as an individual but also we have quite a few faculty that work from a distance anyway. So, the only way to actually include them in the faculty meeting in the first place is through Zoom. I think people are wondering, at least in my department, why it's necessary for it to be this way when we actually never had this requirement before?

Senator Horst: Perhaps you could just investigate where that perception came from and just follow up with Provost Tarhule.

Senator Blum: That's fine. Sure.

Senator Otto: Faculty are getting the widespread impression that all meetings to be in-person is a top-down initiative. I sit on our DFSC, one of my close colleagues sits on our college CFSC, that's not where this is coming from. So, I want to echo Dr. Blum's concern.

Provost Tarhule: There's a difference between impressions and a ruling in fact. So, I can only repeat that I don't know where that impression is coming from. And I'm not sure how to respond to impressions. I can only say that if you have a question, if you have an impression, check with me. Check with my office. It will be a lot more effective and efficient to send me an email and see. If you have that impression, we'll give you the facts so that we can work on the basis of fact. Just as we said with respect to this pandemic, there's a lot of information out there. There's a lot of anxiety. There's a lot of uncertainty. There are lots of impressions. Our goal is to try to get to the root of the matter and to the most accurate information as much as possible. So, if you have an impression please share that information with your chair. Ask your chair. Ask your dean. Ask me. Ask the COVID Steering Committee. Don't act on impressions if you're not sure where they're coming from or even whether they are correct.

Senator Otto: I appreciate that, Provost Tarhule. And just to confirm, there is no mandate coming from ISU administration that faculty meetings be held in-person?

Provost Tarhule: Have you read any?

Senator Horst: I think that's a no.

Senator Otto: That is the word that's filtering through the college. So, if you say that there isn't, I'm taking your word for it and I appreciate you making that clarification. That's very helpful.

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

Senator Johnson: I want to start off with some thanks to this entire community for volunteering, serving, and helping out our Housing department and Student Affairs with the move in process. There's absolutely no way we can transition our students back to campus and move in over 5,500 students into our residential environments without your help. So, for those of you who volunteered and served as Curb Birds and things of that nature... of which I have numbers. We had about 160 individuals volunteer for move-in across a series of days, of which, 95 of those individuals were faculty and staff. So, thank you all so much for your help and your assistance in making that transition.

We're very excited about our students within the residential environments. They're doing well. As a matter of fact, our Housing department actually sent out a survey to students and actually got about 2,000 responses from our students. And of those 2,000 students who responded as relates to their satisfaction with their experience, about 85% of them responded that they were either satisfied or very satisfied with that move-in process. So, we're very proud of our system. For the Housing staff, the ISU Police Department officers

who helped out with move-in and everyone who volunteered, just a heartfelt thanks from Student Affairs.

And guess what, the opportunity to volunteer is not over. So, if you recall, some of you have been around for a while and we do what we call House Calls. That's were after a couple of weeks, we actually go into the residential environments, we go door by door with volunteer faculty and staff, and we check on our freshman and sophomores. We make sure that they're doing well. How they're adjusting to classes. How they're doing socially. Are they getting involved on campus? So, that's an extremely important program that we do here. We're known nationally for the program that we do; others are implementing the same program on their campuses. So, if you're interested in volunteering, we're actually going to be doing House Calls from Monday September 13 through Thursday September 16 and there should have been an all-campus message that went out in order to volunteer. And if you need that, we can send that out to you. So, we can use you for House Calls as well.

Welcome Week went extremely well. Our students were engaged, and not just first year students, but again we have a whole class of sophomores who didn't get that on-campus experience last year. We have close to 5,000 students who attended and checked in on our various programs during Welcome Week. As a matter of fact, a number of those students not just went to one program, but they went to two, three, four, five different programs. So, very engaging. We handed out over 3,000 bamboos. I don't know if you know there's a bamboo program. It's very popular with students. But Welcome Week went extremely well, and students were engaged and attended those programs.

I want to make you all aware, and help you recall, that last year during second semester we actually did an assessment of our ISUPD. We hired a firm call Margolis Healy in order to come in and asses our ISU Police Department and look into their mission, operational strategy, their accountability, their transparency, their police oversight, community policing and community engagement, training, professional development, equity and unbiased campus safety services, and the departments mission, roles, strategy, and everything else involved in that. They completed their study and their assessment towards the end of the spring semester and throughout the summer and they came back with a report of which there are like 67 recommendations. They cover a broad range of areas. Mostly, in the areas of transparency, accountability, staffing, training, policies, and partnerships. So, we're going to publish this report. We're going to send this out to the campus community and one thing that's a thread within the report, that I think it's important to recognize, and I'm going to read this quote from Margolis Healy in assessing our program. "We are pleased to report that the ISUPD is operating at a high level as a transformational leader," that's our Police Chief, "and as a dedicated staff committee to their campus safety and mission. We truly feel that the departments community engagement unit and campus safety programing initiatives are a best-in-class model that provides a shining example for other campus

safety departments.” So, we have something to be extremely proud of. We have a great department and program here on our campus. Once again, it doesn’t mean that we don’t have room for improvement, there’s 67 recommendations, and we’re already working on that. So, this report will be released next week, so you can look for that. We will be doing focus groups throughout the campus community. When Margolis Healy was here during the spring semester, they met with a number of constituent groups, committees, student focus groups, and faculty and staff. We’re going to circle back to those same constituent groups to do open forums with those individuals and get feedback. We’re going to host some campus open forums as well, a series of those, roughly four or five, to which if you have any feedback and you’ve read the report, come and provide that feedback to ISUPD, as well as others who will be attending those forums. I’ll also circle back to this group to see if you have any feedback as well. But look for that report being released in its entirety, not changed, nothing taking out, next week. So, I encourage you to read up on that.

Next, I’d like to talk a little bit about the Bone Student Center. Again, we are complete with the Bone Student Center. Extremely happy about that. We had a little celebration last week. Hopefully some of you saw a big cut out of Levester Johnson doing his thumbs up and actually took a picture. If not, I’m very disappointed in you. You still might have an opportunity later on. But we did have the celebration a week ago and it was very active. Students, faculty, and staff were very engaged with the celebration. We had over 1,300 students actually participate. I hope you can see and feel the engagement taking place over the last number of weeks since we’ve opened up. Students are everywhere. Faculty and staff are everywhere. Starbucks has a long line, and I didn’t even do a Treat Tweet. But extremely engaging within this building, so we encourage you to check that out and embrace this building as well.

Finally, next week, one of our campus traditions—so glad to be back face-to-face—is continuing. Festival ISU will take place from August 31 through Friday September 3. We’re going to break this up so that the Quad area is not too compact. So each day is going to be a different type of student organization and different type of group where students can come through and gather materials on how they wish to be involved on campus. So, for example, one day it will be leadership opportunities within fraternities and sororities. Another day might be service type of organizations. But it will be something different each day for students to go around and participate and get information on involvement on campus. So, looking forward to that and hoping that the rain gods stay away and that it’s great weather for students to engage.

Thank you all for your engagement transitioning our students to campus. And I will open things up for any questions.

Senator Garrahy: It's actually not a question, it's a comment. Senator Johnson, I would like to thank your staff who were, I'm going to say, the first responders to help our students in the spring of 2020 move out of their dorms. When my role as a faculty took me off campus, I'm very much aware of what your staff did to help our students. So, thank you very much.

Senator Johnson: Thanks so much. I appreciate that feedback.

Senator Villalobos: Thank you, Vice President Johnson, for your report. I was very appreciative about what you had to say about the ISUPD assessment. My quick question, is this type of assessment simply a one-time thing or is this something that we as an institution might look to do again, not necessarily in the immediate future, but in the future on an as needed type basis?

Senator Johnson: That's a great question. And actually, these types of assessments take place on a routine basis with ISUPD, with a firm like Margolis Healy, maybe every couple of years. We had done a similar type of assessment I think two years ago. But through a request from the Anti-Black ISU group, they asked for this to take place again, so that's why we contracted with them. We won't stop at just these 67 recommendations that we have here, that we're going to look into. We have an advisory group that works with ISUPD. They're going to be charged with working through these. But that ongoing group is going to be part of a team that will always look at the assessment of ISUPD and how we're doing. But we will always have ongoing routine assessments of ISUPD from an outside source every couple of years. That always takes place.

Senator Villalobos: Thank you very much.

Senator Beucher: This is with regard to the ISUPD assessment. I'm not sure, so please let me know if this isn't relevant to what you're speaking to. With regard to the training of members of the ISU Police Department, my constituents and I are wondering what kinds of considerations have been given to ensure that should infractions of mask wearing in the classrooms reach the level of campus police coming into the classroom and having to intervene with students to ensure that our students are being treated with compassion and care by the officers involved in those interventions.

Senator Johnson: That's a great question. That's not necessarily something that specifically has to do with the assessment and the review of ISUPD. But you should know that we have protocols in place this past year as relates to that. We did have in-person classes and we do have protocols in place in order to literally deescalate situations and not escalate a situation going in where an individual may not be following through with wearing a mask. In fact, this past week we had such an incident take place. Maybe not necessarily just with the mask but with behavior within a classroom. So, our officers are trained in that area. They're not the first call though. Actually, our Dean of Students Office is typically the entity

that would go in first to try to deescalate that type of situation. If we don't have to use officers, we don't want to use officers. So, we do have protocols though for addressing those type of situations so that we don't have anything that does escalate to a place where anything physical or anything beyond that has to take place.

Senator Spranger: As an off-campus Senator and a concerned RA, I was wondering if there are still people in overflow housing in ISU Housing right now.

Senator Johnson: There are no students in overflow housing at all. Okay. As a matter of fact, that 5,500 number that we have... We have over 6,000 beds on campus. So, we have beds set aside for quarantine and isolation. And we have no rooms or overflow housing or students in lounges or anything of that nature. As a matter of fact, we don't have triples. Students are living large because we only have two people in it. Matter of fact, Dr. Kinzy and I walked into a room where one of the families from Wisconsin received that and, oh my goodness, we're going to have a flood of people from Wisconsin here. It's going to be great. But no overflow housing.

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

Senator Stephens: I echo positive comments made by President Kinzy and the other Vice Presidents about it being so exciting being back to a face-to-face meeting. I was one of the few individuals that, during the pandemic, felt the responsibility to stay on campus in the Hovey building with just a few others to make sure that we could monitor it. So, for the past year, I stared out the window and saw no one. So, it's been very exciting over these last few months to actually see individuals back on campus. So, I'm excited to be here.

Tonight, I'm going to leave my Administrator Remarks for a very important topic. I've asked Associate Vice President Janice Bonneville to come speak about some revisions we made to our Sick Leave policy.

Ms. Bonneville: Good evening and thank you. I just wanted to give all of you a brief update because this change to the policy happened while you were not here. And it is a policy that affects faculty. There was a state law that was passed that expanded sick leave. It gave us an opportunity to kind of redefine some things in our Sick Leave policy. One was how people were supposed to report their time. But the other one was what is eligible for sick time. And the law expanded the "provide personal care for an eligible family member." So, it made it more clear what people can take sick time for. It didn't really necessarily change how we approach but gave us some really good language. So, let me just fill you in on what that says. "Personal care means activities to ensure the person's basic medical, hygiene, nutritional, or safety needs are met or to provide transportation to medical appointments when the person cannot meet these needs independently. Approved use also extends to

situations where the employee needs to be physically present to provide emotional support for the individual with a serious health condition who is receiving inpatient or home care.”

So, I just wanted to make this body aware of those changes. It’s not a policy that is subject to Senate review, but we try to make sure that we keep this body informed when we make changes to our policies that do impact you.

***Information Items:***

***08.18.21.01 Excerpt from email on June 24 OMA and electronic meeting attendance (Executive Committee)***

***Academic Senate Bylaws Current Copy <https://academicsenate.illinoisstate.edu/about/bylaws/>***

***08.18.21.02 REMOTE ATTENDANCE EXCERPTS-A.S. BYLAWS Mark Up (Executive Committee)***

Senator Horst: Our first item is changes to our bylaws. This is coming from our Executive Committee. The Executive Committee felt a need to change the bylaws so that we could allow members who are joining us electronically, and in that way we could comply with policy 1.3.1 on Reasonable Accommodation Procedures for employees. The proposal is in front of you. These are excerpts of the bylaws of the Academic Senate. We didn’t want to give you the full document. All of the language has to do with how we define voting Senators that are present in situations where we’re counting quorum or we’re counting for votes.

So, Article V. Section 1 Procedure to Obtain Action by the Senate it mentions voting Senators present and we added the language, “Present voting members shall include those members physically present and those permitted to join the meeting via video or audio conference resulting from an official accommodation received from the Office of Equal Opportunity and Access (OEOA) as outlined in the Reasonable Accommodation Procedures for Employees or Applicants policy (see policy 1.3.1).” This is allowed in the Open Meetings Act text and we do have members of Legal here if there are any questions.

In the Filing Stage it’s similar language. There’s a discussion of quorum and so we added language that was similar. “Pursuant to the Open Meetings Act (Act), only those members physically present at the meeting location will be included in the count for a quorum.”

And then going on to the Adoption Stage, again this is language we have in our bylaws regarding if something’s approved, it receives the majority of votes of the voting member present. And we added language so that people joining us via video/audio conference due to an accommodation may have their votes counted.

In Section 4, some text was left off in part D. The bylaws actually say a majority (one more than half) and we are not proposing to take this out at this time. But this language has to do with what’s a quorum. We are adding language to clarify that we will be having members

who are physically present, who will be included in the quorum, and other members that are not physically present due to OEOA accommodation.

And then further in Article VI in our bylaws that extends to all of the external committees of the Senate who are also subject to the Open Meetings Act and we're adding similar language there again the quorum for all committees. And then regarding the minutes, Legal did suggest that we take the word "regular" out so minutes shall be kept for all meetings. And then again, we're adding language, "Without necessarily discussing details, minutes should indicate persons physically present, persons attending by means of video or audio conference," and that's again to comply with the Open Meetings Act.

***03.25.21 IDEAS Graduation Requirement Proposal Recommendation from AAC (Academic Affairs Committee)***

***05.01.19.03 UCC IDEAS Executive Summary (Academic Affairs Committee)***

***05.01.19.04 Provost Charge Ad Hoc Report-Jan2018 (Academic Affairs Committee)***

***05.01.19.05 UCC Subcommittee Report- Nov2018 (Academic Affairs Committee)***

***05.01.19.06 45 PAGES- Summary UCC Campus-wide Survey\_2018 (Academic Affairs Committee)***

Senator Nikolaou: So, this is the proposal of the Academic Affairs Committee for a new graduation requirement on Inclusion, Diversity, Equity and Access in U.S. Society so that's what we'll be referring to as the IDEAS graduation requirement. And in case you are not very familiar with the proposal we have included a bit of a history so that you know from where it started. So, in the summer of 2016 the then President Dr. Larry Dietz appointed the Campus Climate Task Force to address the Campus Climate Assessment Report for ISU. Provost Murphy appointed a U.S. Diversity Ad Hoc Committee in order to make recommendations for a potential graduation requirement on these issues.

The Ad Hoc Committee completed their proposal, and they submitted their proposal to Provost Murphy in January 2018, which was then forwarded to the University Curriculum Committee. The UCC held two public forums and sent a survey for faculty, staff, and students to gather their feedback about the graduation requirement. They had a subcommittee that reviewed all the feedback throughout 2018-2019. The UCC voted in favor of a graduation requirement with a vote of 12 members in favor and 3 members opposed. The UCC forwarded their recommendation to the Academic Senate office, which is when it was assigned to the Academic Affairs Committee in fall 2019. The 2020 discussion of IDEAS was interrupted due to COVID. In fall 2020 and spring 2021, the Academic Affairs Committee focused on the IDEAS graduation requirement. In March, the Academic Affairs Committee voted in favor of the IDEAS graduation requirement, 10-0.

Based on this timeline, you can see that there was a vast number involved in this graduation requirement. We would like to thank all the members of the ad hoc committee, members of the UCC, everyone who completed the survey, and also, I would like to thank

all the members of the Academic Affairs Committee last year for all their feedback and their insight.

These graduation requirements are consistent with the current recommendation in the ISU Climate Assessment Task Force, which calls for creating an inclusive classroom and curriculum. It is also consistent with our core values in our Strategic Plan about infusing diverse perspectives into the curriculum, co-curriculum, and other programs and initiatives.

Also, because we wanted to see what other public universities in Illinois are doing, we looked at 11 public universities: three (3) universities do not require a domestic diversity course requirement, six (6) universities refer to cultural or diversity studies but they do not limit the courses to domestic studies, and two (2) universities explicitly refer to the U.S. context.

This proposal is also consistent with the Illinois Board of Higher Education Act which requires public institutes of higher education to include in their General Education requirements coursework on improving human relations to address racism and sexual harassment.

During our meetings we had two guests, so we would also like to thank Dr. Rocio Rivadeneyra, the chair of the ad hoc committee. We wanted the chair of the ad hoc committee to help give us some insight about how these learning objectives came to be. And especially because of the learning objective five. It was the only one that was a difference between the initial ad hoc committee and the UCC. So, the UCC recommended a slight change in the language. But then when we were talking in the Academic Affairs Committee and because the UCC didn't offer a clear justification as to why this change in the language happened, we actually proposed to refer to the initial language that the ad hoc committee proposed which included members that are focused on diversity and inclusion issues.

We also had Dr. Doris Houston the Interim Assistant to the President for Diversity and Inclusion join us to also provide feedback and answer some questions we had about where the University is going in terms of diversity, equity, and inclusion.

So, based on this proposal, we are asking the Academic Senate to consider adopting an IDEAS graduation requirement. This is the first step. And then conditional on approving the IDEAS graduation requirement, to approve the catalog copy, the learning objectives, and the implementation process.

One point to emphasize about IDEAS is that courses that are going to be designated as IDEAS courses, they can count towards general education requirements, but because IDEAS explicitly focuses on the U.S. society, they cannot count towards the AMALI graduation requirement; AMALI focuses on cultures and traditions outside of the U.S.

Now if you're wondering how we are going to make this new graduation requirement, the straightforward way is you can take an IDEAS approved course at ISU. A second way is for students to complete an articulated course. So, from the Illinois Articulation Education Initiative General Education Core Curriculum which is going to have the designation of "D" (diversity), and mainly for our transfer students, we are going to have the IAI, and also those who complete a baccalaureate Associate Degree at an Illinois community college. So, all these three, they can satisfy the IDEAS graduation requirement.

In terms of implementation, the courses are going to be reviewed by a specific special subcommittee within the Council on General Education, which is an external committee of the Academic Senate. The subcommittee is going to be responsible for evaluating the procedures for which courses are going to be adopted, whether the courses that are proposed they meet the learning objectives. They will also be responsible for reviewing the courses ever five years to make sure that they still meet the learning objectives, and review assessment data that will be gathered.

The IDEAS graduation requirement, similar to the AMALI graduation requirement, is going to be under the purview of the Associate Vice President for Undergraduate Education, who is eventually going to be the one approving the courses.

One thing to clarify is that in the proposal you will see that we have Appendix B, which includes some courses. These are the courses that came from the actual committee when they were first reviewing what courses we already have that could meet this graduation requirement. For the proposal, if we vote in favor, we are not voting to approve these specific courses. This is just to give you an idea of what courses already exist in the University. There are going to be other departments that, at that point, didn't offer any courses that could be classified as IDEAS. Because we thought this might be the case, Dr. Amy Hurd sent in the spring a diversity course survey mainly to departments that were not listed in this Appendix B to check, because there might be some problems that have a major course that could count towards the IDEAS graduation requirement. We actually saw that there were six more departments that they said have some courses that could satisfy these graduation requirements, but they were not included in that list of courses at the end. And also, all the 28 teacher ed programs, they have a significant component about the diversity component.

So, this is the proposal from the Academic Affairs Committee. If you have any questions that I could answer, or any of our experts could answer, we'd be happy to.

Senator Horst: I just wanted to clarify that this is a major graduation requirement proposal, and we have 15 minutes left. So, I'm hoping to break down the proposal into some chunks so that we can approach it systematically. To reiterate, there are three things we're being asked to approve. The graduation requirement itself, which is represented in the catalog copy, the learning outcomes, and then the implementation. So, we'll start by just trying to tackle the graduation requirement itself in this next 15 minutes. Do people have any questions? (Pause) I'll get it rolling with a question. I was wondering if someone could talk about the financial implications of this. There's no financial implications form or any sort of

discussion of the finances. But I note that in the reports that people talk about should there be extra funding for the Women's Studies, for instance. What sort of work on the financing on this graduation proposal has been done?

Senator Nikolaou: Initially, when we were talking about the IDEAS graduation requirement, we focused on existing courses because we're thinking that for the first few years we are going to use courses that are already existing across the different departments so that we don't have that aspect of creating new courses. Ideally, down the road, there are going to be courses that are specifically designed for this IDEAS graduation requirement and that's where the subcommittee within the CGE would come into play. And then we also talked a little bit about how different departments might talk with each other about creating a joint appointment to hire researchers that are going to be experts on diversity and inclusion issues. But I'm going to give it to Dr. Hurd, if she has any more to add.

Dr. Hurd: You answered that very well. The list of classes at the end was done so we could count seats to make sure we had enough seats before we push through this any further. We have plenty of seats, so I don't think that will be an issue.

Senator Horst: So, even though it says that there are 2,900 students that will have to enroll in an IDEAS course, you anticipate that there will be no extra need for sections or anything like that?

Dr. Hurd: I don't. We may have to change the size of some sections and things, but we have so many courses that are option that we'll be okay with seats.

Senator Pancrazio: If I understand right, we're looking at courses that are already being offered in a gen ed program. Although we're phrasing this as a requirement, it's also an indication of where we are and where we've been because the research and teaching faculty has been going on for more than two decades. And looking again at the diverse population here on campus, 34%-35% of these students are not having to infuse, we're being infused. We've already done quite a bit. So, my question is, isn't this about time?

(Laughter)

Senator Horst: Do you have anything to say about that? No. Okay. Perhaps I could ask Doris Houston to talk a little bit about the IBHE component and the requirements that Senator Nikolaou cited.

Dr. Houston: Thank you, Senator Horst. There are two areas that are certainly applicable in terms of the IBHE component. One that was previous address by Senator Nikolaou which comes from the Illinois Compile Statutes, which speaks to the Board of Higher Education Act, and is noted in the proposal, that this is something that the Illinois legislature and the Illinois Board of Higher Education not only condones but expects. So, requiring each public

institution of higher education to include in the general education requirements for obtaining a degree, coursework on improving human relations which includes race, ethnicity, gender, and other issues. Certainly, our proposal goes beyond that because as you can see the areas that we speak of are broader to include class, disability, ethnicity, gender, race, religion, sexual orientation, and other forms of diversity. So, we've actually gone above and beyond that. But I'd also like to note that our proposal is in line with the Strategic Plan of the Illinois Board of Higher Education that speaks to a thriving Illinois. And I'll quote, "Our Higher Education institutions support students to become the next generation of thinkers, leaders, and researchers who contribute to communities, culture, service, and a democratic society." So, again, the more we are able to prepare our students to live, work, and serve in a diverse society the better off they will be and the better off our society will be.

Senator Spranger: Has there been any work put into crafting a new class that really specifically fits all the goals? Or are we just trying to work with the existing ones?

Dr. Hurd: We are working with the existing courses because we would have to be able to provide all of the incoming freshman with this course. We would need 3,500 seats every year. So, that's pretty cost prohibitive because these will probably be smaller section courses. We are proposing to use what we have in existence. Doesn't mean that there won't be other new courses developed. But for everyone to come in and take one course, we didn't go down that path.

Senator Spranger: I was more asking just as another option for a smaller section.

Senator Horst: Certainly, new courses can be developed. And that's the thing, you set the framework of this, and then new courses can work within that framework. Are there any questions on specifically the graduation requirement?

Senator Samuel: Is there any minimum credit associated with the graduation requirement, as to the amount of credits that need to be taken?

Senator Nikolaou: I think this would be a regular three-hour credit course.

Dr. Hurd: Yes. It's not in there but I think it was just assumed that it was three credits. But that's a very good question.

Senator Nikolaou: Yeah. So, we might need to adjust the catalog copy. Because right now it states, "at least one course in IDEAS," that it could say, "at least one three-hour credit course in IDEAS," so that it's clear and we don't have one or two credit hours instead.

Senator Samuel: Thank you.

Senator Horst: Are most of the courses in Appendix three credit hours?

Dr. Hurd: Yes.

Senator Horst: Okay. I was wondering if the committee could comment on a report that talked about the negative perceptions on the campus; it was rather old, but I was wondering if you could tell the Senate about any discussions you had that reflected on some of the negative comments that the subcommittee also made note of.

Senator Nikolaou: This is the survey that the UCC sent out in 2018. One of the main comments is that it's going to add time to the graduation. That's why at the end of the proposal, we wanted to make clear that we already have courses that the students are taking, so it's not that they will need to take an additional course and delay their graduation. That was one concern, and it was mainly from the students in that survey.

Another component was in terms of how it may affect the climate within courses that are addressing diversity and inclusion. They were concerned that right now students choose to take the courses, but if it is a graduation requirement, students who might not be as open to discussing and learning more about the IDEAS topics, and it might create a more hostile learning environment. Actually, when we talked about this component, we thought that as an academic institution our goal is to show to our students every aspect. Our goal is to educate them about different aspects that they may not be aware of. So, they may come in with a specific perception, our goal is not to change their mind in the way that we are thinking, it's just to present different points of view. It's going to be up to the instructors to present the material in a way that is going to be inclusive for all students regardless of their background and the point of view that they might have. That's why we were thinking that these instructors are going to be the ones who have previously taught courses that have to do with diversity and inclusion. It's not going to be someone who has no experience being thrown into teaching that course. Any other members from AAC remember any more specifics about that component that we talked about?

Senator Cline: I would just say that one other way that we address that is not only faculty who are already trained and acclimatized to teaching these types of courses will be the ones leading the charge in the first years, Senator Spranger, until we get newer courses that could be developed. But it's, as Dr. Houston said, the definition is very broad. When you say the word diversity, you might have one aspect in your mind; but if you read through IDEAS ,its many things -- it's not just race. Right. There's many, many forms and this proposal deals with all of those forms. So, there's a wide variety that students can choose from. So, it's not going to force someone into something that they're particularly uncomfortable about, necessarily. Although, we might want them to be a little uncomfortable as part of the learning process.

Senator Nikolaou: Yeah. That was one other aspect that we addressed, it might be that right now the focus might appear that it's going to be more on race, but it's going to be an ever-

evolving requirement. Now-a-days it might seem that it's more focused on race, but then next year it might be more about sexual orientation, or it might be about the social economic status. So, we thought about how it's going to evolve over time, and it's not going to stay stagnant based on how they're going to be introduced in the beginning. That's why under implementation, one of the bullet points is that the courses are going to be reviewed every five years so that they are current on the topics that the society is facing because it's about U.S. society.

Senator Horst: Okay. So, we have a lot to take in and I don't think we need to rush through this. We'll just conclude our discussion on the graduation requirement. Are there any other questions?

Senator Midha: Question for clarification. Will the total graduation requirement still be 120 hours for students?

Senator Nikolaou: Yes.

Senator Midha: So, if this is going to be a required course will one of the other required courses be replaced by this?

Dr. Hurd: No. We are anticipating that, basically, students will double dip. They'll either double dip a course in their major or within general education or it will be one of their elective courses.

Senator Midha: Okay. Thank you.

Senator Horst: Since we are approaching our hard stop time, we will have another Information Item session on this item. Thank you for all that information, Senator Nikolaou.

**Academic Affairs Committee:** Senator Cline was elected chair and Senator McNab was elected secretary.

**Administrative Affairs and Budget Committee:** Senator Smudde was elected chair and Senator Phares was elected secretary.

**Faculty Affairs Committee:** Senator Nikolaou was elected chair and Senator Rardin was elected secretary.

**Planning and Finance Committee:** Senator Vogel was elected chair and Senator Rademaker was elected secretary.

**Rules Committee:** Senator Stewart was elected chair and Senators Miller and Zoltek were elected co-secretaries.

## ***Communications***

Senator Cline: In one of my many roles on campus, I am one of the campus Fulbright program advisors. We have some really dynamic and wonderful students who are serving in SGA and the application deadline for Fulbright awards is coming up. If you are interested in applying, Senator Horst can tell you, she's had the benefit through her husband (two Fulbright's I think, or one really good one).

Senator Horst: One really good one.

Senator Cline: This is an opportunity to get money to live abroad for a year after your graduation. So, if you're interested please be in touch.

Senator Horst: It will change your life.

Senator Phares: I just wanted to say really quick, Senator Monk is heading up a... I'm speaking for him because I currently live in Watterson Towers and currently our dining center is not really meeting the needs of our sustainability ideas, mainly due to the fact of lack of people applying for jobs within Watterson Dining. So, if you have any students that are looking for jobs, Watterson Dining will definitely hire. It would make it so that we can have reusable plates and cups and stuff again. So, we're not having to use everything disposable. Senator Monk is doing a lot of work for that and I'm promoting it to my floor as well.

Senator Horst: We were just talking about several coffee shops that need people. This is a serious issue.

Senator Hollywood: This relates to the diversity, equity, and inclusion of the diversity credit that I am now partnering with CTLT and a group of other professors across campus to do a scholarship of teaching and learning in instilling diversity, equity, and inclusion in the classroom space itself and not just the curriculum. So, that is something that we look to publish probably the end of the spring semester.

Senator Samuel: I just wanted to share that I had some constituents express that they wish that these meetings could be shared in an online format so that they could attend even if their physical attendance is impossible each week.

Senator Horst: Yes. We looked into that, Cera and I, all summer but it's financially not possible.

Senator Samuel: Thank you for that information.

Senator Hogue: Impact ISU, the blood donation RSO, is holding a blood drive tomorrow from 10:00 a.m. to 3:00 p.m. I'm going at 10:00 a.m., so if anyone wants to come, they always need blood. It's in Brown Ballroom, I believe.

***Adjournment***

Motion by Senator Cline, seconded by Senator Garrahy, to adjourn. The motion was unanimously approved.

Name	Attendance
Ayers, Kenneth	1
Avogo, Winfred	1
Beucher, Becky	1
Biancalana, AJ	1
Blum, Craig	1
Bonnell, Angela	1
Chassy, Grant	1
Cline, Lea	1
DeNeve, Sarah	1
Garrahy, Deb	1
Harpel, Tammy	1
Hogue, Hannah	1
Hollywood, Mary	1
Horst, Martha	1
Johnson, Levester *	1
Kinzy, Terri *	1
Lahiri, Somnath	1
Landfair, Lawrence	1
Marx, David	1
McLauchlan, Craig *	1
McNab, Maddie	1
Meyers, Adena	1
Midha, Vishal	1
Miller, Chloe	1
Monk, Eduardo	1
Nahm, Kee-Yoon	1
Nichols, Wade	1
Nikolaou, Dimitrios	1
O'Connell, Derek (sub for Noel-Elkins, Amelia)	1
Novotny, Nancy	1
Otto, Stacy (virtual)	1
Palmer, Stuart	1
Pancrazio, Jim	1
Paoni, Devin (TRUSTEE) *	1
Peters, Steve	1
Phares, Kevin	1
Qaddour, Jihad	0
Rademaker, Hannah	1
Rardin, Nate	1
Restis, William	1

Samhan, Bahae	1
Samuel, Isabel	1
Schmeiser, Benjamin	1
Seeman, Scott	1
Small, Maddy	1
Smudde, Pete	1
Spranger, Avery	1
Stephens, Daniel *	1
Stewart, Todd	1
Swiech, Livi	1
Tarhule, Aondover *	1
Torry, Mike	1
Toth, Dylan	1
Valentin, Rick	1
Villalobos, Rodrigo	1
Vogel, Laura	1
Zhang, Kevin	1
Zoltek, Sophia	1
Samant, Ajay (dean rep) *	1
Horvath, Chris (chair rep) *	1
VACANT - 1 Faculty Associate	0
VACANT - 1 Student Senator	0
<b>QUORUM (VOTING) (28) (*=NV)</b>	<b>51</b>